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DEVELOPMENT OF THE STUDENTS 'RESEARCH ACTIVITY WITH THE HELP OF "WORKSHOP TECHNOLOGY" IN A COLLABORATIVE ENVIRONMENT

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Abstract. This article talks about a teacher of a new generation who is able to focus on the needs of a particular student directly, to reveal his potential with the help of the technology of workshops that allows them to develop themselves individually, to realize themselves and their place in the world, to understand other people, as well as the laws of the world in which they live, perspectives of the "future" that will affect them back.

Key words: *differentiated approach, pedagogical profiles, information literacy, Individualization of education, project approach, collaborative environment.*

An important method of obtaining information on the study of the dynamics of the formation of components of educational activity is the teacher's ability to deliberately observe the activities of each student, make notes, write down, and correlate the real activities of students with the description of each levels. You can study the dynamics using special techniques and tasks.

The role of educational cooperation in the formation of students' skills of independent educational activity. In its extremely developed form, the ability to build educational cooperation coincides with the ability to learn - to independently expand their own knowledge, skills, abilities. Designing lessons by several types: designing an educational problem, planning and finding a solution, concretizing and applying the method for solving particular problems, monitoring and evaluating the measure of ownership of the method, as well as according to the proposed form of the "lesson" plan: lesson stage, teacher activities, student activities, methodical commentary.

The idea of such lessons is to create conditions for the teacher to maximize the impact of the educational process on the development of the student's individuality. Their implementation is possible in the event that the following are selected as the targets of the training sessions:

- The formation of a system of scientific knowledge among students and their mastery of the methods of human activity based on actualization and "cultivation" of their subject experience;
- Assisting students in finding and acquisition of their own individual style and pace of learning activity, disclosing and developing individual cognitive processes and field of interests;
- Assistance to the student in the formation of a positive self-concept, the development of creative abilities, mastering the skills and abilities of self-knowledge and self-construction.

Modern higher education is going through a new stage MOODLE, European Credit Transfer and Accumulation system in its development. The growing volume of information, modernization, and complication of curricula make the student the highest demands. Any teacher knows very well that students of the same age differ significantly from each other not only in their abilities, the rate of assimilation of knowledge, but also in terms of working capacity, in terms of fatigue under the same load. Therefore, it is very important that the trainees go through this difficult path, first, without prejudice to their health, without losing interest in learning, without losing faith in themselves, in their strengths. Moreover, this is possible only with a personality-oriented approach in teaching and educating students.

The implementation of a personality-oriented approach to teaching allows, because of a comprehensive study, to create ideas about the character of each of them, about his interests, abilities, the influence of his family and the immediate environment on him, to get the opportunity to explain the act and his attitude to learning in general. Since there are no ready-made recipes in teaching and upbringing, the problem of a personality-oriented approach is of a creative nature.

In addition, its necessity is connected, first, with the individual capabilities of each student.

The lesson is the main element of the educational process, but in the system of student-centered learning, its function, the form of organization, changes. A personality-oriented lesson is not only an orientation towards the assimilation of a certain amount of knowledge by students, but also the development of his personality, his cognitive and creative abilities. The purpose of the personality-oriented lesson is to create conditions for the cognitive activity of students. Recognition of the student as the main actor in the entire educational process is, in my opinion, the essence of personality-oriented pedagogy. Solving the problem of revealing the individual abilities of students through a student-centered lesson, we are faced with the resolution of contradictions:

- 1) Between the requirements of the concept of primary education and the real learning outcomes due to the low cognitive activity of students;
- 2) Between the individual way of assimilating knowledge and the mass nature of education;

The relevance is due to the educational activity itself, the renewal of the content of education, the formation in students of methods of independent acquisition of knowledge, the development of activity. Without basic motivation, without the awakening of interest, the development of knowledge will not happen. Based on this provision, the principles of pedagogical activity are determined, which are necessary for the conditions for the development and improvement of the student's personality:

- 1) The use of the student's subjective experience;
- 2) Actualization of existing experience and knowledge as an important condition that contributes to the understanding and introduction of new knowledge;
- 3) Variability of tasks, providing the student with freedom of choice when performing them and solving problems, using the most significant methods for working out educational material;

- 4) Providing in the lesson personally meaningful emotional contact between the teacher and students based on cooperation, creating the “friendly atmosphere” among the learners, motivation to achieve success through the analysis of not only the result, but also the process of achieving it;
- 5) Generateing a situation of success (at each lesson, the student should feel the joy of the successfully completed work);
- 6) Creating a favorable atmosphere for productive search activity (compassion and understanding on the part of the teacher, posing problematic questions that spark and interest learners).

In order to improve the educational results of each student, we must create motivation for him. Our task is to build a school of success for each student. That is why we are talking about educational trajectories, a differentiated approach, and a targeted approach. However, if you do not build such a targeted approach to each teacher, the success of each individual student will not work out.

Humanism, individual approach, communication skills, learning activities. As an example "Workshop technology". A group of French teachers “French group of new education” practices the technology of the workshops; it is based on the ideas of free education of J.-J. Rousseau, L. Tolstoy, S. Freinet, the psychology of humanism of L. S. Vygotsky, J. Piaget, K. Rogers.

In the technology of workshops, the main thing is not to communicate and master information, but to convey the methods of work, whether it is natural science research, textual analysis of a work of art, research of historical primary sources, means of creating works of applied art in ceramics or batik, etc. a very difficult task for a teacher. All the more grateful are the results expressed in the mastery of creative skills by students, in the formation of a personality capable of self-improvement, self-development.

Target guidelines: provide students with psychological tools that allow them to develop themselves personally, to realize themselves and their place in the world,

to understand other people, as well as the laws of the world in which they live, the prospects of the "future" that will affect them.

Features of the content: a workshop as a local technology covers a greater or lesser part of the content of an academic discipline. It consists of a series of tasks that direct the work of the learners' in the right direction, but within each task, the students are absolutely free. Each time they are forced to make a choice of the path of research, the choice of means to achieve the goal, the choice of the pace of work, etc.

A workshop often begins with updating everyone's knowledge of a given issue, which is then enriched with the knowledge of group mates. At the next stage, knowledge is corrected in a conversation with another group, and only after that, the group's point of view is announced to the class. At this moment, knowledge is once again adjusted because of comparing its position with the position of other groups.

An algorithm is a formalization of a technological process in the form of a sequence of some steps, blocks of activity that depend on the content of the cognitive area, but also have a prior-subject part, which is determined by the methods of student activity common to all areas.

On April 14, 2020, the Head of the Education and Skills Department of the Organization for Economic Cooperation and Development (OECD), Special Adviser to the OECD Secretary General on Education Policy, one of the founders of the largest international comparative study of the quality of education PISA made a speech at the XVIII April HSE International Scientific Conference. Andreas Schleicher. In his report, "Global trends in the transformation of national education systems, what will education be like in 2035?" A. Schleicher described 10 key factors for the success of the development of education systems for the next two decades:

- * Information literacy.
- * Application of talents.
- * Less is better, but deeper.

- * Equal access to education.
- * Exchange of experience between teachers.
- * Rejection of system control.
- * Individualization of education.
- * High productivity of studies.
- * New quality assessment.
- * Borrowing the best.

Students were asked to make their own decisions, and not just state the correctness or incorrectness of judgments - this meets the requirements for the development of independence and responsibility in the learning process, a non-standard approach to professional activity. Evaluation of the results of the design of pedagogical technologies with a focus on the selected criteria. The designed pedagogical technologies correspond to the selected criteria.

Thus, the didactic goals set during the design of pedagogical technologies aimed at solving the problems of the learning process can be considered as an achievement. The creative level of mastering the educational material is ensured through the choice of the didactic component of pedagogical technologies: the content of the designed tasks, as well as direct discussion of them in the process of conducting a learning game (choosing an organizational form of training).

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The professional activity of any skilled worker and specialist necessarily includes a number of actions, for the performance of which unconditional clarity, systematized knowledge, and practiced skills are required. The reproductive methods used in this case, associated with simple reproduction of information, even without its transformation, give the learning process monotony, because students to lose motivation and, as a result, a negative attitude towards the information itself will grow.

Formulation of design goals (requirements for pedagogical technologies). Experimental work has shown that pedagogical design is an endless process, in this regard, motives for improving the training course can be motives:

- internal motives - striving for professional self-realization;
- external motives - advanced training or changes in the external conditions of pedagogical activity (change in the composition and nature of external requirements for the course, change in hours for classroom lessons, etc.), the vagueness of the boundaries of the existence of pedagogical innovations.

It is not always possible to fully implement in practice what was conceived in the work program of the academic discipline due to the unavailability of both the socio-pedagogical environment, and the teacher himself to follow his own project in practice, which requires him to spend more than usual on restructuring the usual rhythm of classes, refusal from stereotypes in teaching; the complexity and ambiguity of determining the results of innovations, and also much depends on the personality of the students.

Conclusion: The main criteria for comprehending and evaluating what is observed in the lesson:

- the effectiveness of the work of each student in achieving the planned results;
- formation of students' independent thinking, initiative;



- the effectiveness of the lesson in the implementation of the tasks of spiritual and moral education;
- teacher's activities for the development of student activities.

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