METHODOLOGICAL SUPPORT OF THE EDUCATIONAL PROCESS IN TEACHING THE RUSSIAN LANGUAGE: CONCEPT, ESSENCE



Abdualieva Durdona Rustamovna
Senior Teacher, Branch of Kazan Federal University, Jizzakh, Uzbekistan

Annotation

The characteristic features of the reform and modernization of education in Uzbekistan are the desire to improve the quality of education, fundamentality and integration, strengthening the humanistic focus, increasing variability, the role of independent work of students and technologization of the learning process. The goal of informatization is to create conditions for the development of the individual, his/her self-determination and self-realization. The educational process in the educational institution is aimed at achieving this goal. The main purpose of this article is to find some solutions to develop and create an educational and methodological complex on the basics of logic for students in the university.

Keywords: Training, specialty, discipline, section, module, justification, assimilation.

Аннотация

Характерными чертами реформирования и модернизации образования в Узбекистане являются стремление к повышению качества образования, фундаментальность и комплексность, усиление гуманистической направленности, повышение вариативности, роли самостоятельной работы студентов и технологичность процесса обучения. Основной целью данного тезиса является поиск решений по разработке и созданию учебно-методического комплекса по основам логики для студентов университета.

Ключевые слова: Обучение, специальность, дисциплина, раздел, модуль, обоснование, усвоение.

Annotatsiya

O‘zbekistonda ta’limni isloh qilish va modernizatsiya qilishning xarakterli xususiyatlari – ta’lim sifatini oshirishga intilish, fundamentallik va integratsiya, insonparvarlik e’tiborini kuchaytirish, o‘zgaruvchanlikni oshirish, o‘quvchilarning mustaqil ishlarining roli va o‘quv jarayonini texnologiyalashtirishdir. Axborotlashtirishning maqsadi shaxsning rivojlanishi, uning o'zini o'zi belgilashi va o'zini o'zi anglashi uchun sharoit yaratishdir. Ta’lim muassasasidagi ta’lim jarayon esa ana shu maqsadni amalga oshirishga qaratilgan. Ushbu tezisning asosiy maqsadi

universitet talabalari uchun mantiq asoslari bo'yicha o'quv-uslubiy majmuani ishlab chiqish va yaratish bo'yicha ba'zi yechimlarni topishdan iborat.

Kalit so'zlar: O'qitish, mutaxassislik, fan, bo'lim, modul, asoslash, o'zlashtirish.

Subject (cycle) commissions or departments carry out significant methodological work aimed at creating educational and methodological materials that allow:

– the teacher to apply more effective, optimal methods and techniques of work or master new technologies in teaching;

– students to effectively perform educational activities (study a “difficult” question or topic, quickly carry out calculations, prepare for a test, exam, credit, etc.);

– the educational institution to ensure high quality professional training of specialists [1].

The educational and methodological support of the educational process should be diverse, correspond to variable educational programs, be developed for all types of students' educational activities and be comprehensive.

The requirements for the content of individual components of educational and methodological complexes depend on the type of educational and methodological material, but the general approach should be comprehensive. This means that the UMO of a specialty, discipline, section, topic, module is presented as a certain complex, which in one form or another should [2]:

– reflect the content of training in the specialty, discipline or section, module, etc., justification of the level of assimilation;

– contain didactic material adequate to the organizational form of training and allowing the student to achieve the required level of assimilation;

– provide the student with the opportunity to check the effectiveness of his work at any time, independently control himself and adjust his educational activity;

– maximally include objective methods of quality control of education by the administration and teachers [2].

When creating a teaching and methodological kit on the fundamentals of logic, the above criteria should be taken into account and the requirements established by state educational institutions should be met.

When creating teaching and methodological materials that support independent work of students, it is advisable to take into account [3]:

✓ maximum volume of homework, optimal time spent on its completion;

✓ typical errors in the performance of various types of work, their causes and measures for their assimilation;

✓ variability of practical work (problems, individual calculations, drawing up supporting notes, constructing various graphic and tabular works, etc.);

✓ instructions:

– for studying the most "difficult" topics (questions);

– for preparing for tests, defenses, tests and exams;

– for drawing up the results of independent work;

– for assessment and self-assessment of final works [4].

Analysis of the materials of the questionnaire of employees of the educational institution of secondary vocational education and analysis of the results (products) of various types of independent work of students allow us to draw the following conclusions:

– Forms, methods and techniques for organizing independent work of students are very uniform. Therefore, it is advisable to provide a systematized list of independent work (UIRS, NIRS) in the relevant section of the teaching and methodological complex, taking into account the specifics of the specialty.

– Educational and methodological support for all types of independent work provided for by the educational program of the specialty is also often not systematized. As a rule, the teaching and methodological complexes of laboratory work and course (or diploma) design are

presented quite fully. At the same time, they often provide incomplete lists of educational and methodological materials, and do not offer clear work algorithms [5].

Looking at the structure of the educational and methodological complex in more detail, it can be divided into several parts:

1. Regulatory and educational-methodical documentation.

– state requirements for the minimum content and level of training of graduates in the specialty;
– extract from the working curriculum;
– list of equipment for the classroom and laboratory;
– federal program for the academic discipline;
– working curriculum;
– calendar-thematic plan;
– plans for academic lessons (technological maps) [6].

High-quality development and continuous improvement of regulatory and educational-methodical documentation is an integral part of creating an optimal comprehensive educational-methodical support for the educational process in academic disciplines. It is important that all this documentation is not a formal set of documents, but an effective tool for improving the effectiveness of the educational process.

2. Teaching aids.

There are some groups of teaching aids [7]:

✓ educational and methodological literature:
–textbooks
–lecture notes
–reference books, problem books
–catalogues, albums
–special methods
✓ methodological aids
–methodological recommendations
–methodological developments
–methodological instructions
✓ teaching aids:
–pictorial
–posters, diagrams
–pictures, photographs
–drawings, graphs
–tables, diagrams
–devices, mechanisms
–tools
–models, mock-ups
–sections, dummies.

In further classification of teaching aids, it is necessary to highlight a wide range of handouts of didactic materials. The number of such sources of educational information includes various task cards, didactic tasks for independent, practical, laboratory work and course projects for solving problem situations, situational tasks [8].

3. Coursework design.

Coursework design consists of:

– list of coursework project topics;
– list of literature, normative and technical and reference documentation, computing and office equipment recommended for use in completing the coursework;
– methodological recommendations for completing the coursework;

– examples of completing the coursework [9].

4. Extracurricular work on the subject.

Materials for holding the "week of discipline", conferences, competitions, olympiads, materials for coursework. The practice of teaching students in a technical school shows that in recent years the educational process has been enriched with valuable didactic tools that help increase students' cognitive activity in the classroom. Teachers solve this problem in different ways.

Some structure classes so that all students are involved in interesting creative activities, others achieve the development of cognitive activity through a system of differentiated assignments taking into account the individual characteristics of students. Still others pay attention to homework, organizing students' independent work.

The new state standards significantly increase the number of hours allocated for independent work to 50% of the study time, but at the same time there is a problem of providing students with the necessary educational literature. Therefore, the demand of the times and a promising way to solve this problem is the development of a teaching and methodological complex for students, which should include [10]:

– a course of lectures on theoretical material;

– a set of methodological recommendations for the implementation of practical, laboratory work;

– a set of methodological recommendations for independent study of the main topics of the academic discipline;

– a collection of tasks, exercises, problem situations, trainings, seminars.

Computer science is one of the most changing subjects in the curriculum. The reason for this is the updating and improvement of information and communication technologies.

In this regard, the teacher must also improve, update his knowledge, develop newer curricula. The teacher, concentrating on the information that students will need in real life, and using methodologically correct teaching methods, must find the right balance between the huge resources of information and the limited number of class hours.

Providing students with an educational and methodological complex will help them learn new material, differentiate, individualize learning, improve control and self-control, free up time for creative, research work, and therefore increase the effectiveness of the educational process. This article attempts to introduce students to the world of logic, which will allow them to gain basic knowledge about the culture of thinking and use it in practical activities.

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