

PEDAGOGICAL METHODS OF CREATING INDEPENDENT EDUCATIONAL ASSIGNMENTS: DIDACTIC APPROACH

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Abstract. globalization and information processes in the world, in independent educational tasks that arise in an innovative educational environment, require pedagogical-methodical changes, and in this regard, the importance of teaching in the module-credit system is increasing. In developed countries, "pedagogical education" is recognized as the main factor that ensures sustainable development, and international organizations and most of the countries of the world set an urgent task to improve the process and tools for assessing the quality of new education defined in the credit module system, and to put into practice the mechanisms that allow to determine the achieved results. The present paper discusses some issues related to the topic.

Keywords: *credit module system, pedagogical education, didactics, didactic system, independent learning.*

In the process of globalization, one of the important pedagogical tasks is to ensure the integration of the development of the didactic system with the fields of education, didactic demand between teachers and students.

The concept of "didactics" is widely used in the analysis of a number of pedagogical literature and pedagogical dictionaries. Many definitions of the concept of "didactics" can be given, expressed in scientific, philosophical, literary or ordinary language. At the beginning of our research, we found it necessary to comment on the terms of the main apparatus of the dissertation. We defined the terms "didactics", "didactic system", "didactic structure of teacher activity", "model", "didactic processes", "educational process" as the main concepts.

In the explanatory dictionary of the science of pedagogy, it is indicated as an independent branch of didactics-pedagogy. It deals with the development of the theory of education, that is, its goals, content, laws, and principles. Didactics is a part that studies the general laws of the educational process. Didactics is a Greek word that comes from "didasko" - to teach, to learn. The literal translation of "didactics" means the theory of education [1, p. 240].

Didactics means the concept of educational theory. The theory of education includes principles, methods of education, forms of education and basic concepts in pedagogy that must be followed in the process of education [2, p. 43].

Didactic scientist I.Ya. Lerner [3, p. 186] says didactic education theory, the problems of organization, management and control of education are the main issues applied by didactics, or the learning and learning activities of students are organized in the learning process, independent learning in the process of independent learning based on the thinking of teaching and learning activities it is carried out on the basis of pedagogical methods of using the didactic approach in the preparation of tasks. These approaches serve as a theoretical basis for the implementation of the teaching and learning process according to the principle of effective methodical activity in education.

Based on this, we, in our research:

- from a didactic point of view in the content of L1 education, we use a didactic approach to create independent educational tasks for two subjects, and implement effective methodical activities in teaching and learning, we consider the process of L1 education as a continuous, consistent activity carried out by the pedagogue;

- we emphasize that the L1 educational process is a dynamic social system in constant motion, the object of teaching and cognitive activities organization, and it includes all the characteristics typical of social systems;

- improvement of the content of L1 education, we believe that it is necessary to implement methodological approaches to the organization of higher educational institutions and the quality of independent education in it based on the general laws, principles and functions of didactics.

In fact, the process of learning the L1 is a phenomenon rich in didactic relations in the creation of various independent educational tasks. Relationships, communication components of the educational process appear and apply in the form of interaction between the teacher and the student. Based on this, we will focus on the concept of didactic system.

Mechanisms of the didactic process: Module program, sample curricula, working curricula, educational materials (textbooks, manuals, exhibitions), teaching equipment and tools, additional and auxiliary tools. Didactic processes with the participation of these things are carried out on the basis of mechanisms.

Following the rules of consistency, we paid special attention to the concept of “module” and analyzed its dictionary meanings. The concept representing the structural parts that make up pedagogical technology. These constituent parts, i.e. modules, consist of the smallest parts and their collections of different amounts. It is widely used in the field of creation of developments related to modular educational technology and their introduction into practical activities, it is considered a generalized real process and is interpreted as a manifestation of experience, a set of actions in a certain pattern [2, p. 87; 7, pp. 45-53].

Didactic process mechanisms:

- is a pedagogical system, in which the characteristics of pedagogical objects and processes are reshaped;
- generalized real process;
- manifestation of experience;
- consists of a system of actions in a certain pattern.

Based on the modern methodology of education, we can say that in the didactic processes of the L1 education system, the mechanism of learning activity achieves high efficiency, the teacher demonstrates his knowledge, pedagogical skills in being able to convey to students, competence, didactic factors and psychological requirements, taking into account various forms and styles of L1 education. is characterized by harmonizing independent educational activities.

Based on the above ideas and literature analysis, during our research we put special emphasis on the issue of mechanisms of the didactic process.

In the credit module system, the work of the L1 educational mechanism consists of abstract, concrete and developmental types in terms of its foundations. Thus, as a result of the study and analysis of the scientific-research works carried out by pedagogues, psychologists and philosophers, didactic scientists, we were able to learn the essence of the concepts of “teaching” and “educating” based on the didactic process mechanisms. And this, the pedagogical content of the concept of “didactics” – “teaching”, “educating” in the process of L1 education became the basis for creating a typology of independent educational assignments.

Elimination of the mind map happened in this part, test takers are provided with relevant words instead. Thirdly, appropriate rubric was selected, and students now can get feedback from their teachers, and become aware of what language skills and aspects they should improve. On the other hand, unlike the original test, practicality somehow disappeared in the modified version since technological devices are needed now in order to complete the assessment task [4, pp. 93-97; 8].

On the basis of this typology (typology is a method of knowledge based on the distribution of a system of objects and/or dividing them into groups for the next ones with the help of quick questions and answers, as well as the result of typological description) in the process of teaching the L1 of higher education institutions, the didactic system is based on the creation of independent educational tasks by the teacher and the student preparation for the organization of the educational process between students was put into practice and tested in the form of a scientific-theoretical hypothesis at the stage of the dissertation. A long-term general clear plan → requires ensuring coherence of strategic goals, their continuity and priority. The technology of organizing and implementing the activities of the didactic system based on the creation of independent educational tasks, the didactic games have educational and educational value, the didactic system requires a completely new

educational methodical approach between the teacher and the student in the educational process, focusing on practical-transformative functions. The credit module system is a modern education system in our country, and it needs teachers in education who actively participate in the development and implementation of new curricula, syllabus, teaching technologies, creative projects and innovative processes. This issue was the focus of attention of the President of our country Sh.M. Mirziyoev, and it was considered as one of the problems that should be solved quickly in order to introduce new, modern methods of education and science [5].

Therefore, to improve the quality of independent educational tasks and introduce innovative educational technologies, gradually introduce the improvement of new state educational standards and curricula of higher education, establish an educational portal to provide interactive educational services: an electronic database, taking into account the attendance and mastery of students it was emphasized the need to create an electronic system (electronic journal, diary and signboard), and provide other electronic services.

Proper planning of the stages of pedagogical design between the teacher and students on the basis of the creation of independent educational tasks of the didactic system is of great importance. The design stages are as follows:

Stage 1: mechanism for creating independent educational tasks;

Stage 2: design;

Stage 3: creation stage;

Step 4: achieving an effective result, evaluation.

Compilation of pedagogical independent educational tasks (stage 1) consists of setting goals, creating pedagogical systems, creating pedagogical situations and processes, and determining their solutions.

Pedagogical design (stage 2) is the direct implementation of the creation of pedagogical independent educational tasks to the level of practicality. Pedagogical development (stage 3) is to further refine pedagogical design and bring it to a universal level that allows for real application in the field of education, teaching and learning. At each of these stages of pedagogy, goals must be clearly defined. Achieving an effective result, evaluation (stage 4). Students will be assessed on the questions they create and use in class (focusing on the logic of each question).

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