The Integrative Model of Harmonization of the Activities of a Professor and a Student in Conducting an Educational and Field Practice and Its Significance

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Abstract

This article reveals the essence of modular teaching, which consists in the fact that the learner (student) works independently on the basis of the individual curriculum presented to him. It states that the curriculum should include a plan for events, an Information blog, methodological recommendations for achieving training results. The teacher in these conditions performs the tasks of supervising, advising, coordinating activities on the assimilation of information. Thanks to the module, students master the content, understand what information and for what purpose it is being discussed, what it "accepts" and realize that it is necessary for niama. Systematization of educational information within the framework of the module requires the separation and determination of the evolutionary of forms and types of joint activities of educators and educators.

Keywords: Module, Internship; Education; Lesson; Method; Process; Students; Field; Customization; Ability; Opinion; Independent; Program; Individual; Activity; Task

Introduction

Modular education is of particular importance in harmonizing the activities of a professor and a student when conducting educational and field practice. In modular teaching theory, the concept of a module denotes some independent part of some system that performs a specific functional function (carrying a load). In pedagogical studies, the module concept is defined as follows:

The module is the logically completed part of the teaching material that compulsively controls the knowledge and skills of students [7; P.192].

The topic used in the lesson is separated into logical completed thought parts, that is, modules, and educational tasks are drawn up so that students can independently master each part [2; P.126.].

A module is a logically defined part in educational information that has some kind of logical integrity and completeness, synchronized with knowledge control.

The Integrative Model of Harmonization of the Activities of a Professor and a Student in Conducting an Educational and Field Practice and Its Significance

195

By module, we understand the didactic unity of the educational material, which logically fully and perfectly illuminates the important aspects of the objects, envisaging a specific goal on a particular subject of study.

Modular education is a logically defined part in educational information with some kind of logical integrity and completeness, synchronized with knowledge control.

Educational module-a meaningful part of a joint course of study with methodological materials related to it.

Training module-instructions for the study of the time of completion of each training assignment, methods of control and accounting, educational materials (paragraph, topic, section, science, integrated course). In a much simpler and more idiosyncratic way, the training module reflects the typical O'cuw programs subject(section)in combination with more rational forms and methods of its study.

The essence of modular teaching is that the learner (student) works independently on the basis of an individual curriculum presented to him. This curriculum should include a plan of events, an Information blog, methodological recommendations for achieving training results. The teacher in these conditions performs the tasks of supervising, advising, coordinating activities on the assimilation of information.

The general direction of modular teaching is based on the principles of its purpose, content and methodology of organization:

Modularity-the division of elements separate from the content of training;

Dynamic (volatility) - achieving the characidity (practicality) and agility of knowledge;

Flexibility-adaptation of the content of education and the ways to achieve it according to the individual needs of the educator;

The versatility of methodological advice-to ensure professionalism in the cognitive activity of the educator and in pedagogical activity;

Equality is the provision of a working harmony between an educator and an educator.

The module allows for active content organization and information sharing through the means of invariance. It guarantees the satisfaction of the needs that arise in a person at the same time, identifies interests that arise in a new direction. The main significant aspect of the module is the development of human consciousness, thinking [8; P.103.].

Objective: to relieve the teacher from the task of providing complete information using advisory-coordination; to create conditions for the teacher and students to jointly choose favorable paths of education; to form independent learning, self-education skills; to form reflexive abilities of students; to create a flexible developing educational environment for learners; to form critical thinking; to generalize knowledge; to; systematically develop the need for knowledge; enrich the associative mechanisms of cognition and perception [10; p.245.].

As the conceptual rules of modular educational technology, the following were clarified: algorithmization of educational activities; the principle of modularity-placement of educational content in separate completed parts; harmony and completion of all stages of cognition; integration of theoretical materials into blocks; the principle of differentiation and individualization; an active approach; implementation of all components of activity (goal setting, planning, organization, working process, control and evaluation of; the self-organization and development of students; a systematic approach:

knowledge of the world as systems of the system; the principle of cooperation of the teacher with students; deductive logic of the transmission of educational material in the module: the transition from the whole general to generality and isolation; the study of progressive theoretical materials; cipslization of educational information (generalization, approximation, systematization, generalization); flexibility (dynamism) – the ability to react at once and adapt at a speed to changes in socio-pedagogical conditions (social order); the ability to select and self-orient the individual pace of acceleration according to the program; the principle of realized prospects (motivation) [6; 144-p.].

The principles of organization and learning were formed by: the presence of a basis for the formation of a module allows you to draw up a working program on science; the concept of the main content of science is closely connected with the concept of a teaching module, that is, blocks with the main content reflect a logical connection in the system; based on the reserve of basic concepts – thesaurus (basic meaningful units, terms, concepts, laws that make up the essence of educational science), questions and tasks were drawn up covering all types of work on the module, and control (usually in the form of a test) was carried out once the module was studied.

On the basis of a modular explanation of the course of study: meaningful systematicity, that is, the non-existence of both the holistic science itself and its modules without the necessary and sufficient amount of knowledge; alternation of the cognitive and educational-professional parts of the module providing an algorithm for the formation of skills and competencies in vocational-knowledge; systematicity of control, the transfer of acquired

The module clearly defines the purpose of education, the tasks and level of study of the module in question, the skills and qualifications that the learners must acquire. In modular education, everything is programmed in advance: the sequence of learning the learning material, aosisy concepts, skills and qualifications to be acquired, the level of mastering and control of the quality of mastering. The number of modules is obtained in connection with both the specifics of Science and the desired frequency of control in education.

The module allows students to first engage in a common activity, then develop a mutual action realized in the zone of universal goals by parts.

Thanks to the module, students master the content, understand what information and for what purpose it is being discussed, what it "accepts" and realize that it is necessary for niama. Systematization of educational information within the framework of the module requires the separation and determination of the evolutionary of forms and types of joint activities of educators and educators.

The content of the module reflects the completeness of information, the completion of blocks of educational material. Course: teachers carry out their professional activities; are organized as a sum of the necessary meaningful information, modules for the training of students.

The module will consist of cognitive and educational-professional parts and consists of the following components: a clearly formulated educational goal (Target Program); an information fund: educational program, pure educational material in the form of texts; methodological guidance on learning material (achieving the goal); practical training on the formation of necessary skills; a complex of equipment, equipment, materials; educational tasks that are. The module itself represents three levels of course content: complete, abbreviated, deepened [5; P.36-41.].

In the theory and practice of modular education, the following units are used as modular units: control of the cognitive activity of learners; independent work of students; teaching; educational modular units reveal some knowledge of the psychological, logical-methodological description, about the educational activity itself, which to some extent increases the quality of mastering the exact science.

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