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ПЕДАГОГИКА ВА ПСИХОЛОГИЯДА ИННОВАЦИЯЛАР
ИННОВАЦИИ В ПЕДАГОГИКЕ И ПСИХОЛОГИИ
INNOVATIONS IN PEDAGOGY AND PSYCHOLOGY

FIZIKA DARSLARIDA TALABALARNING MUSTAQIL FIKRLASH QOBILIYATINI OSHIRISH

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АННОТАЦИЯ

Ushbu maqolada fizika darslarida talabalarning mustaqil fikrlash qobiliyatini, hamda nutq madaniyatini oshirishga doir ta'lim texnologiyalari keltirib o'tilgan.

Tayanch so'zlar: inovatsiya, ta'lim texnologiyasi, mustaqil fikrlash, intellektual, pedagog, noan'anaviy ta'lim

ПОВЫШЕНИЕ САМОСТОЯТЕЛЬНОГО МЫШЛЕНИЕ СТУДЕНТОВ НА УРОГАХ ФИЗИКИ

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АННОТАЦИЯ

В этой статье приведены методы преподования, которые послужат повышению имения самостоятельного мышления и развитию речи студентов.

Ключевые слова: иновация, образовательная технология, независимое мышление, интеллектуал, педагог, нетрадиционное образование

INCREASE INDEPENDENT THINKING OF STUDENT AT LESSONS OF PHYSICS

Muminov Bahriddin Saidumarovich, Haliyarov Jasur Khidirovich,
Termez State University

ANNOTATION

This article consist of methods which help for students to do more better independently thinking and develop style of speaking belongs to physics.

Key words: innovation, educational technology, independent thinking, intellectual, pedagogue, non-traditional education

Bugungi o'sib kelayotgan avlodni zamonaviy bilimlar asosida tarbiyalash, ularda mustaqil fikrlashni shakllantirib borish muhim omil sanaladi. Inson mustaqil fikrlash orqali voqelikni umumlashtirib, bilvosita va bevosita aks ettiradi. Narsa va hodisalar o'rtasidagi ichki, murakkab bog'lanishlar, xususiyatlar hamda mexanizmlarni anglab yetadi. Inson muayyan qonun, qonuniyat va voqealarning vujudga kelishi, rivojlanishi hamda oqibatini oldindan ko'rib turish imkoniyatiga ega bo'ladi. Insonning mustaqil fikrlash qobiliyatining shakllanishi ko'proq ta'lim jarayoniga to'g'ri keladi [1].

Mustaqil fikrlash qisqa vaqt ichida shakllanadigan jarayon emas va bu jarayonni yoshlikdan shakllantirib borish har bir pedagogga alohida mas'uliyat yuklaydi.

Bugungi kun ta'lim tizimida amal qilayotgan an'anaviy ta'limni mazmunan va uslubiy yangilash va ta'lim jarayonini tashkil etishni tubdan o'zgartirish davr taqozosidir [2]. Bunda, fizika ta'lim tizimiga inovatsion ta'lim texnologiyalarini uyg'unlashgan holda qo'llash orqali, ta'lim samaradorligini yuqori pog'onaga ko'tarishni amalga oshirish mumkin. Mamlakatimiz oliy ta'lim muassasalarida barcha fanlar qatori fizika fanini o'qitish jarayonida innovatsiyalar va ilg'or xorijiy tajribalarni qo'llash bugungi kunning dolzarb masalalaridan biri hisoblanadi.

Oliy ta'lim muasasalarida amalga oshirilayotgan o'quv jarayoni talabalarni shaxs sifatida shakllanishi, intellektual, axloqiy jihatdan rivojlanishlari uchun qulay sharoitlarni keltirib chiqaradi. Mavzuni yoritib berishda o'qituvchi inovasion ta'lim texnologiyalardan foydalanib dars o'tishi, talabani darsga jalb etishi talabalarning nazariy bilimlarni o'zlashtirishi, amaliy ko'nikma va malakalarni egallashlari uchun zarur sharoit yaratadi. Ushbu texnologiyalarning barchasi o'ziga xos xususiyatga ega bo'lib, ular talabalarni fanni o'zlashtirishlarini kafolatlaydi va yuqori samara beradi.

Amaliy mashg'ulotlarda mavzuni talabalarga etkazishda aniq maqsadni belgilash, didaktik shartlar (ta'lim shakli, metod va vositalarining maqbul variantini tanlay olishi, ular o'rtasida o'zaro aloqadorlik va uyg'unlikni ta'minlanishiga erishish, o'quv jarayonini tashkil etish va bilimlarni o'zlashtirish uchun zarur bo'lgan vaqt hajmini aniq belgilash), talabalarga mavzuni faqat nazariy jihatdan, faqat masala yechish bilan cheklanib qolmasdan shaxs pedagog sifatida rivojlanishlarini, guruhda ijodiy, ishchanlik kayfiyatini yarata olish kabi xususiyatlarni shakllantirish lozim. Mavzuni yoritishda o'qituvchidan pedagogik, didaktik bilimlarni chuqur o'rganish, yuzaga kelayotgan vaziyatlar mohiyatni tezkor sur'atda baholay olish, ularning echimini topish layoqati, talabalarning yosh va psixologik xususiyatlarini inobatga olish, talabalarni o'quv faoliyatini nazorat qilish va haqqoniy baholay olish malakasiga ega bo'lishni taqozo etadi [3].

Talaba esa o'z navbatida mavzuning mohiyatini anglab etishi, nazariy bilimlar va ularga muvofiq amaliy ko'nikma hamda malakalarni o'zlashtirishga nisbatan ichki extiyoj, qiziqishning qaror toptirilishi, mavzuni o'zlashtirgani holda o'zida amaliy faoliyatda qo'llay olishi, mavzu bo'yicha berilgan topshiriqlarni o'z vaqtida sifatli bajarishi, olgan nazariy bilimlarini mustaqil faoliyat olib borish orqali mustahkamlashi lozim.

Zamonaviy ta'limda o'zaro muloqot pedagogik texnologiya asosini tashkil qilib, o'quv jarayonini to'liq qamrab olishi kerak. Bunda "faollik" tushunchasi etakchi hisoblanadi. CHunki reproduktiv ta'limda o'quvchi-talabalarni faqat tayyor bilimlarni egallashga o'rgatilgan va o'qituvchi ma'ruzada bergan bilimini seminar, amaliy mashg'ulotlarda qaytarib olgan.

Oxirgi yillardagi fizika ta'lim yo'nalishi bitiruvchilarining ko'pchiligi maktab, kasb-hunar kolleji va akademik litseylarda o'qituvchi lavozimida ishlab kelmoqdalar. Demak, biz talabalarda nutq madaniyatini, pedagogik xususiyatlarni shakllantirib borishimiz, o'z fikrini to'g'ri va ravon yetkazib berishi va amaliy mashg'ulotlarda doskada ishlagan masalasini to'gri ketma-ketlikda yozishi, o'quvchi esa uni oson tushunib olishini hozirdan tayyorlab borishimiz zarur.

Shuning uchun, amaliy mashg'ulotlarda masala yechish paytida quyidagicha ketma-ketlikdan foydalanish mumkin:

a. Berilgan masalani hamma mustaqil ishlaydi,

b. O'qituvchi aylanib tekshirib chiqadi,

c. Masalani birinchi va to'g'ri ishlagan talaba doskada to'liq ishlaydi,

d. O'tirgan talabalardan ixtiyoriy tanlab olinib doskaga chiqariladi va doskada yozilgan masalani tushuntirib beradi,

e. Agar istasa o'zining osonroq usulini ham yozishi mumkin.

Bunda quyidagi yutuqlarga erishamiz"

- Darsda barcha talabalar faol qatnashadi,
- Mavzuni talabalar chuqur o'rganadi,
- O'z fikrini boshqalarga yetkazib berishni o'rganadi,
- Yangi usullarda masala yechishni o'rganadi,
- Talabaning fiklash qobiliyatini oshiradi,
- Yangi ma'lumotlarga ega bo'ladi.

Olingan xulosa va bildirilgan takliflardan ta'lim muassasalari faoliyatida, fizika fanini, shu jumladan, ixtisoslik fanlarini o'qitishda foydalanish mumkin. Zamonaviy ta'lim texnologiyalari o'quvchi-talabalarni egallayotgan bilimlarini o'zlari qidirib topishlariga, mustaqil o'rganib, tahlil qilishlariga, xulosalarni ham o'zlari keltirib chiqarishlariga o'rgatadi. Bunda pedagog shaxsning rivojlanishi, shakllanishi, bilim olishi va tarbiyalanishiga sharoit yaratadi va shu bilan bir qatorda boshqaruvchilik, yo'naltiruvchilik, maslahatchi, baholovchi vazifalarini bajaradi.

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ИННОВАЦИИ В ПЕДАГОГИКЕ И ПСИХОЛОГИИ
INNOVATIONS IN PEDAGOGY AND PSYCHOLOGY

КРЕАТИВ ФАОЛИЯТ СТИМУЛЛАРИ ВА МОТИВЛАРИНИНГ ПСИХОЛОГИК ТАҲЛИЛИ

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АННОТАЦИЯ

Мақолада ижодкор шахсни шакллантирувчи ва шахснинг креатив фаолият юритиши учун сабаб бўладиган стимуллар ва мотивлар, тўсиқлар ва бошқа сабабларнинг психологик таҳлили олиб борилган.

Таянч сўзлар: креатив, эҳтиёж, майллар, қобилият, натижа, қонуният.

ПСИХОЛОГИЧЕСКИЙ АНАЛИЗ ТВОРЧЕСКОЙ ДЕЯТЕЛЬНОСТИ И МОТИВОВ

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АННОТАЦИЯ

В статье проведен психологический анализ стимулов и мотивов, формирующих креативную личность, а также пробуждающих или препятствующих и других причин творчеству.

Ключевые слова: креативность, потребности, интересы, способности, результат, закономерности.

PSYCHOLOGICAL ANALYSIS OF CREATIVE ACTIVITIES AND MOTIVES

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ANNOTATION

The article conducted a psychological analysis of the incentives and motives that form the creative personality, as well as awakening or impeding other reasons for creativity

Key words: creativition, basic needs, interests, abilities, result, patterns.

Креатив бўрон: сиз ўзингизга имкон беринг, ўзингиз асар яратишингиз ва ҳар қандай муоммони ностандарт ечишингиз учун.

(Лески Кайна)

Республикамизда барча соҳаларда кескин ривожланишга қаратилган ислоҳотлар юз бераётган даврда, айниқса, таълим соҳаси ушбу ривожланишлар _ефлексии вазифасини бажаради. Тўғри таълим берилмаган ва йўналтирилмаган авлод ривожланишга нафақат тўсқинлик қилади, балки уни йўққа чиқаради. Шу мақсадда, мактабгача таълим, умумий ўрта таълим, касб-ҳунар таълими ва олий таълим баравар ислоҳ этилмоқда. Шу вақтгача таълимда эътибордан четда қолган нарса - креатив шахсни шакллантириш масаласи эди.

Таълим жараёнида креатив психологиясини ўрганиш, креатив шахсни шакллантириш, креатив фаолиятнинг стимуллари ва мотивларини кучайтириш талантларнинг кашф этилишига, кашфиётчиликнинг ривожланишига ва ўз навбатида, илмий ва ижтимоий тараққиётга йўл очади.

Аслида креатив қобилиятларнинг туғма белгилари ҳар қандай одамга, ҳар қандай нормал болага хос. Фақат уни _ефлекс ривожлантира олиш керак. Йирик ва ёрқин талантлардан кичик ва сезилмас талантгача - узилмас "талантлилик континууми" мавжуд. Бироқ, креатив жараён моҳияти ҳамма учун бир хил. Фарқи - ижоднинг аниқ материалида, ютуқлар кўлами ва ижтимоий аҳамиятида. Креативликни ўрганиш учун фақат гениал одамларни тадқиқ қилиш шарт эмас. Креатив элементлари кундалик ҳаётий вазифаларни ечишда кўринади, уларни "одатий" фикрлаш жараёнида ҳам кўриш мумкин.

Ижод билан шуғулланувчи киши кўп қийинчиликларни енгишга мажбур. Бу турли хилдаги тўсиқ, антистимуляторлар бўлиб, ижодий жараёнга озми-кўпми салбий таъсир қилади. Ташқи тўсиқларга қуйидагиларни киритиш мумкин: ноқулай шароит (масалан, бино), ташқи халақит берувчи нарсалар (шовқин, иссиқ, совуқ ва б.), жамоадаги ёмон психологик муҳит, фаолиятга паст баҳо _ефлекси бошқа бир қатор нарсалар.

Ички тўсиқларга қуйидагилар киради: паришонлик, дангасалик, ишга қизиқиш йўқлиги, касаллик, айни вақтдаги нохуш руҳий ҳолат, ёмон одатлар, тартибсиз ишлаш, вақтдан унумли фойдаланмаслик, характер ва умуман психиканинг қатор салбий сифатлари.

Инсон креатив фаолиятга киришиш учун унга албатта стимул керак бўлади. Стимул (лотинчадан stimulus - ҳайвонларни ҳайдаш учун мўлжалланган учли таёқ, химич) - индивид психик ҳолатлари динамикасини вужудга келтирувчи ва унинг натижасига сабаб бўлувчи таъсир. "Стимул" тушунчаси физиология ва психофизиологияда "қўзғовчи" деган маънони билдиради. Бихевиоризмда стимул ва реакция ўртасидаги муносабат механик нуқтаи назардан тушунтирилар эди: стимулга кўпроқ муҳитнинг ўзгариши (ташқи таъсирот) киритилар, реакцияга - организмнинг жавоб ҳаракатлари киритиларди. Аслида психологияда стимул тушунчаси - қўзғалиш бўлиб, унинг самараси инсон психикаси, дунёқараши, ҳиссиётлари, кайфияти, қизиқишлари, интилишлари ва ҳ.к.ларга боғлиқдир. Стимул мотив билан бир нарса эмас, бироқ у баъзи ҳолларда мотивга айланади.

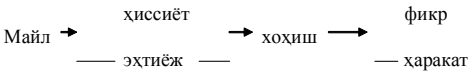
Креатив қобилиятлар ўз-ўзидан ижодий ютуққа айланиб қолмайди. Ижодий натижага эришиш учун хоҳиш ва ирода зарур. Инсон психикаси ижтимоий-тарихий тараққиёт билан боғлиқ. Бу ижтимоий эҳтиёжлардан пайдо бўлувчи ижодий фаолият - инсоннинг юксак руҳиятига боғлиқ. Ижтимоий таъсирлар туғма интилишлар ва қобилиятларни ижодий фаолият тизимига айлантиради.

Инсонга аждодлардан мерос қолган ва ижодий барқарорлашган майллар хос. Булар - яшаш учун курашга интилиш: овқатланиш ва ҳимоя инстинктлари; насл қолдиришга интилиш: жинсий ва ота-оналик инстинктлари.

Шунингдек, туғма хусусиятлар ҳисобланувчи ирсий дастурланган имкониятларни амалга ошириш учун фаолликка интилишни ҳам алоҳида таъкидлаш мумкин. Бу ориентировка (аниқлаш, мўлжаллаш), мақсад ва эркинлик рефлексларида намоён бўлади.

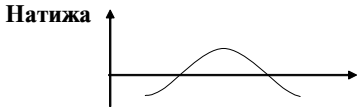
Ўзига ўхшашлар билан мулоқот қилишга туғма интилиш ҳам бўлиб, у тақлид қилиш ва ўзини тан олдириш рефлексларида кўринади.

Кўпчилик психологларнинг фикрича, инсон хулқ-атворида асосий ўринни майллар (интилишлар) эмас, эҳтиёжлар эгаллайди. Ижтимоий тажрибани акс эттирувчи эҳтиёжларнинг ўзи майллар асосида шаклланади. Буни қуйидаги чизмада акс эттириш мумкин:



Одатда одам бу тушунчалар кетма-кетлигини англамайди: майл (эҳтиёж) - ҳиссиёт - хоҳиш - фикр - ҳаракат. Бу кетма-кетликнинг тўртинчи босқичида (тафаккур) у мақсад қўяди, кейин уни амалга оширишга киришади. Одамнинг ўзига айнан мақсадни англаш вақти фаолият мотивини қўзғатувчи бўлиб кўринади. Бажарилган иш ҳақида гапира туриб, у шундай моментларни ажратиб кўрсатади: мақсад - объект - усул - натижа. Бунда яна бир босқични кўрсатиш мумкин: мақсад - объект - усул - натижа - хулоса.

Инсон ҳатти-ҳаракатлари унинг тафаккуридан эмас, эҳтиёжларидан келиб чиқади. Келтирилган чизмадан кўриниб турибдики, тафаккур эҳтиёж ва эришилган натижа орасидаги бир босқич, холос. Хоҳиш кучи ва фаолият натижаси орасидаги муносабат қандай? Бу муносабат Еркес-Додсон қонуни билан аниқланади ва қуйидагича тасвирланади.



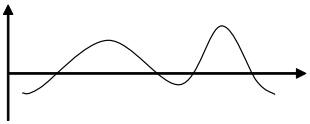
Мотивация

Хоҳиш қанча кучли бўлса, натижалар шунча юқори. Фақат маълум чегарагача. Агар мотивация бу чегарадан ўтиб кетса, натижа ёмонлашади.

Еркес-Додсон қонуни - бир нечта тадқиқотлар умумлашмаси, хулосасидир. Масалан, шу тажрибалардан бири қуйидагича: синалувчига бир нечта масалаларни ечиш таклиф этилади. Тажриба вақти - 30 дақиқа, масала ечишга қатъий 12 дақиқа берилади. Ҳар бир ортиқча ишланган масалага мукофот берилади. Мукофот геометрик прогрессия бўйича ошириб борилади: 2, 4, 8 ва ҳ.к. марта.

Маълум бўлишича, мукофот оладиган синалувчилар моддий стимул берилмаган гуруҳга нисбатан масалаларни яхшироқ ишлашар экан. Аммо, мукофот жуда ошиб кетса, натижа яна ёмонлашар экан. Шошилиш ва кучли қўзғалиш туфайли синалувчилар кўп хатоларга йўл қўйишган.

Натижа



Мотивация

Демак, жуда кучли стимул фикрни қотиради, одам ақлли қарорлар қабул қилиш қобилиятини йўқотади (цикллaниш). Ўша зиддиятли (жиддий) вазиятларда қўрқув реакцияси ҳам юз беради. Яъни, ўта хавфли дақиқаларда фикр жуда аниқ, тез ва самарали ишлай бошлайди.

Креатив ҳар қандай бошқа фаолият сингари ҳиссиёт билан боғлиқ. Креативликнинг ҳар бир босқичи тўғридан-тўғри майллар, эҳтиёжлар ва ҳиссиётлар билан боғлиқ.

Илмий креатив учун ориентация _ефлексии ўта муҳим. Унинг асосида қизиқиш пайдо бўлади. Ўзини кўрсатиш ва тақлид рефлекслари ҳам аҳамиятга эга. Яна ўз-ўзини юқори баҳолашга эҳтиёж ва атрофдагиларнинг тан олишлари ҳам креатив қилишга стимул беради. Бундан кўринадики, бу креатив стимуллари ижодий фаолиятнинг ички ва ташқи мотивлари билан функционал жиҳатдан яқин.

Ижод стимуляторлари қаторига бошқалардан ажралиб туриш истагини намоён қилувчи ҳиссиётлар киради. Жуда кўп ижод намуналари, санъат асарлари эса моддий фойда олиш учун яратилган.

Ижоднинг охирги босқичида мақсад _ефлексии _ефл аҳамиятга эга. Санаб ўтилган креатив мотив-стимуллари ҳаммада ҳар хил ва улар ҳар хил даражада намоён бўлади.

Юксак ҳисларнинг илмий ижодга стимул бўлишига венгер олими, биохимик А. Сент-Дьерди скептик муносабатда бўлади. Унинг фикрича, "...ўспирин инсониятни бахтли ва фаровон қилиш учун илмга интилаётган бўлса, у яхшиси, меҳрибонлик жамиятига ишга кирсин". Олимнинг асосий ҳаракатлантирувчи стимули - қизиқиш. Ижоднинг қизиқиши фаннинг тараққиёт даражаси, олимнинг ҳаётий тажрибаси, у ёки бу муаммога бўлган ижтимоий қизиқиш билан белгиланади. Лекин бу онгсизликдаги ҳолат бўлиб, уни олим ўзи ҳамма вақт ҳам англайвермайди.

Илмий креативликнинг яна бир стимули - ажралиб туриш. Лондоннинг етакчи илмий-техник кутубхоналаридан бири 1996 йилда ўз ўқувчиларига 7820 та даврий нашрни таклиф қила олган. Улардан 4800 таси бир марта ҳам ўқувчиларнинг қўлига тегмаган, 2274 таси фақат бир мартадан талаб қилинган, бирмунча нуфузли журнал 382 марта, 60 та журнал эса ҳар бири 100 мартадан ўқилган. Бу рақамлар илмий ахборотнинг _ефл қисми тор доирадаги етук олимларнинг мақолаларида бўлишини ва илмий жамоатчилик фақат уларнинг мақолаларини ўқишини тасдиқлайди. Бироқ, олимлар ўз мақолаларини эълон қилиш учун нашр танламайдилар. Босилган мақола илмий иш якунланганлигидан гувоҳлик беради ва одамнинг фанга тааллуқли эканлигини ҳис қилишига сабаб бўлади.

Креатив фаолиятни стимулловчи ҳиссиётлардан ташқари, креативликни тормозловчи ҳиссиётлар бор. Креативнинг энг хавфли душмани - қўрқув. Муваффақиятсизликдан қўрқиш тасаввурни ва ташаббусни сиқади.

Креативни иккинчи душмани - ўз-ўзига танқидий назарнинг жуда юқорилиги. Ўз-ўзига ва ижодга объектив баҳо бера олиш креатив фаолиятнинг давомли

бўлишига сабаб бўлади. Креатив тафаккурнинг учинчи душмани - ялқовлик. Одам бирор нарса қилишни хоҳласа, уни албатта бошлаши керак. Бошлаш, давом эттириш ва якунлаш - уч психологик босқич бўлиб, у турли даражадаги иродавий кучни талаб қилади. Кўп одамлар ишни бошлашга қийналадилар. Бежиз, турли халқлар бу мавзуда мақоллар яратмаганлар. Фаолиятни бошлаш билан боғлиқ қийинчиликни кўпроқ "касби ижодкорлик билан боғлиқ одамлар" ҳис қиладилар.

Психологик установка бу босқичда жуда муҳим бўлиб, у креативликнинг самарасига ҳам таъсир қилиши мумкин. Установка - субъектнинг тайёрлиги, мойиллиги бўлиб, берилган объектга нисбатан фаолиятнинг барқарор мақсадга йўналиб кечиш характерини таъминловчи, маълум объектга нисбатан ижобий ҳиснинг юзага келишидир. (Установка дастлаб экспериментал психологияга немис психологлари томонидан киритилган).

Ишни бошлаш тезлиги темпераментга ва бошқа омилларга ҳам боғлиқ. Масалан, флегматик бирдан ишга киришиб кетмайди. Меланхолик атрофдагилардан руҳий мадад олиб, кейин бошлаши мумкин. Сангвинник бу масалада тез (шошади) ва ҳ.к.

Кейинги босқичлар осонроқ кечади. Одам ишга киришади, қизиқиш ҳосил бўлади, иш жараёнидан ва олинган оралиқ натижалардан ёқимли ҳиссиётлар пайдо бўлади. Бошлаш учун эса итарувчи куч - иш жадвали, қатъий белгиланган тартиб, ҳуқуқий мажбуриятлар ёки бевосита буйруқ лозим. Баъзиларга ташқи тартибнинг қатъий чегараси яхши руҳий куч беради, бошқаларга фақат эслатиш кифоя қилади. Эслатиш ҳам буйруқнинг кучсиз шакли ҳисобланади.

Пассивлик, фаолиятни тўхтатишга мойиллик фаолликка интилиш кучсизлигидан, мақсад _ефлексии яхши шаклланмаганлигидан юз беради.

Демак, ижод стимуллари ичида энг аҳамиятлиси мақсадга йўналганлик. Мақсад аралаш-қуралаш ассоциацияларни англанган изланишга айлантирувчи, фаолият бошини ташкил этувчи нарса. Бир мақсадга диққатни тўплаш фикрлаш жараёнининг самараси учун жуда муҳим. Ақлий меҳнат билан шуғулланиш учун, аввало, шахс бўлиш лозим. Шахс эса билим, кўникма ва қобилиятлар билан бирга юксак ривожланган ҳиссиётларга ҳам эга бўлади. Бусиз ақлий иқтидорни ва кенг қизиқишларни амалга ошириб бўлмайди.

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ПЕДАГОГИКА ВА ПСИХОЛОГИЯДА ИННОВАЦИЯЛАР
ИННОВАЦИИ В ПЕДАГОГИКЕ И ПСИХОЛОГИИ
INNOVATIONS IN PEDAGOGY AND PSYCHOLOGY

THE USE OF COMUNICATIVE APPROACH IN DEVELOPING LANGUAGE SKILLS OF THE STUDENTS OF NON-LINGUISTIC UNIVERSITIES (ON THE BASIS OF ENGLISH)

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ANNOTATION

The following research analyses different issues of developing language skills (reading, listening, speaking and writing) of the students of non-linguistic faculties on the basis of communicative approach. It considers the notion that organizing foreign language classes with the use of communicative approach can benefit not only to the interactive competences of the learner from the educational point of view, but also psycho-emotional characteristics and socio-cultural development of a student as a person. Furthermore, the work suggests the basic methodic principles of organizing foreign language lessons.

Key words: communicative; sociocultural context; cognition; person-oriented; collective interaction; systematic approach.

NOFILOLOGIK OLIY TA`LIM MUASSASALARI TALABALARINI KOMUNIKATIV YONDASHUV ASNOSIDA TIL KO`NIKMALARINI RIVOJLANTIRISH (INGLIZ TILI MISOLIDA)

Normatova Nurjamol Normatovna, Termiz Davlat Universiteti, Ingliz tili fani o`qituvchisi

АННОТАЦИЯ

Ushbu ilmiy maqola mutaxassisligi tilshunoslik bo`lmagan oliy ta`lim muassasalari talabalarining til ko`nikmalari(gapirish, o`qish, tinglab tushunish va yozish)ni rivojlantirishda komunikativ yondashuvning ahamiyati asoslab beriladi. Shuningdek, chet tili darslarini komunikativ vositalar yordamida tashkil etish talabalarning nafaqat ta`lim jarayonida interaktiv qobiliyatlarini rivojlantirishda, balki ularning ruhiy-emotsional jihatdan rivojlanishi va shaxs sifatida ijtimoiy-madaniy shakllanishida muhim ahamiyat kasb etishi alohida ta`kid etiladi. Komunikativ vositalar yordamida xorijiy til darslarini tashkil qilishda talab etiluvchi asosiy metodik me`zolar sanab o`tiladi.

Kalit so`zlar: komunikativlik; sotsio-madaniy; kognitsiya; shaxsga qaratilgan; jamoada ishlash; tizimli yondashuv.

СОВЕРШЕНСТВОВАНИЯ ЯЗЫКОВЫХ КОМПЕТЕНЦИЙ НА ОСНОВЕ КОМУНИКАТИВНОГО ПОДХОДА СТУДЕНТОВ НЕЯЗЫКОВЫХ ВУЗОВ (НА МАТЕРИАЛЕ АНГЛИЙСКОГО)

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АННОТАЦИЯ

Данная исследовательская работа предусматривает вопросы совершенствования языковых компетенций (чтения, письмо, говорение и прослушивание) на основе коммуникативного подхода студентов неязыковых ВУЗов на материале английского языка. Работа обосновывается на идею о значительности коммуникативного подхода при совершенствовании интерактивных навыков иностранного языка, а также на психо-эмоциональном, социо-культурном значении развития студентов как личность. Также предусматриваются основные методические принципы в организации коммуникативных уроков иностранного языка .

Ключевые слова: коммуникативный; социо-культурный контекст; когниция; личностно-ориентированный; коллективная работа; систематический подход.

Language serves as a means of communication, allowing people to interact with each other, to influence each other in the natural conditions of social life. The modern higher educational institutions should pay more attention not only to the education itself, but also to the education of a common cultures, the formation of the culture of communication, and the communicative culture of the individual. The search for the best forms and methods of educating the culture of communication was conducted earlier and is currently being carried out by many domestic educators, psychologists and scientists.

English, as the language of international communication, acts as an instrument of communication in the dialogue of all cultures of the modern world and presupposes the acquisition by students of a foreign communicative competence. In the development and upbringing of the ability and readiness for independent and continuous learning of foreign language (FL) for further self-education with its help, the leading role today is given to the formation and development of linguistic, speech and socio-cultural competencies in order to form the necessary skills and language competences.

To form a communicative competence it is not enough to enrich the lesson with communicative exercises. It is important to provide students with the opportunity to think freely, to solve any problems that give rise to thought, to reason about the various possibilities for solving these problems, so that students focus their attention on the content of their statement, that the focus is on thought, and the language should be in its direct function - the formation and formulation of these thoughts.

When students perceive language as a means of intercultural interaction, it is necessary to search for ways of including them in an active dialogue of cultures so that they can in practice know the features of the functioning of language in a new culture for them. Communicative means the speech orientation of the learning process, which consists in the practical use of language. Practical speech orientation is not only a goal, but also a means to achieve this goal. Based on the communicative approach, in the process of teaching English, students need to acquire a communicative competence.

Communicative competence implies the ability to use all kinds of speech activity: reading, speaking, listening and writing. Communicative competence also includes linguistic competence, sociocultural knowledge, skills. Language competence means

the ability to express one's thoughts or understand the thoughts of others with the help of linguistic means, that is, the skills and habits of using vocabulary, grammar and pronunciation for speech activity. To achieve mutual understanding, knowledge of the sociocultural context, skills and skills of speech and non-verbal behavior, characteristic of native speakers, are also necessary.

The purpose of learning English is to develop a foreign communicative competence in the aggregate of all its components - speech, language, sociocultural, compensatory, educational and cognitive. It should be noted the importance of developing students` need to use a foreign language as a means of communication, cognition, self-realization and social adaptation.

Each stage of teaching a foreign language, including English, involves the implementation of narrower goals. For instance, at the initial stage it involves the organization of active speech interaction, creation of a sustainable communicative core and maintaining an interest that serves as a stimulus for continuing the study of English in further training.

In primary schools it is essential to organize active speech interaction, activate previously acquired skills in the field of oral communication and mastering practically linguistic-cultural and socio-cultural factors by creating communicative conditions close to natural ones; to renewal and maintenance the interest in learning foreign languages and faith in their strengths and abilities.

Furthermore, in High school we should make more stress on the expansion of students' communicative vocabulary, activation of communicatively meaningful grammatical constructions, improving the skills of speech interaction, expansion of subjects, spheres and situations of communication for active use of English and deepening of linguistic-cultural and socio-cultural knowledge by means of their actual inclusion in "live" communication, creation of motivation for further improvement of the English language.

This system of work assumes the following main methodological conditions that ensure the effectiveness of the learning process:

- Person-oriented communication;
- Collective interaction;
- Role-based organization of the educational process;
- Use of computer educational programs;
- Multifunctionality of exercises.

Here some basic principles of teaching foreign language which are ought to be considered while organizing English language classes by the teacher:

1. Communicative, personality-activity and systematic approach to teaching. Personality-activity approach makes the student the central figure of the educational process. The systematization of the linguistic knowledge underlying the communicative activity of students contributes to an increase in the overall level of their communicative competence;
2. Realization of the personality of the student through the study of the English language;
3. Maximum motivation of the learning situations (the success of the training is ensured by the fact that any of the simulated situations is vitally important for the student);
4. Positive emotional saturation of all components of learning.

Formation and development of communicative competence in lessons should be carried out through the system of exercises in all types of speech activity. The basic elements of the system of exercises should be educational and speech situations and gaming technology. Game technologies include a large group of techniques and methods for organizing the pedagogical process. The game is a way of communication. Game moments in the lessons help to intensify the desire of students to contact each other and the teacher.

Using the elements of developmental learning, controlling tasks, taking into account the psychological features of the education, the teacher tries to develop the cognitive activity of students, to create conditions for the development of creative possibilities, carefully selecting the forms and methods of instruction. These are lesson-travels, lesson-games, lesson-lectures, lessons-discussions, etc. Elements of amusement and surprise form strong knowledge and skills are aimed at developing reading, speaking and listening skills, relieve fatigue and tension, make lessons more lively, interesting .

If the learner needs to perform some kind of speech action to achieve success in the game, then it is mastered almost effortlessly. The game creates excellent natural conditions for mastering the foreign language: it helps the mastery of the language at any age. In addition, participation in the game increases the interest in learning FL, they have adesire to improve their knowledge of the subject, overcoming the psychological barrier - FEAR.

All students, and even the weakest, take part in the game, and this is a great success if there is not a single indifferent, passive student in the class. Formation and development of communication skills continues in reading lessons, as well. Reading the text is an important means of promoting the ability to speak. After reading the text, you can offer students communicatively-directed assignments - "Tell me what you think about ..." "Express your opinion about the hero or event", "how would you act in this situation" and so on.

Speaking and listening are two closely related aspects of oral speech. Auditing is used not only as a receiving message, but also as preparation speech in response to the information heard. Audition prepares speaking, and speaking helps speech perception by ear. It gives an opportunity to master the sound side of the FL, its phonemic composition and intonation: rhythm, accent, melody. Through listening is the assimilation of lexical and grammatical structures, facilitates the mastery of speaking, reading and writing. After controlling the understanding of the text, students can be asked to express their opinions about the situation or the hero they have heard, and how they would act in this situation.

Training of listening is usually done using exercises of a different nature:

- Exercises aimed at removing linguistic difficulties, as:

a. phonetic ("Listen to the words, raise your hand when you hear the sound [...] - and say a series of words with different, but similar vowels");

b. grammatical ("Listen to the words, raise your hand if you hear a noun in the plural");

c. lexical ("Listen to the words, raise your hand, if you hear the words denoting the color").

- Exercises aimed at the development of auditory memory ("Listen to words and try to remember them, than play them from memory").
- Exercises aimed at developing students' attention ("Listen and tell me the name of Mike's sister and how old she is").

Mastering the communicative competence in English without having an imaginary about the life of the studied language is very difficult. Therefore the important task is to create real situations of communication in a foreign language class using various methods of work. Authentic materials, including video films, are of great importance for this purpose. The use of the video helps also the development of various aspects of the mental activity of students, especially attention and memory.

The next method of communicative competence development is the use of a lesson-excursion: in our time, when the ties between different countries and peoples are developing more and more widely, acquaintance with foreign national cultures becomes an essential element of the learning process of a foreign language. It will be essentially successful if the students may conduct a tour of the city, tell foreign guests about the identity of own culture, etc. The principle of dialogue of cultures assumes the use of cultural material about the native country which allows to develop culture of representation of the native country, and also to form representations about culture of the countries of a studied language.

A productive form of education is a lesson-performance. Preparation of the play is a creative work that contributes to the development of the language skills of children and the disclosure of their individual creative abilities. This type of work activates the students' thinking and speech activity, develops their interest in literature, serves to better assimilate the culture of the country of the studied language, and also deepens the knowledge of the language, as this process of memorizing vocabulary takes place.

Writing a letter is an important and very complex speech skill. It allows people to communicate with graphic signs. The purpose of the teaching of written speech is the formation of students' written communicative competence, which includes the possession of written signs, content and form of written speech. Ultimately, students should be able to use the letter as a means of communication, knowledge and creativity.

In FL classes, it is fruitful to try to find a time for written work, as giving written assignments to the house: write a letter to a friend, fill in your own business card, write a greeting card, an essay with elements of reasoning, learn to write a biography, resume, etc. Senior students perform design work, read poetry in English, try themselves in the literary translation of poems from one language into another. The motivation increases, the students will be more willing to participate in open lessons, events, and even choose FL as a part of their future career.

Concluding, the transition to an information society requires the full development of the individual, including her communicative abilities, which facilitate entry into the world community and allow it to function successfully in it. Any graduate from the High school should be able to carry the knowledge, which form an integral picture of the world, skills and abilities to work out different types of activities: educational, career and also have modern value orientations and creative experience, be able to use new information technologies, be prepared for interpersonal and intercultural cooperation, both within their own country, and at the international level.

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ПЕДАГОГИКА ВА ПСИХОЛОГИЯДА ИННОВАЦИЯЛАР
ИННОВАЦИИ В ПЕДАГОГИКЕ И ПСИХОЛОГИИ
INNOVATIONS IN PEDAGOGY AND PSYCHOLOGY

ТАЛАБАЛАРНИНГ БИЛИМИНИ БАҲОЛАШДА QR КОДЛАРДАН ФОЙДАЛАНИШ ИМКОНИЯТЛАРИ

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АННОТАЦИЯ

Мақолада замонавий QR-код технологияси, имкониятлари, ундан фойдаланиш мазмуни ва талабалр билимини баҳолашдаги аҳамияти ёритилган.

Калит сўзлар: QR-код, технология, интернет манзили, дастур, жорий баҳолаш, сайт, кутубхона, мобил алоқа, телефон, планшет.

ВОЗМОЖНОСТИ ИСПОЛЬЗОВАНИЕ КОДА QR В ОЦЕНКЕ ЗНАНИЙ

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АННОТАЦИЯ

В статье описывается о современной QR-код технологий, их возможностей, содержания их использование и эффективность оценивание знаний студентов.

Ключевые слова: QR-код, технология, интернет адрес, программа, текущий контрол, сайт, библиотека, мобилный связь, телефон, планшет.

OPPORTUNITIES OF USING QR CODE IN ASSESSMENT OF THE KNOWLEDGE OF STUDENTS

Sevara BOBOQULOVA, Tashkent State Pedagogical University named after Nizami, Master of the specialty "Methods of teaching natural sciences and biology"

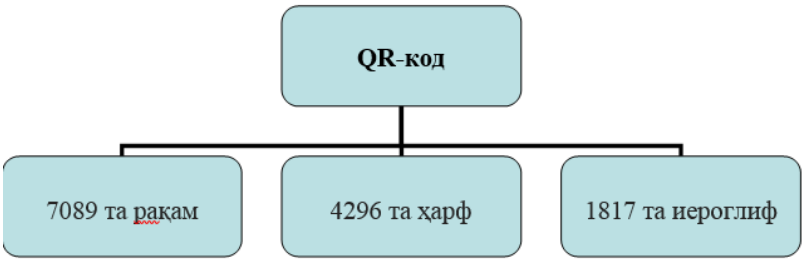
ANNOTATION

The article describes the current QR code technology, their capabilities, the content of their use and the effectiveness of assessing students' knowledge.

Keywords: QR code, technology, Internet address, program, current control, site, library, mobile communication, phone, tablet.

Таълим тизимига замонавий технологияларни жорий этиш, ҳозирги куннинг долзарб масалаларидан бири ҳисобланади. Сўнгги йилларда ахборот-технологияларнинг шиддат билан ривожланиб бориши натижасида ахборот маълумотларини ташувчи қурилмалар ҳажм, вазн борасида оптималлаштирилиб борилмоқда. Хусусан, таълимнинг ноанъанавий шакли сифатида талабаларнинг билимини назорат қилишнинг QR-код асосида ташкиллаштириш имкониятини беради. Бундан ташқари QR-кодлардан: квестлар ташкил этиш, адабиётларга берилган цитаталар ва ихтибослар бўйича қўшимча ресурслар билан ишлаш; викториналар ва мустақил иш топшириқларини бажариш имкониятлари мавжуд.

QR-код (1-расм) сўнгги инновацион аломатларнинг биридир.



1-расм. QR код имкониятлари

QR-код мазмун моҳиятига асосан, инглиз тилидан олинган бўлиб, "Quick Response" сўзларининг қисқартирмасидир. Унинг мазмуни "тез жавоб" маъносини беради . QR-код квадрат кўринишидаги расм бўлиб, унда маълум бир маълумот кодлар ёрдамида жойлаштирилади. Ушбу маълумот сифатида маълум бир матн, интернетдаги манзил, телефон рақам, маълум бир жойнинг координатлари, маълум бир шахснинг маълумотлари ва ҳаттоки ташриф қоғози жой олиши мумкин. Уларнинг содда кўриниши маълумотларни махсус қурилмалар ёрдамида осонлик билан ўқиш имкониятини беради.

QR кодларнинг таълим тизимида қўлланилиши XXI асрда бошланди ва ҳозирги кунда ушбу жараён юқори ва барқарор тезликда давом этмоқда. QR кодларни таълим тизимига жорий этиш жараёнини қуйидаги йўналишларга ажратиб чиқишимиз мумкин (2-расм):

2-расм. QR кодлардан таълим тизимида фойдаланиш амалиёти

Ҳозирги кунда талабалар ҳар бир фандан оладиган рейтинг балларининг 20-50% ни жорий баҳолашдан тўплайди. Ушбу жараён дарс давомида, аудиторияда доимий равишда ташкил этилади ва профессор-ўқитувчилардан талабаларни баҳолаш учун катта ҳажмдаги меҳнатни талаб қилади. Жорий баҳолаш одатда, сўровлар, ёзма ишлар, кейслар ва тестлар ёрдамида амалга оширилади. Ушбу жараёнга замонавий технологияларни, хусусан QR кодларни олиб кириш, талабаларга билим беришда энг янги технологиялардан фойдаланиш ва иқтисодий самарадорликка эришиш имконини беради.

Жорий баҳолаш жараёнида QR кодларни талабалардан тезкор сўров ўтказишда фойдаланиш мумкин. Бунда турли-туман мавжуд дастурлар қўл келади. Мисол учун - https://plickers.com/ (3-расм) дастури.

Дастурдан фойдаланиш учун интернетга уланган компьютер ва интернетга уланган бир телефон бўлиши зарур.

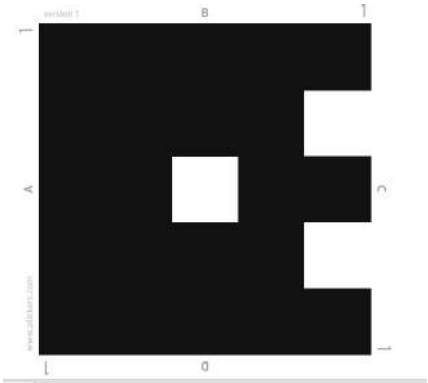
3-расм. Plickers.com сайтининг интерфейси .

Веб-сайҳифадан рўйхатдан ўтилганидан сўнг педагог гуруҳ маълумотларни юклаб олади (4-расм).

4-расм. Plickers.comда гуруҳ яратиш саҳифаси.

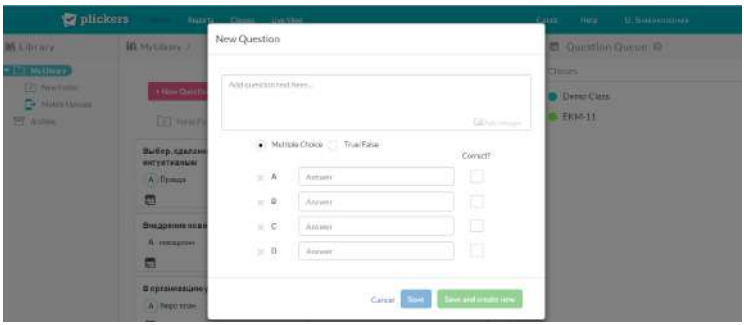
Бунда гуруҳ номи, тартиб рақами ва гуруҳдаги талабаларнинг маълумотлари - фамилияси, исми ва отасининг исми киритилади.

Ушбу маълумотларнинг жойлаштирилишидан сўнг талабаларнинг ҳар бирига тартиб рақам берилади ва унга мос равишда QR код берилади. Ушбу QR код талабанинг шахсий жавоб варақаси бўлиб талаба ундан тест жараёнида фойдаланиши мумкин бўлади (5-расм).



5-расм. Биринчи талабанинг QR коди.

Ҳар бир сайт фойдаланувчиси ўзининг саволлар базасини шакллантириши мумкин, бунинг учун сайтнинг "Кутубхона" деб номланган қисмида, зарур бўлган тест кўринишларида саволларни киритиш имконияти мавжуд (6-расм).



6-расм. Кутубхонага саволларни киритиш жараёни.

Савол кўп вариантли тест ёки тўғри-нотўғрилигини кўрсатиш кўринишидаги тест шаклида киритилиши мумкин. Ушбу тестлар талабанинг доимий жарёндаги билим олиш савиясини аниқлаб бериши мумкин.

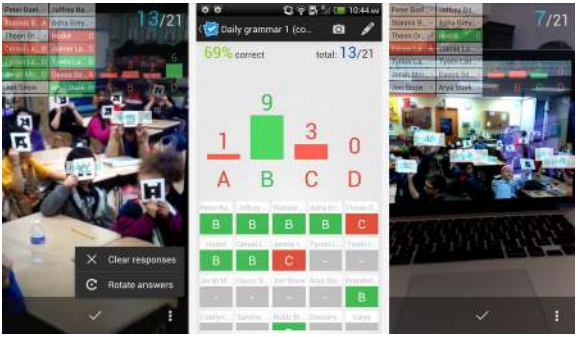
Дастурга тестларнинг киритилиши натижасида саволлар банкидан иборат бўлган кутубхона шакллантирилади. Ушбу кутубхонада жойлашган саволлардан ҳар қандай гуруҳни ва ҳар қандай талабани баҳолашда фойдаланиш мумкин.

Саволларнинг киритилиши натижасида, гуруҳ аъзоларини баҳолаш учун тест ўтказиш имконияти пайдо бўлади. Бунда ҳар бир гуруҳ аъзоси ўзига тегишли бўлган карточкалар ёрдамида берилган саволга жавоб бериши мумкин (7-расм). Ҳар бир саволга жавоб берган талаба натижалари дастурга киритилиб сақланади ва тест сўнгида умумий натижани беради. Бунда турли-туман статистик кўрсаткичларни ифодалаш мумкин, хусусан, ҳар бир гуруҳ аъзосининг умумий натижаси, гуруҳнинг умумий натижаси, савол бўйича натижа каби кўрсаткичлар.

Аудиторияда саволга жавоб берилиш жараёни.

Юқоридагиларни умумлаштирадиган бўлсак, ушбу дастур ёрдамида талабалар билимини баҳолаш қуйидаги 6 босқичда амалга оширилади:

1. Профессор-ўқитувчи Plicker.com сайтида электрон гуруҳ шакллантиради ва саволлар банкини тузади;
2. Профессор-ўқитувчи ҳар бир талаба учун, ягона бўлган QR-кодни яратади;
3. Дарс давомида профессор-ўқитувчи савол беради;
4. Талабалар ўз жавобларини карточкалар ёрдамида ифода этиб, жавобларни кўтарадилар;
5. Профессор-ўқитувчи эса уларни мобил телефон ёрдамида ўқиб чиқади;
6. Дастур жавобларни ўқиб, натижани чиқариб беради.



Мобил телефон ва компьютердаги ҳолат.

Юқорида келтирилган назорат турларини умумлаштирган ҳолда талабаларнинг натижаларини баҳолашда комплекс ёндашишни қўйидаги структурада кўриш мумкин бўлади. Бу ерда талабаларнинг билим натижаларини баҳолашнинг турлари кесимида ишлатиш технологиялари келтирилган. Талабаларнинг билим натижаларини баҳолашда асосан Moodle LMS тизимидан фойдаланган ҳолда, QR код орқали жорий натижаларни баҳолаш турлари самарали натижа беради.

Фаойдаланилган адабиётлар рўйхати

1. Использование QR-кодов в обучении (на конкретном примере) // https://www.eduneo.ru.
(The use of QR codes in training (with a specific example) // https://www.eduneo.ru.)
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(N.Yu.Pozhidaeva Using on-line services in biology and chemistry lessons. // https://multiurok.ru/files/ispol-zovaniie-on-line-siervisov-na-urokakh-biologhii-i-khimii.html)

ПЕДАГОГИКА ВА ПСИХОЛОГИЯДА ИННОВАЦИЯЛАР
ИННОВАЦИИ В ПЕДАГОГИКЕ И ПСИХОЛОГИИ
INNOVATIONS IN PEDAGOGY AND PSYCHOLOGY

THE ESSENCE OF THE PROFESSIONAL SELF-CONSCIOUSNESS OF THE TEACHER

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ANNOTATION

In this article, the process of forming a professional self-consciousness of a teacher is considered as a process of generation and emergence of its components, their progressive expansion, development and self-development in the course of educational, professional and social activities that take place in a number of stages. reveals the essence of the model and stages of development of professional self-consciousness of the teacher.

Key words: professional, self-awareness, self-determination, self-development, self-improvement, reflection, affective component, cognitive component, behavioral component.

ЎҚИТУВЧИНИНГ КАСБИЙ ЎЗ-ЎЗИНИ АНГЛАШИНИНГ МОҲИЯТИ

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АННОТАЦИЯ

В данной статье рассматривается процесс формирования профессионального самосознания учителя, как процесс порождения и возникновения его составляющих, их последовательное расширение, развитие и саморазвитие в ходе учебно-профессиональной и социальной деятельности, который проходит ряд стадий. Раскрывается сущность модели и стадий развития профессионального самосознания учителя.

Ключевые слова: профессионализм, самосознание, самоопределение, саморазвитие, самосовершенствование, рефлексия, аффективный компонент, когнитивный компонент, поведенческий компонент.

СУЩНОСТЬ ПРОФЕССИОНАЛЬНОГО САМОСОЗНАНИЯ УЧИТЕЛЯ

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АННОТАЦИЯ

Ушбу мақолада ўқитувчининг касбий ўз-ўзини англаши бир неча босқичларда кечадиган,

ижтимоий ва ўқув-касбий фаолият жараёнидаги ўз-ўзини ривожлантиришнинг куртаги ва ўзаги сифатида кўриб чиқилади.

Калит сўзлар: касбкорлик, ўз-ўзини англаш, ўз-ўзини аниқлаш, ўз-ўзини ривожлантириш, ўз-ўзини такомиллаштириш, рефлексия, аффектив тузилма, когнитив тузилма, хулқ-атвор тузилма.

The essence of the teacher's professional self-awareness lies in his understanding of the personal meaning of professional and pedagogical activity, which is the experience of a value attitude toward the profession, to himself as a subject of professional activity, to the student, the need for professional self-improvement and involving students in self- improvement as conditions for self-determination and self-realization in pedagogical profession. The structure of the teacher's professional consciousness allows interpreting the latter as a complex system-dynamic formation, the substructures of which (cognitive, motivational- value, emotional-evaluative, cognitive) represent a unity, characterized by interconnection and interdependence. It combines the awareness and experience of professional and pedagogical values, professional motives, personal senses, educational and cognitive interests that reveal the meaning of the professional "I" to the subject. The leading criteria, according to which the qualitative state of professional self-consciousness of a teacher is determined, are: the criterion of value-semantic relations to the profession, to itself as its representative, to the student; professional identity, professional self- education. Professional self-consciousness of the teacher is a reflexive attitude towards himself as an individual and a representative of the profession, a willingness to take responsibility for involving students in self-improvement.

The model of professional self-consciousness of the teacher is considered as a multidimensional space containing cognitive, motivational-value, emotional-evaluative, cognitive components. The content of professional self- awareness is determined by the understanding of the professionalism of the teacher's personality (the spiritual filling of the profession and its "technological" provision), its most characteristic features, the teacher's ability to develop professional images and the self-concept. In its qualitative development, the professional self-awareness of the teacher passes through a number of levels (orientation-search, professional self-determination, heuristic self-transformation and self-realization) characterized by different degrees of self-organization of its basic substructures in the process of mastering the content of the values of pedagogical education and pedagogical culture.

Formation of professional self- awareness of the teacher is deterministic and factorial in nature. The leading meaningful factors in the development of professional self-awareness of teachers in the higher pedagogical school are objective, subjective and random: the socio-cultural context of education; development of professional activities and communication; the personality of the teacher as a self-organizing subject. The effectiveness of the formation of the professional consciousness of the teacher in the system of pedagogical education is determined through the implementation of the leading trends in its development, reflecting their principles, as well as acomplexof psychological and pedagogical conditions, the most important of which are: value-semantic and subject-activity approaches to the formation of a professional self-consciousness of the teacher, pre-university and university stages of education; orientation of the educational process on the generalized model of the teacher as a self-organizing subject, orientation to the development of professional self-knowledge, self-improvement, the initiation by the teacher of the processes of searching for personal meanings of professional activity; the

creation of a cultural environment for education, the inclusion in the content of psychological and pedagogical education of humanistically oriented diagnosis and self-diagnosis.

We understand the professional consciousness of the teacher as awareness by the teacher of himself, first, in the system of professional activity, secondly, in the system of pedagogical communication, and thirdly, in the system of one's own personality. Proceeding from this understanding, we propose to consider the following structure of professional self-consciousness of the teacher. Each component in the structure of self-awareness must be considered in two ways: from the point of view of dynamics and from the point of view of the result.

In the cognitive component of the professional consciousness of the teacher, in our opinion, it is necessary to distinguish the process of self-knowledge and result-the system of knowledge about oneself, induced in the "image of the I" as a professional teacher.

In our understanding, the "image of the I" of a teacher is a generalized system of the subject's self-representations, formed as a result of processes of self-awareness in three mutually complementary and mutually intersecting systems: in pedagogical activity, in pedagogical communication and in personal development.

The "image of the I" of a teacher is predominantly cognitive in nature and is a relatively stable education, although, of course, subject to periodic fluctuations under the influence of internal and external factors. You cannot talk about a high level of self-awareness in the case of a shallow or incorrect understanding of yourself as a teacher in at least one of the above systems. The cognitive component is represented in the structure of self- consciousness as the leading one.

The affective component of a teacher's professional consciousness is characterized by a combination of three types of relationships:

1) to the system of their pedagogical actions, to their goals and tasks, to the means and ways to achieve these goals, to the results of their work;

2) a system of interpersonal relations with students; to the realization of the basic functions of pedagogical communication - information, social-perceptive, presentation, interactive and affective;

3) to their professionally significant qualities and in general to themselves as a professional.

One of the most important concepts related to the affective substructure of the teacher's professional self- awareness is self-esteem. Generally speaking, self-esteem in domestic psychology is examined in two aspects: in its relationship with the individual and in its relationship with self- consciousness.

Of course, such a division is conditional, and these two approaches do not contradict each other, but rather complement each other.

It seems to us that the term "self-evaluation" should be used to denote the emotional-value attitude to oneself.At the same time, the procedural aspect of the self-relationship is emphasized. The result of the process of self-evaluation is a stable generalized attitude of the person to himself. If the teacher has knowledge about himself, about his personal and professional qualities, then on the basis of this knowledge and self-evaluation, an emotional- value attitude to oneself arises. External manifestations characterize the behavioral component of the teacher's professional self-awareness.

In our opinion, the basic psychological mechanism of this substructure is the teacher's satisfaction with himself and with his professional activities. A teacher, satisfied with

himself, does not experience anxiety and inner tension when communicating with students. With adequate self-esteem and positive self-respect, he is more willing than his colleague with inadequate self-esteem and high dissatisfaction to contact children, demonstrates the ability to accept them unconditionally. Thus, the teacher has a positive impact on the self-esteem and self-esteem of children, stimulates their desire for success in learning activities and ultimately has a developmental impact on their personality.

The psychological prerequisite for the development of the professional consciousness of the teacher and his final product - the self-concept is the constructive overcoming by the teacher of the difficulties that prevent certain types of activity, behavioral acts, and ways of self-realization.

At the same time, having an adequate self-esteem, positive self-dependence and self- confidence, the teacher is able to find constructive ways to overcome difficulties and thereby further expand the sphere of professional self- awareness.

This process unfolds due to the presence of such an important phenomenon of personal development, as a reflection. In the traditional sense, this term means the process of self- knowledge by the subject of internal mental acts and states.

At the same time, in social psychology, reflection is in the form of the subject's realization of how others understand "reflective," his personal characteristics, emotional responses and cognitive ideas. The study of reflection in its second meaning is carried out with communications and in joint activity: in imitative and organizational-activity games, in the conduct of psychological training, in the collective solution of problems, in interrelationships in organizational systems.

A special role is played by reflexive actions in the development of self-awareness when communicating and interacting with other people. Reflection can be regarded as a mechanism of self- consciousness. Reflection is supplemented and enriched in the process of feedback, which allows an individual to adjust his activities and communication, arbitrarily control his behavior. Two psychological mechanisms - reflection and feedback are, apparently, complimentary. Thus, in the professional consciousness of the teacher, the specifics of reflexive processes are conditioned by the diverse real-practical situations of pedagogical activity that require the teacher to develop a skill to correctly assess himself, his place, possibilities and options for action, to take into account the peculiarities of his "portrait" in the eyes of students. A teacher's analysis based on generalized principles of the analysis of pedagogical activity, he develops pedagogical reflection as a professionally significant quality of personality. Thus, the reflection in pedagogical work is twofold: both as one of the mechanisms of the professional self- awareness of the teacher, and as a professionally significant quality of the individual.

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ПЕДАГОГИКА ВА ПСИХОЛОГИЯДА ИННОВАЦИЯЛАР
ИННОВАЦИИ В ПЕДАГОГИКЕ И ПСИХОЛОГИИ
INNOVATIONS IN PEDAGOGY AND PSYCHOLOGY

ON THE MAIN FACTOR THAT AFFECTS THE CHILD'S DEVELOPMENT

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ANNOTATION

In this article, the influence of the family on the development of a person who has been influenced by the formation of a child's competent person is recorded separately.The development of child is an important process.It is known that a person changes during his life mentally and physically. Heredity, environment, upbringing and education are important in the development of the child. One of the main factors influencing the maturation of the child is an environment.Family environment creates a natural environment for the fomation and development of a child.The family is an elementary school of grooming, beauty, matrimony and upbringing. The future of our country in the name of our country depends largely on the fact that the future of the state is the formation of the new generation. As a comprehensively advanced human being as the state is founded and strengthened by purely clever people.

Key words: education, upbringing, environment, parent meeting, child development, competent person.

О ГЛАВНОМ ФАКТОРЕ, КОТОРЫЙ ВЛИЯЕТ НА РАЗВИТИЕ РЕБЕНКА

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АННОТАЦИЯ

В этой статье показано, что влияние семьи на развитие человека, которое было вызвано образованием компетентного человека ребенка, регистрируется отдельно. Развитие человеческого ребенка является важным процессом, известно, что человек меняется в течение своей жизни умственно и физически.

Наследственность, окружающая среда, воспитание и образование играют важную роль развитии ребенка, является окружающая среда, компетентный человек. Развитие детей - это важный процесс

Семья - это начальная школа ухода, красоты, брака и воспитания. Будущее нашей страны во многом зависит от того,что будущее государства - это формирование нового поколения будучи всесторонне развитым человеком, поскольку государство основано и укрепляется чисто умными людьми.

Ключевые слова: образование, обучение, окружающая среда, семья, развитие ребенка, компетентный человек.

BOLANING RIVOJLANISHIGA TA'SIR QILUVCHI ASOSIY FAKTOR TO'G'RISIDA

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АННОТАЦИЯ

Mazkur maqolada bolaning barkamol shaxs bo'lib shakllanishiga ta'sir etuvchi omillar ko'rib chiqilgan. Shaxs rivojlanishida oilaning ta'siri alohida qayd etilgan. Ma'lumki, inson hayoti davomida ruhiy va jismoniy jihatdan o'zgarib boradi. Bolaning rivojlanishida irsiyat, muhit, maqsadli ta'lim va tarbiya muhim o'rin tutadi. Bolaning kamolotiga ta'sir etadigan asosiy omillardan biri muhit hisoblanadi. Oila muhiti bola shaxsining shakllanishi va kamol topishida tabiiy shart - sharoit yaratadi. Odam bolasining rivojlanishi bu muhim jarayon hisoblanadi.Oila nafosat, go'zallik, turmush va tarbiyaning boshlang'ich maktabidir. Ma'naviyatli va ma'rifatli oilada tarbiya topgan farzand shaxs sifatida shakllanadi. Vatanimiz ravnaqi, jamiyatimizning kelajagi, davlatimiz istiqboli bugungi yosh, yangi avlodning har tomonlama to'laqonli, barkamol shaxs sifatida shakllanishiga ko'p jihatdan bog'liqdir. Chunki davlat mustaqil fikrlaydigan, ruhi komil, dili pok insonlar tomonidan quriladi va mustahkamlanadi.

Tayanch so'zlar: Ta'lim, tarbiya, muhit, oila, bolaning rivojlanishi, barkamol shaxs.

Since there is a family, it plays an important role in the upbringing of the child. Parents have long been considered the first educators of their children. In a family the person stays constantly, from day to day, it influences all aspects of his life. The role of the family in the life of the child is immeasurably great in its importance. The whole life must pass in the family . The child, living in the family, experiences the whole range of feelings and relationships in it.This lays an indelible stamp on his soul. Even in the "poorest" family, something that is indispensable to the child is being developed. The child studies the world through family, in the light of family relations. The family is a powerful educational tool. What are the goals and objectives of the family? Jan Amos Kamensky reasoned. "If parents they have to take care of the transfer of the children of wisdom." And in "wisdom" the most important is, first, the knowledge of the real world, and secondly - "the ability to manage cautiously and reasonably yourself". Future parents, of course, think about how best to formulate for themselves the purpose of work to educate their child□

The answer is as simple as it is complex: the purpose and motive of raising a child - a happy, fulfilling, creative, helpful people life of this child. On the creation of such a life and it should be directed to family education. In the first year of life the main concern of parents is to create normal conditions for physical development, to provide diet and lifelong normal sanitary conditions. During this period the child already declares his needs and moods, as needs must be met, and vagaries should be suppressed. Thus, in the family the child receives his first moral lessons, without which he can not develop a system of moral habits and concepts. In the second year of life the child begins to walk , strive to touch everything with his own hands, to get the unattainable. Education in this period should be based on the reasonable inclusion of the child in various activities, it should all show, explain, teach, observe, play with him, talk answer questions. But, if his actions go beyond what is permitted , we must teach the child to understand and obey the word unquestioningly. At the preschool age, the main activity of the child is a game. Situations for games the child takes from life. The wisdom

of the parents is to quietly tell the baby how the hero should act in the game. Thus, they teach him to understand what is good and what is bad, what moral qualities are valued and respected in society, and which are being blamed. Schooling will require the child to focus, diligence, diligence. Therefore, it is important, even at the preschool age, to accustom the child to the thoroughness of the instructions that are being carried out, to teach him to bring the case or game to the end, to show perseverance and perseverance. A big role is assigned to the family in labor education. Children are directly involved in domestic work, learn to serve themselves, perform feasible labor duties to help the father, mother. On how the labor education of the children will be put before school, their success in teaching depends. Thus, we can conclude that the family is the first school of communication of the child. In the family the child learns to respect the elders, take care of the elderly and sick, render every possible help to each other. In communicating with people close to the child, in joint domestic work, he develops a sense of duty, mutual assistance. What are the conditions for the successful upbringing of the child in the family? An important condition for the success of raising children in the family can be considered parental love. After all, parental love is the source and guarantee of human well-being, maintenance of bodily and mental health. Many parents believe that in any case it is impossible to show the children love them, believing that when a child knows that he is loved, this leads to a spoiled, selfish, self-love. It is necessary to reject this statement categorically. All these unfavorable personality traits arise when there is a lack of love, when an emotional deficit is created when the child is deprived of a solid foundation of unchangeable parental affection. Deep, constant psychological contact with the child is universal requirement for upbringing, which can equally be recommended to all parents, contact is necessary in the upbringing of every child at any age. The basic for maintaining contact is a sincere interest in everything that happens in the child's life, sincere curiosity about his, even the most trivial and na?ve problems, the desire to understand, the desire to observe all the changes that occur in the soul and consciousness of a growing person. But here it is very important to understand that it is necessary not only to love the child and be guided by love in his daily caring for his care, in his efforts to educate him, it is necessary for the child to feel, feel, understand, be sure that his love was filled these feelings of love, no matter what difficulties, conflicts and conflicts arise in his relations with his parents. Only when the child's confidence in the parents' love and possibly correct formation of a person's mental word, only on the basic of love can raise moral behavior, only love can teach love. In modern conditions, when there was a radical restructuring and the political and socio-economic structure of society and the state, the system of family education has undergone significant changes. There is a destruction and weakening of family ties. Let us single out the main factors of this trend. The first is the almost complete disappearance of labor in the family. Previously, the family life center (educational, farm, etc) was usually the mother, are permanently house and protect the inner spiritual world of the family. The family worked as a whole. The family's a labor unity created favorable conditions for its social coalescence. Now all members of the family work outside the home. In our time, the house is increasingly beginning to turn from a place of work to a place of rest. The second is the desire for a more comfortable life in the cities. Most of the population who lived in the countryside and communicated with nature, lose these ties, moving to cities. Naturally, the connection between the city and the village was weakened. A special psychological and pedagogical problem arises: the

withdrawal of the population from village to cities, the separation of man from nature, and hence from the moral origins of our lives, which leads to the loss of traditions, experience, and knowledge accumulated by many generations of people. Due to the ongoing urbanization of society, the anonymity of communication between children and the adult population increased. Earlier in the village, everyone knew whose son or daughter violated the rules of behavior, does antisocial behavior. Therefore, the parents were ashamed to have ill-bred children, and children are ashamed to behave unworthily. The third is the absence in the modern family of a clear living consciousness, that its main task in relation to children is upbringing, in which three periods can be traced. The first period: the family gives and supports only the physical existence of children; second period: to care for their mental development; the third period: the moral education is brought to the fore, when it is necessary to take care not only of giving a diplomato children in the best sense of the word.The fourth factor is the change in the position of women in modern life. Previously, the main concern of the woman was the family. Now, due to the relief of domestic work, a woman has the opportunity to work outside the family. In connection with the expansion of the woman's independence, a change takes place in her psychology, associated primarily with material independence from her husband, which gives her the right to build an intra-family relationship in a different way. Due to a number of conditions, associated primarily with the development of modern culture, in some cases, the family is no longer, in fact be a proper educational environment. The main reasons for this.

1. Small-childedness of a modern family. For a child, the children's environment is very important, it is natural for him to live among the same as he. Children mutually gravitate towards each other. A small number of children families (one, two) significantly restricts and restricts family communication, depriving them of the necessary childlike atmosphere for them. Being brought up in such conditions, children do not receive practical skills for care and education for their brothers and sisters, which was typical of a large family.

2. Modern society is trying ton limit the scope of the family by parents and children. In such a family, children become the axis around which the whole life of their parents revolves. Since infancy, the child's whims are satisfied, desires are fulfilled. With the excessive care and tenderness of parents towards the child, the family's atmosphere becomes closed and stuffy for him, so children are drawn to freedom. It is very hard for parents to experience, as they do not know how to further develop their relationship with the child. The connection with other relatives is weakened. At the same time, for children this is an indispensable opportunity to enter into qualitatively new relations with people. Although the time of strong family clans has passed, it is still important to maintain and strengthen relations with relatives.

3. The child should be educated not only by the mother and father, but possibly by a wider range of people. You can not educate children by isolating them from life. The child should have scope for activity. If it does not, it is unlikely the education will be effective. It is no secret that the success of the educational process in any institution depends on how relations between teachers, students and parents. For the formation of cooperation between adults and children it is important to represent the collective as a whole, as a large family, which rally and interestingly lives if the joint activity of teachers, parents, children is organized. This contributes to the unity, unity of the family, the establishment of mutual understanding between parents and children, the

creation comfortable conditions in the family. Therefore, it is advisable to organize a significant part of the educational work at the same time as students and parents, and the problems that have arisen, the tasks to solve together in order to reach an agreement without compromising one another's interests and unite efforts to achieve better results.

Parents and teachers are educators of the same children, and the result of upbringing can be successful when teachers and parents become allies. At the heart of this union is the unity of aspirations, views on the educational process, together worked out common goals and educational tasks, ways to achieve the intended results. Both teachers and parents want to see their children healthy and happy. They are ready to support the beginnings of teachers, aimed at satisfying and developing the interests, needs of children. Parents are adults who have great life experience, knowledge, ability to comprehend events, therefore, in solving a number of issues, educational problems, a teacher can receive the necessary advice of parents. The cooperation of teachers and parents to better know the child, to look at it from different angles and positions to see in different situations, and hence help adults to understand its individual characteristics, the development of the child's abilities, overcoming his negative actions and manifestations in behavior, the formation of life orientations. Teachers play a decisive role in creating a union of teachers and parents, and in establishing cooperation between them. Union, mutual understanding of teachers and parents, their mutual trust is possible, if the teacher eliminates didacticism in working with parents and does not teach, and advises, thinks with him, agrees on joint action; tactfully leads them to understand the need to acquire pedagogical knowledge. If the communication with the parents often heard the phrase, "what do you think?", "Let's decide together what to do", "I want to hear your opinion". The whole atmosphere of interaction, communication between the teacher and parents should show that the teacher needs parents, in the pooling of efforts, that the parents are his allies, and he can not do without their advice and help. Not all parents respond to the teacher's desire to cooperate with him, they show an interest in uniting efforts to educate their child. The teacher needs patience and determined search for ways to solve this problem. You should start working with those who want to participate in the life of the training group, support teachers, even if there are aminority of such parents. Gradually, tactfully the teacher involves the rest of the parents, relying on like-minded parents, talking into account the interests of each child and his family.

There are various forms of interaction between teachers and parents, that is, ways to organize their joint activities and communication. It is expedient to combine collective, group and individual forms of interaction. Briefly I will describe the most common collective forms of interaction between teachers and parents.

Parent meeting - the main form of work with parents, where the problems of life of the team are discussed. The class teacher directs the activity of the parents in the process of preparing it and is an ordinary participant in the meeting.The first meetings, giving an example of a democratic discussion of issues, can lead by himself, and in the future it is legitimate for the parents themselves to carry out this role. The meetings are not limited to the teacher's monologue, but they take the character of the conservation, mutual exchange of opinions, ideas, joint search. One of the effective ways to enhance the creative activity of participants of the meeting - to include them in joint studies summer activity. So, for example, parents are invited to conduct targeted monitoring of the behavior of children, and share the results with the meeting. Based on this, the teacher and parents determine how to build a joint work to overcome the identified

shortcomings, consolidate the positive. Parents' lecture hall - promotes familiarization of parents with issues of upbringing, raising their pedagogical culture, developing common approaches to the upbringing of children. The name of the lecture hall is conditional. It does not mean that only lectures are read to parents. The forms of work are diverse, but stimulate their activity, creativity, participation in the discussion of issues. Conference on the exchange of the experience in the upbringing of children.Maybe thematic. Its conduct is advisable, if indeed there is experience of positive family education on this issue. This form is of interest, attracts the attention of parents, and the information for them sounds more convincing, is perceived with great confidence. For the exchange of the experience, you can take a few specific issues that cause parents the most practical interest. Many parents can act in this case, taking into account the fact that they have achieved positive results in solving their problems. The evening of questions and answers is conducted after interviewing parents and clarifying the list of problems that arise in the upbringing of children and relationship with them.Some questions can be answered by the teacher, others are invited to answering to others (for example, on psychology, sex education).

Dispute - reflection on the problems of upbringing is one of the interesting forms for parents to enhance the pedagogical culture. It takes place in a relaxed atmosphere, allows everyone to be included in the discussion of problems,awakens active pedagogical thinking.Participants in the debate themselves, breaking up into groups, can formulate the most interesting questions, and then select and preliminarily discuss those that can be brought to the collective discussion. Family education is carried out the more successfully, the better prepared for the implementation of both parents: father and mother. Therefore, ideally, we should strive to ensure that these thematic events are visited together, simultaneously. Listen to the lecture together is bound to cause an exchange of views, discussion with agreement or disagreement. In addition, to improve the educational process in the educational institution, it is necessary to organize the joint affairs of parents and children. It can be various forms of cognitive activity: -public forums of knowledge, - creative reports on subjects, -days of open lessons, -holidays of knowledge and creativity, -expert tournaments, -joint, -issue of subject newspapers, -meetings, reports of scientific societies of students It can be contests: "Family-erudite", "Family hobby", "circle of family reading". Forms of work: -design offices -and yard landscaping -planting alleys, -creation of a library; -fair-sale of family handicrafts-Exhibition "World of our hobbies" and others.

Leisure forms: -joint holidays, -preparation of concerts, performances, -review and discussion of films and performances -considerations -contests -hiking and rallies -trip. Widespread are family holidays and festivals: -Mother's Day, Father's Day, Grandparent's day, Day of my child, Thanksgiving Day mutual; -Game family competitions: "Sport family", "musical family" competition of family albums, housewives Competition, Competition "Men in fact" (a competition between fathers and sons), and others.

Joint activities in the creative of the connections of various kinds, museums, etc. Thus, analyzing the role of the family in human life, we see that the family is the social institution in which there is a formation which came into human life. She becomes the first home in which a person grows up and gets the first lessons of life, in which he receives support and assistance. Of course, the role of family upbringing in shaping the character, attitudes, habits is not absolute -a major role played by self-education and nonfamily education that a person receives by living in society. But the family can

expand those bright qualities of a person who is already in it, are inherent in him from birth, and help a person to overcome and eradicate their weaknesses and vices, and that this is the great and bright part of the family.

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ПЕДАГОГИКА ВА ПСИХОЛОГИЯДА ИННОВАЦИЯЛАР
ИННОВАЦИИ В ПЕДАГОГИКЕ И ПСИХОЛОГИИ
INNOVATIONS IN PEDAGOGY AND PSYCHOLOGY

PSYCHOLOGICAL FACTORS OF EDUCATION IN MODERN PEDAGOGY

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ANNOTATION

According to pedagogical practice, a lecturer can achieve more great and effective results in a class and control audience with a piece of chalk and blackboard (traditional education) than using modern computers, network classes, online courses and distance learning (digital education). So we must use the methods of teaching of traditional pedagogy and psychological factors of traditional education in digital pedagogy not ignoring it and not contradict them to one another.

Key words: traditional education; traditional pedagogy; psychological factors of education; digital education; digital pedagogy; information cognition; information culture; thinking: logical, mathematical, creative, aesthetical, architectural, sociological and psychological.

ПСИХОЛОГИЧЕСКИЕ ФАКТОРЫ ОБУЧЕНИЯ В СОВРЕМЕННОЙ ПЕДАГОГИКЕ

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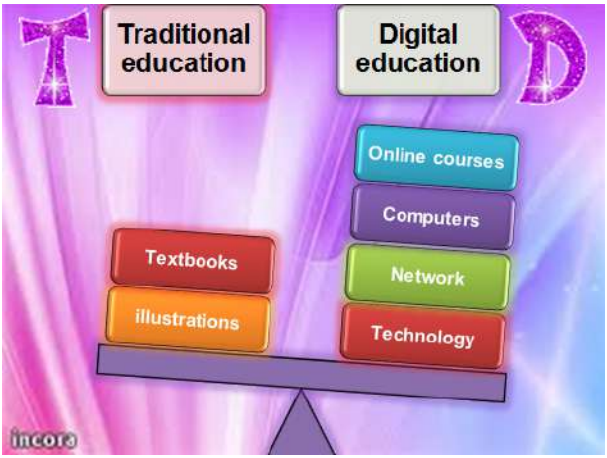
АННОТАЦИЯ

Согласно педагогической практике, лектор иногда может добиться более значительных и эффективных результатов в классе с помощью мела и доски (традиционная образование), чем с использованием современных компьютеров, сетевых классов, онлайн-курсов и дистанционного обучения (цифровое образование). Поэтому мы должны использовать методы обучения традиционной педагогике и психологические факторы традиционного образования в цифровой педагогике, не игнорируя ее, а не противоречить их друг к другу.

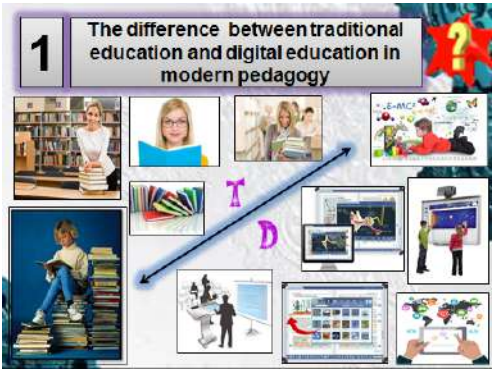
Ключевые слова: традиционное образование; традиционная педагогика; психологические факторы обучения; цифровое образование; цифровая педагогика; информационное сознание; информационная культура; мышление: логическое, математическое, творческое, эстетическое, архитектурное, социологическое и психологическое.

Since the authority of digital pedagogy is rising day after day, we can`t imagine the methods of teaching in all educational institutions without it. At the present day the role of digital education in the methods of teaching is so important that we can`t ignore and deny this fact. In other words, today we may watch that traditional education has been squeezed out gradually in modern pedagogy by digital education.



Let`s analyze why the authority of traditional education is falling day by day though it has 400 years of experience in pedagogy. Let`s think if we need refuse from traditional education having 400 years old. Let`s ponder on whether developing countries are ready to switch to digital pedagogy.

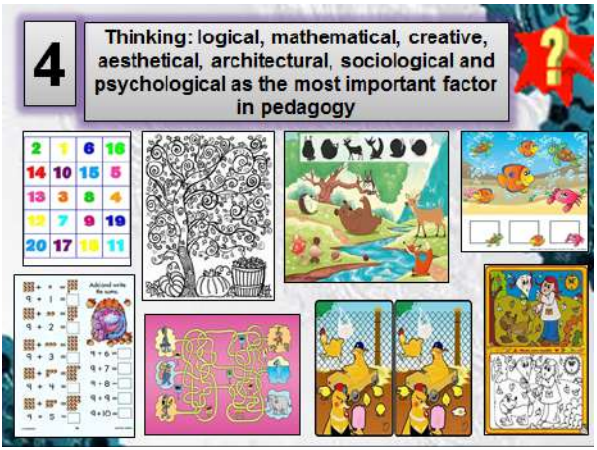
We must discuss the following objectives to get the answer to these questions for understanding our topic deeper and clearly:



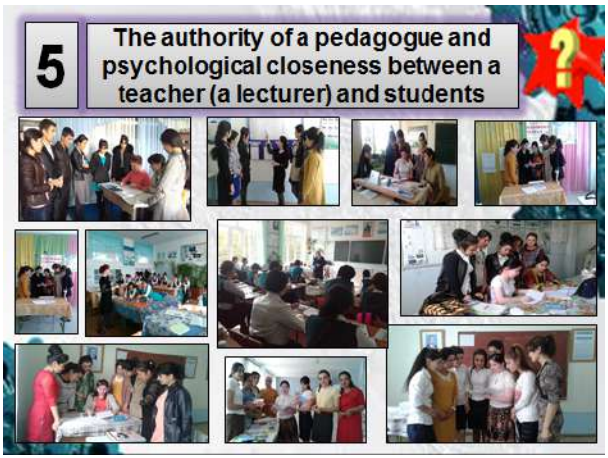
a) The difference between traditional education and digital education in modern pedagogy;

b) The advantages and disadvantages of both traditional education and digital education;

c) Information culture among growing youth people from developing countries;



d) Thinking: logical, mathematical, creative, aesthetical, architectural, sociological and psychological as the most important factor in pedagogy;



e) The authority of a pedagogue and psychological closeness between a teacher (a lecturer) and students.

First of all, we must know the meaning of traditional education arisen four centuries ago in pedagogy. Traditional education is: 1) the authority of a pedagogue; 2) learners in a class at about the same age; 3) having a single plan and a program for full academic year; 4) attendance education institutions at the same time a year and predefined hours for all learners; 5) working at the same textbook during classes; 6) using textbooks for class works and especially for homework; 7) explaining a topic (a lecture) with illustrations; 8) repetition a topic or a text again and again; 9) developing thinking and skills in all spheres among learners; 10) existence of strict discipline among learners ; 11) existence of the spirit of collectivism in class; 12) evaluating the knowledge of learners by a pedagogue at the end of semesters and a year and so on.

In a word, textbooks and illustrations are important for traditional pedagogy; computers, network and information technologies are important for digital pedagogy.

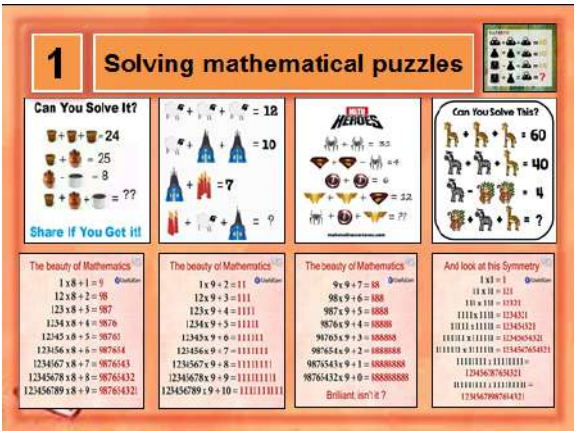
As we are living in the information age and information society, digital education is considered the first and main at modern pedagogy. So we must have the following factors with which digital pedagogy will be successful: First of all, computer classrooms with network in educational institutions; Secondly, computer skills among learners; Thirdly, information culture among learners.

Today we have both computer classrooms with network in educational institutions and computer skills among learners even in developing countries. But information culture among growing youth haven`t been high up to now. For example, watching students as experienced pedagogues, we can seem some of them not taking themselves their online exams or tests personality. It means online exams and tests are taken by someone (his friend or classmate) who knows the topic and the subject better than him. It is the ruin for developing digital pedagogy. So not developing information culture among students, we won`t be able to get any expected results from digital education and then it will lost its value in the future.

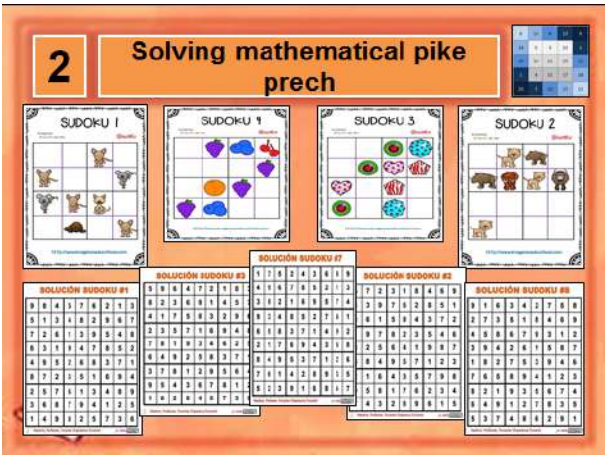
In addition, there are the most important factors with which we can get more success results in traditional education than digital education. One of these factors is developing thinking. Digital education also supports developing thinking. We don`t, we can`t and we are not going to ignore this fact. But working as teachers for a long time and watching educational processes, we can say that developing thinking is more effective in traditional pedagogy.

Why do we need to improve thinking more and more among growing generation? How much is it important for us? How can we achieve it?

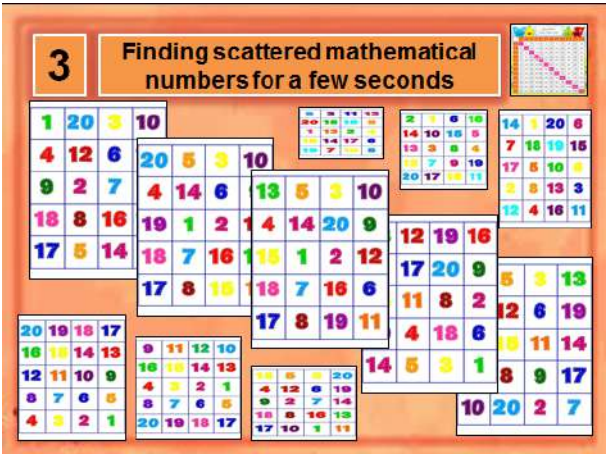
As children are our light future, we must improve their thinking from childhood. We can achieve high thinking among children of different ages (4-12 years old) by:



1) Solving mathematical puzzles and pike perch;

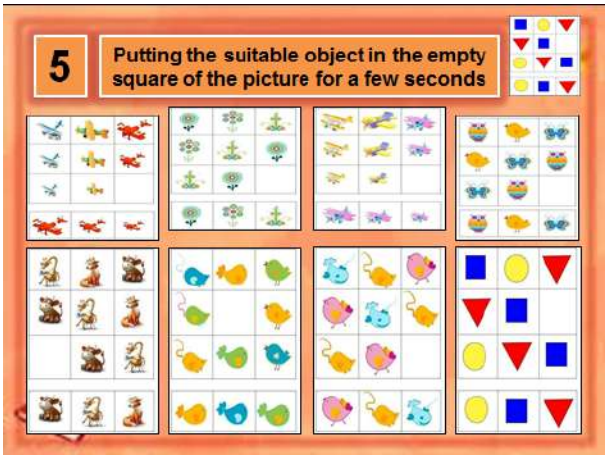


2) Finding scattered mathematical numbers for a few seconds;

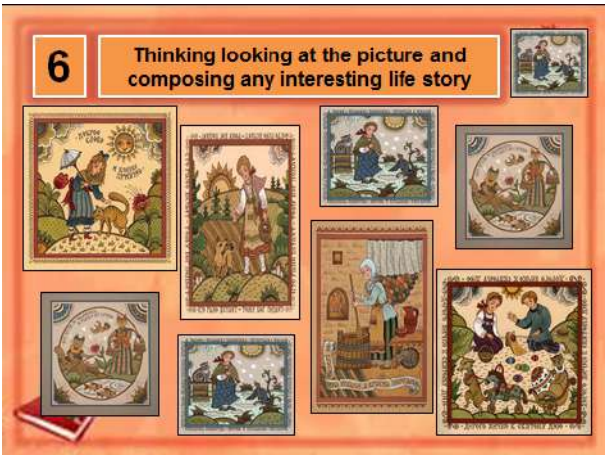


3) Writing how many objects there are in the picture for a few seconds;

4) Putting the suitable object in the empty square of the picture for a few seconds;

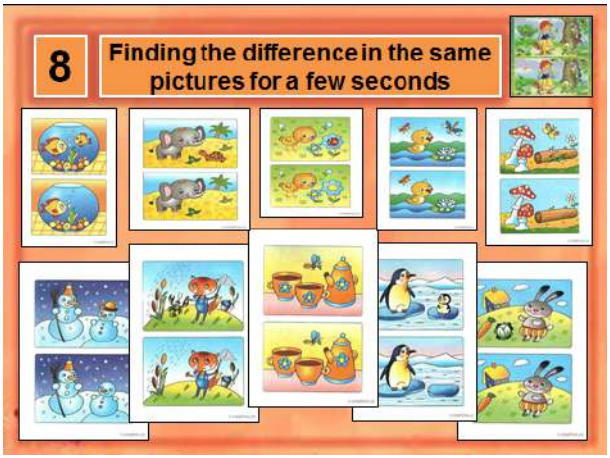


5) Thinking looking at the picture and composing any interesting life story;



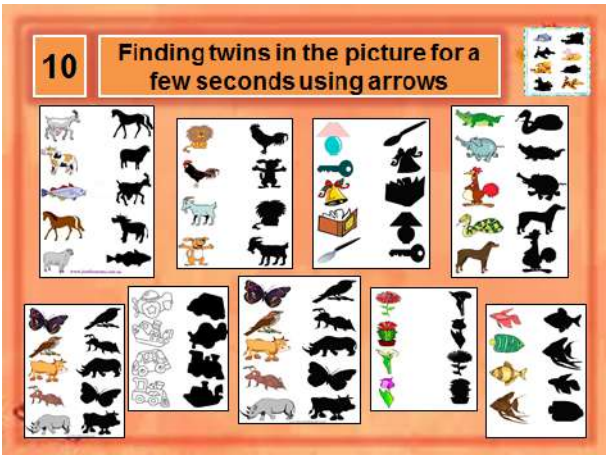
6) Finding the way to the aim in the picture for a few seconds;

7) Finding the difference in the same pictures for a few seconds;

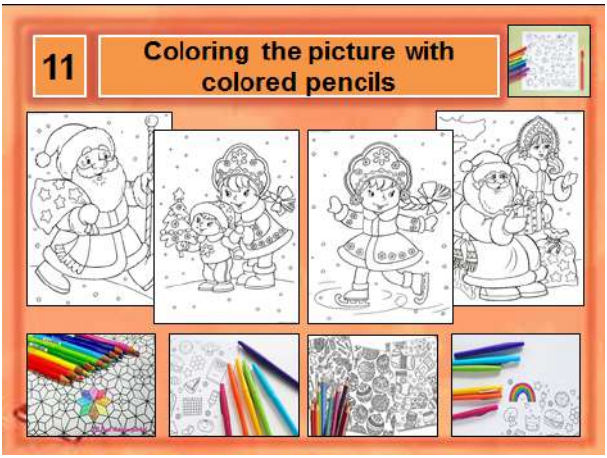


8) Finding the suitable objects which there are in the picture for a few seconds;

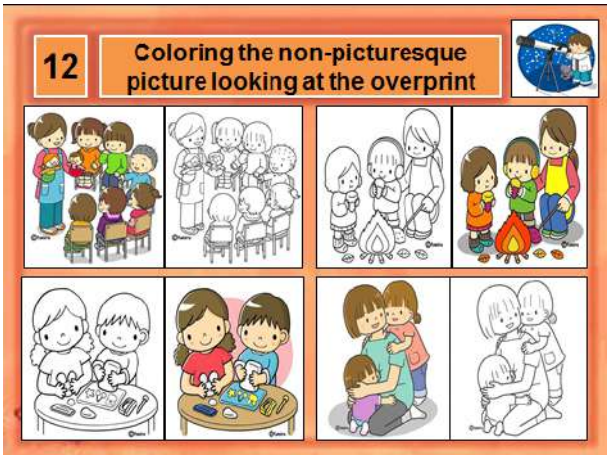
9) Finding twins in the picture for a few seconds using arrows;



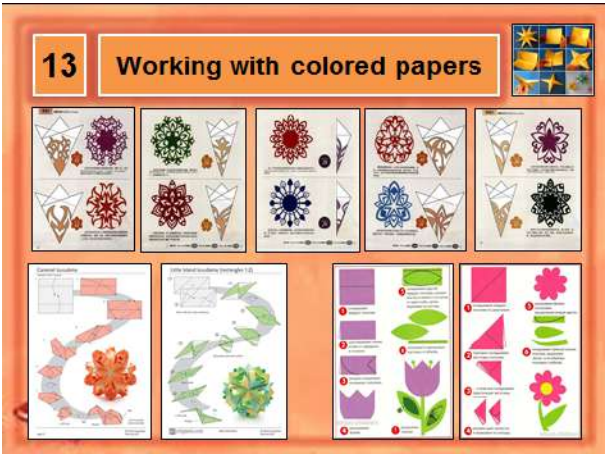
10) Coloring the picture with colored pencils;



11) Coloring the non-picturesque picture looking at the overprint;



12) Working with colored papers and so on during the classes.



All these mathematical, logical and psychological games give our growing youth an opportunity to improve their thinking in all spheres. It is better when we make them fantasize different interesting puzzles and games and then draw and paint them. By the way, they all are done on papers using a pen and colored pencils. It is impossible to do all these games on a computer.

So logical, mathematical, creative, aesthetical, architectural, psychological and sociological thinking are so important in the present pedagogy that our growing youth must have logical and mathematical thinking: a) to discriminate important thoughts, opinions and views from unimportant ones; b) to discuss very important questions and matters at once; c) to decide a few issues at the same time: d) to find the best way for leaving from concrete problem situation and so on; sociological thinking: a) to forecast situations in future; b) to schematize and arrange according to their plans and so on; psychological thinking: a) to be always in a good mood though they don't see a way to leave from problem situation;; b) to raise their mood though they are in depressive situation; c) to work hard at their characters; d) to operate different problem situations in life; e) to look at future with hopeful eyes and so on.

The second factor is the authority of a pedagogue. We all know that a pedagogue must be an example for each of his students and in everything: in his words; in his thoughts; in his actions. It means a pedagogue is authority for his students. So if a pedagogue has authority among his students, there will be psychological closeness between a teacher (a lecturer) and students. It is so important for modern pedagogue. As all types of lessons are face to face in traditional pedagogue, it can save both the authority of a pedagogue and psychological closeness between a teacher (a lecturer) and students. But we can`t achieve these results by digital education like in traditional one. A teacher sitting after computer or information technology can never be a teacher who is real and close to heart. One should note here that existence psychological closeness between a pedagogue and students is such the important factor in the eastern mentality that digital pedagogy must be considered with this fact.

Digital education has several conveniences in modern pedagogy. But though its opportunities are more and rising day after day, we can`t completely abandon traditional education having 400 years of experience. Because: 1) illustrative lessons are more effective as they are saved for a long time in the memory of learners; 2) after getting new information during the classes, learners usually have knowledge through repetition of the topic and discussing it; 3) information culture among all learners aren`t developed yet; 4) the authority of a pedagogue and healthy psychological climate in a class don`t lose its meaning and others.

So we must combine the methods of schooling of traditional pedagogy in digital pedagogy.

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ПЕДАГОГИКА ВА ПСИХОЛОГИЯДА ИННОВАЦИЯЛАР
ИННОВАЦИИ В ПЕДАГОГИКЕ И ПСИХОЛОГИИ
INNOVATIONS IN PEDAGOGY AND PSYCHOLOGY

БУГУНГИ ШАРОИТДА МАКТАБЛАРДА ТАЪЛИМ ВА ТАРБИЯ МАСАЛАСИНИ ТИЗИМЛАШГАН ТАРЗДА ОЛИБ БОРИШ ЗАРУРИЯТИ

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Келиб тушган сана 21 июль, 2018
Эълон қилинган сана 20 сентабрь, 2018

АННОТАЦИЯ

Ушбу мақолада ҳозирги шароитда мактабларда 10-11 синфни ташкил этишда кам вақт сарфлаб қулай мослашиш тўғрисида ривожланган давлатларнинг таълим тизимидан келиб чиқиб, миллий менталитетимизга мос бўлган янги ўқитиш тизимини жорий этишга доир қатор таклифлар берилган.

Калит сўзлар: бошланғич, ўрта, юқори синфлар, таълим олиш сифати, янги методлар, интизом, тадбирлар.

ПРОБЛЕМЫ НЕОБХОДИМОСТИ СИСТЕМАТИЧЕСКОЕ ОБУЧЕНИЕ И ВОСПИТАНИЕ В ОБЩЕОБРАЗОВАТЕЛЬНЫХ ШКОЛАХ В ТЕКУЩИХ УСЛОВИЯХ

Дилоромхан Бахтиер кизи Исманова,
студентка Педагогического факультета Андижанского государственного университета, студент 3 курса обучения СДНО.

АННОТАЦИЯ

В этой статье представлен ряд предложений по внедрению новой системы обучения, адаптированной к национальному менталитету, основанной на системе образования развитых стран, в которой мало времени уделяется адаптации к 10-м и 11-м классам в школах.

Ключевые слова: начальные, средний,высшие классы, качество образования, новые методы, дисциплина, мероприятия.

PROBLEMS OF THE NEED FOR SYSTEMATIC TEACHING AND EDUCATION IN GENERAL SCHOOLS IN THE CURRENT SITUATION

Diloromkhan Bakhtiyor kizi Ismanova,
student of Pedagogical Faculty of Andijan State University, 3rd year student of SEPE.

ANNOTATION

This article provides a set of suggestions for the introduction of a new teaching system, adapted to the national mentality based on the education system of developed countries, in which there is little time spent adapting to the 10th and 11th grades in schools.

Key words: primary, secondary, upper classes, the quality of education, new methods, discipline, and activities.

Ўзбекистон Республикасининг мустақиллик йилларида халқимиз ижтимоий-сиёсий, иқтисодий, маънавий-маданий ҳаётида улкан янгиликлар содир бўлмоқда. Энг асосийси, онг-тафаккуримиз ўзгариб, Ватан равнақи, Юрт тинчлиги ва Халқ фаровонлиги йўлида халқимизнинг шахсий ва умуммиллий мақсадлар муштараклигига, ғоявий бирликка интилиш ҳисси уйғонмоқда. Бироқ, бизнинг мустақил юксалиш натижаларимизни кўролмайдиган, ўз геополитик мақсадларидан келиб чиқиб миллий, маънавий қадриятларимизни қадрсизлантиришга қаратилган ғоявий таҳдидлар ҳамон давом этмоқда. Шу туфайли ёшларни сиёсий ва ижтимоий тафаккурини ошириш долзарб масала эканлигини алохида қайд этиш даркор.

Давлат халқ манфаатларини кўзлаб, "Ўзбекистон Республикасининг давлат мустақиллиги асослари тўғрисида"ги Қонунга асосланиб, Республика ёшларининг ижтимоий ҳамда маънавий камол топиши учун шарт-шароит яратиб беришга қаратилган ёшларга оид давлат сиёсатни ишлаб чиқади ва уни амалга оширади. Ёшларни таьлим олишига ва тарбиялашга алохида эьтибор қаратилади. Жумладан, Ўзбекистон Республикаси Конституциясида хар бир шахсга билим олиш ҳуқуқи берилди, Ўзбекистон Республикаси Олий Мажлисининг 1997 йил 29 августидаги 9 сессиясида Ўзбекистонда таълим тизмини ислох қилиш масаласи кўрилди ва "Таьлим тўғриси"даги янги конун қабул қилиниб ҳаётга тадбиқ этилди. Лекин таълим фаолиятига алохида эътибор қарата туриб, ҳали тўлиқ куч билан ишлай олмаётганини кўриш мумкин[1,2].

Шу туфайлими, таълим тизимидаги "9+3" Юртбошимиз Ш.М.Мирзиёевнинг хақли танқидига учради. Коллеж ва лицейлардаги ҳолатлар бунга сабаб бўлди. Хўш ушбу танқид нималардан иборат эди:

- таълим муассасасида малакали кадрларнинг етишмаслиги;
- таълим муссасалиридаги илмий салохият деярли йўқлиги;
- таълим муассасасида давоматнинг паст даражаси;
- таълим муассасаси битирувчиларининг иш билан таъминланиши;
- ўсмирлар билан муносабатни қуришда керакли тажрибаларни қўлланилмаганлиги;
- глобализация жараёнига коллеж ва лицейларни тортилиб кетаётгани;

Бундай камчиликларни айтадиган бўлсак, етарлича топилади.

Ўзбекистон Республикаси Президенти Шавкат Мирзиёев бошчилигида 2017 йил 2 август куни умумтаълим мактаблари ва ўрта махсус, касб-ҳунар таълими муассасалари ўртасида ўзаро интеграцияни таъминлаган ҳолда, 11 йиллик ўрта

таълим тизимини жорий этиш, ўрта махсус, касб-ҳунар таълими тизимини тубдан ислоҳ қилиш масалаларига бағишланган видеоселектор йиғилиши бўлиб ўтди, бунга таянган ҳолда, мактабларда 10-11 синфни ташкил этиш белгиланиб берилди. Ҳозирги шароитда мактабларда 10-11 синфни ташкил этишда кам вақт сарфлаб қулай мослашиш талаб этилади.

Шу ўринда коллеж ва лицейлар илк бор ташкил этилган вақтларни ёдга олсак, энг катта муаммо бу муассасаларда ишлайдиган кадрлар масаласи, дарсликлар билан таъминлаш ҳамда коллеж ва лицейларнинг моддий техник базаси билан боғлиқ бўлган. Бу сабаблар таълим олиш сифатига жиддий таъсир кўрсатди. Коллеж ва лицей ўқувчилари учун мутлақо бошқача малакага ега бўлган кадрлар дарс бериши талаб этилар эди ва бундай кадрлар мактаб ўқитувчиси берадиган таълимдан ўзгачароқ таълим бериши керак бўлган. Олий математикани, физиканинг юқори курсини ёки янги тарихдаги мураккаб сиёсий вазиятларни тўғри талқин қилиб тушунтириб бера оладиган кадрлар керак бўлган. Бундай муаммолар алоҳида тармоқлашган таълимни талаб этар эди. Бу эса ОТМ олдига қуйилган жуда катта машақатли мехнатни талаб этган.

Юқаридаги кадрлар тизимидаги кичик бир муаммонинг ечимини аста-секинлик билан тўлдириб борилаётганда яна 10-11 синфга қайтиши икки карра мехнатни талаб этади. Бу ҳолатда юқори синф (10-11 синф) ўқувчиларига бошқача методда дарс ўтиш, уларни психологик кўллаб-кувватлаш, бундан ташқари юқори даражадаги манавий-маърифий ишларни ташкил этиш жудаям муҳим ҳисобланади, шунга яраша ОТМда кадрларни тайёрлаш талаб этилади, ОТМ ўқув дастурларини, айниқса, педогогика унверситетлар ўқув дастурларини 11 йиллик тизмга мослаштириш керак бўлади. Бундай ҳолда юқори синф (10-11 синф)га дарс берадиган ўқитувчи фақат юқори синфга дарс бериши талаб эилади. Бу эса машхур америкалик педагог олимлар Д.Макленд, Д.Андкинсон ва немис олими Х. Хенаузендлар ўзининг изланишлари орқали мактабларда 3 босқичли, яъни бошлангич, ўрта ва юқори синфлар учун алоҳида бир-биридан фарқ қиладиган малакага эга бўлган қадрларни тайёрлаш масаласи ҳақидаги фикрлари ўринли ҳисобланади. Бундан кўриниб турибдики, ОТМ олдига мактабларга кадр тайёрлашда ўзгача ёндашув талаб этадиган дастурлар керак бўлади. Эски 9+3 гача ОТМда фойдаланилган дастурлардан қайта фойдаланишни ярамайди, сабаби ҳозирги глобал жараён бунга йўл қўймайди.

Ўн бир йиллик таълимни ташкил қилаётган бир вақтдан мактаблардаги маънавий-маърифий холатга ҳам алохида урғу бериш даркор. Эски ҳолатга, яни 9+3 даврига эътибор қаратадиган бўлсак коллеж ва лицейлардагидек тадбирларни, масалан "Қувноқлар ва Зукколар" сингари тадбирларга талаб юқори бўлиб, бу тадбирлар асосан 16 ёшдан ошганлар учун мўлжалланган бўлсада ўқувчиларнинг аксари шу тадбирларга қизиқар эдилар. Энг ачинарлиси бирор жиддий мавзудаги тадбир бўлса, бу тадбирлардаги ўқувчи заллари торайиб борар эди. Жиддий асарларни ёритиб беришга қаратилган маънавий-маърифий кечалар, энг нодир асарларини ижро этиш ва шундай асарларни олиб чиқиш, ўтмишимизни акс эттирувчи маърифий тадбирлар сони деярли йўқ, борлари ҳам ўтиши кераклиги учунгина номига ўтарди гўё. Лекин глабаллашув жараёнида ўтиш ёшидаги йигит-қизларнинг хулқи ўзидан кичикларга таъсири кам бўлар эди. Масалан, 1-босқич коллеж йигити 9-синф қизи-ўғилига яхши таъсир ўтказиши деярли кузатилмас эди. Лекин эндиги ҳолатда 10 -11 синф йигит-қизларининг онги, юриш туриши

5-синфгача таъсир қилади чунки, булар бир жойда бўладилар. Шу туфайли ҳозирги тизмни чуқур тахлил қилган ҳолда маънавий-маърифий ишларга жиддий эътибор қаратиш даркор. Қуйидагиларга алоҳида этибор қаратиш керак:

- Ўтказиладиган тадбирларни 14 ёш ўртасида белгилаш керак;
- Маънавий-маърифий ишлар назорати қатий тартиб асосида белгиланиши даркор;
- Мактабларда қизлар орасида ҳар олти ойда бир марта шифокор кўриги мажбурий ташкил этиш жудаям муҳим, айниқса, 9-синфдан юқори бўлган ўқувчилар орасида (қатий назоратга олинган ҳолда) ;
- Мактаб ўқувчилари учун бир ҳил стилдаги кишиниш формаси бўлиши керак;
- Мактабларга қатий интизом ва психологик кўмаклашиш бўлими доимий фаолият юритиши даркор ;

Албатта бу сингари таклифлар бир қанча ва бу таклифларни тизимга солиш даркор.

Таълимни тизмли ташкил этишда қуйдаги йўлимизни таклиф этамиз

Аввало мактаблар ҳозирги шароитидан келиб чиқган ҳолда тарбия ҳамда таълимни бирдек олиб бориш даркор ва қуйидагича тармоқлашни таклиф қиламан (1-чизма).

Бошланғич синфлар (1-4 синф) ушбу босқичда бир ойда бир марта 1- синфдан 4- синфгача ўрта синф жамоаларини фаолиятига назар ташланади ва таништиришлар олиб борилади.

Ўрта синфлар 1-босқич (5-8 синфлар) бу босқичда асосий жамоалар1 йил давомида шакллантирилади лекин 6-синифга ўтгач жамоалар ўзгартирилмайди, шаклланган жамоаларда ҳафтанинг чоршанба кунида дарс сифатида кўйиб берилади, 3 катта жамоа учун 3 катта аудитория ташкил этилади. 3 катта жамоа, яъни Аниқ фанлар, Гуманитар фанлар ва Табиий фанлар жамоалари, 3 босқичда таянч билимларни беради умум ҳолатда дарс ўтилади. Буни гуманитар фанлар мисолида кўриб чиқамиз.

Гуманитар фанлар жамоаси: тренерлар, олий маълумотли, иш тажрибаси 5 йилдан юқори бўлган ўқитувчи бошчилигида 3 ўқитувчидан кам бўлмаган жамоа тузилади. 1 ўқув йили давомида 3 босқичда тренинглар ташкил этилади.

1-босқич: Мотивация бериш мақсадида буюк шахслар ҳаёти ва ижодига ёндашув. Масалан, А.Темур, З.М.Бобур, Ж.Мангуберди, Пиётр 1, А.Македонский ва б.

2-босқич: Тарихни ўзгартирган воқеалар шарҳи. Масалан, Темирнинг пайдо бўлиши, А.Темур давлати, Жадидлар ҳаракати, СССР парчаланиши, Буюк географик кашфиётлар ва б.

3-босқич: Эркин ижодий наъмуналарни таҳлили. Масалан, 6-Б синф гуманитар жамоасининг азолари эркин 30 дақиқалик ўзлари учун энг тўлқинлантирган мавзусини жонли тақдимоти. 15 дақиқалик аудитория муносабати.

Булардан ташқари маданият ва спорт ҳамда тиллар тармоғида мактаб имконият даражасида ўз йўналишларини танлайдилар ва йўналтирадилар.

Масалан: М.Улуғбек туманидаги 165 мактабнинг футболга ихтисолашган ўйингохи мавжуд, бу ерда 5-6 синфда назарий билимлар берилса, 7-11 синфлар лигаси тузилади ва ойнинг тоқ хафтасининг хар шанбасида лига ўйинлари мунтазам равишда ўтказилиб борилади. Аксинча, Сирғали туманидаги 102-мактабнинг баскетболга ихтисослашган майдони бор, бу ерда баскетбол бўлади ёки волейболга ва х.к. Лекин аниқ бир жамовий спорт тури ихтисослашиши керак.

Маданий тадбирларни ташкил этишда 10-11 синф жамоаларига таянган ҳолда ташкил этиш мақсадга муофиқ бўлади. Масалан, кимёгарлар жамоаси М.Кюри ҳаётини акс эттирган сахна чиқиши ва бирон тажрибани мукаммал ташкил этиш орқали амалга оширади.

Тиллар тармоғида мактаб биносидан алоҳида бир хона ташкил қилиниб, энг тажрибали ўқитувчилардан ташкил топган жамоа, ўқувчиларнинг қобилятидан келиб чиқган ҳолда рус, инглиз, франсуз ва бошқа тиллар тўгараклари ташкил этади бу ҳафтанинг ҳар кунни ўқувчи даражасига асосан гурухларга бўлиниб ўқитилади.

Ўрта синфлар 2-босқич(9-синф): 9-синфга етганда ҳар бир синфга психологлардан синф рахбарлари бириктирилиб, юқори синф жамоалари ва коллежлар учун аниқ ишларни амалга ошириш даркор.

Юқори синфларда (10-11 синфлар): бу босқичда жамоалар такомиллаштирилиб бевосита ҳар бир жамоанинг 3 тадан, 20 тагача ўқувчиси бўлганида 1та тренер билан биргаликда жамоа ташкил қилиниши керак. Жамоалар ўзининг дарсларини хафтанинг чоршанба кунлари 1 соатдан кам бўлмаган соатларда ташкил этиши даркор. Бу жамоалар назоратини юритиш 4 асосий уюшма орқали бошқарилиб турилади, уюшмаларга 4 та мактаб директори ёрдамчиси бириктирилиб берилади. Бу директорларнинг кўпи билан 2 тадан етакчиси бўлиб, бу етакчилар 10-11 синф ўқувчилари бўлади.

Хулоса қилиб айтганда, бу тизимлаштириш орқали жуда кўплаб муаммолар ўз ечимини топиши тайин, бундай тизимли мактаблар АҚШ, Англия, Жанубий Кореа мактабларида қўлланилганлигига гувох бўлишимиз мумкин. Бундай турдаги мактабларда:

- ўқувчил ўзини эркин ҳис қилиши;
- ўқувчининг салоҳиятини бир қанча ортиши;
- таълимнинг сифати ортиши;
- ўқувчилар орасида ўзаро дўстликнинг кўчайиши;
- ўқтувчининг касбий махорати ортиши;
- коллеждан ишсиз қолган айрим, иқтисодчи, юрист, касбий ўқитувчилар иш билан таъминланиши;
- спорт билан мунтазам шуғилланиш ва спорт мусобақалари савиясини ортиши;
- ўқувчида миллий ғурур, миллий онгнинг юксалиши;
- ўқувчи ва ўқитувчининг яратувчанлик қобилятини юксалиши;
- ўқувчининг бўш вақтини самарали ўтиши;
- ўқувчининг ОТМ топширишдаги аниқ йўналишни ола билиши;

сингари кўплаб муофаққиятлар кўтиши аниқ.

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ПЕДАГОГИКА ВА ПСИХОЛОГИЯДА ИННОВАЦИЯЛАР

ИННОВАЦИИ В ПЕДАГОГИКЕ И ПСИХОЛОГИИ

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