

# Innovative Approach to the Organization of the Educational Process in Samarkand State University (On the Example of Students of the Pedagogical Faculty)

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## Abstract:

Improvement of a higher medical education dictates a need for introduction of new pedagogical and information technologies, innovative teaching methods. Modern requirements to the arrangement of an educational process involve a skilful combination of directive and interactive teaching models. Teaching goals in case of a competent approach are directed to shape skills to solve routine problems. Teaching methods are treated as methods of management of cognitive activities of students and instruments to solve dyadic tasks in a medical university. A comprehensive control system provides for an application of quality criteria which orient a teacher to determine development degrees of thinking of a student.

**Keywords:** organization of a teaching process, innovative technologies, competences, teaching methods and tools, teaching models.

## INTRODUCTION

General reform of higher education is given by the political will of Bologna process. Active inclusion in this movement should contribute to the integration of domestic universities in the new beginning of today. The main reason that makes transformations necessary is objective: in recent years there have been qualitative changes in the educational space. In which higher school operates and develops today are very difficult the conditions. This is the specificity and main difference of universities from other higher educational institutions of the world, reforming education taking into account the priorities identified during Bologna process in general and for university education in particular. As a result of the work of numerous expert groups, international meetings and conferences, the basic requirements for universities and faculties, which are presented by the state and society, were formulated. This is the unity of education, research and experimental practice. Educational institutions today have the task of creating the conditions for high-quality research and multivalent education, in which the competence of a graduate of a university allows him to choose any of the specialties of the current nomenclature or the career of a scientist or teacher [1]. In the educational process, a given vector involves stimulating the

student's intellectual thinking, special attention to interdisciplinary approaches when providing students with the necessary knowledge, skills and abilities. A future specialist should be prepared to systematically process a powerful stream of information, integrate knowledge from new disciplines. Not only programs and curricula, but also pedagogical methods and forms of training should be developed taking into account these requirements [2]. The development of a national model of education in the Republic of Uzbekistan provides for the solution of three key problems: the demand for a young specialist in a market economy, the effectiveness of gained knowledge, and the mobility of professional qualifications of a university graduate in modern times. The main problems on the way to reforming the higher education school are the undeveloped academic mobility of students, the imperfection of education quality management systems, and the mismatch between instruction and the needs of practical and independent student learning [3]. According to the results of an independent experiment, the main causes of errors of young specialists are: deficiencies in practical and theoretical activities (20.3%), irrational tactics of specialized training (19%), deficiencies in laboratory and instrumental research

(14%), errors in the examination of disability (7.2%) [4]. The data presented indicate the need to improve the practical training of university graduates. Improving higher education is impossible without the introduction of new pedagogical and information technologies into the teacher's arsenal, the use of innovative teaching methods, and the use of original teaching methods. The result of specialist training depends on solving three interrelated problems of the educational process: "Why to teach? What to learn? How to teach?" Learning objectives should have an accurate interpretation, unique for perception, be diagnostic (student's academic achievements can be easily verified), realistically achievable and intended for the practical work of a specialist. It is known that the psychological essence of a specialist's activity (competence) includes knowledge (a system of concepts acquired by a person), skills (the ability to do something) and skills (automated actions performed without specially directed attention to them, but under the control of consciousness). Accordingly, pedagogical mastery can be defined as the possession of professional knowledge and skills that allow the teacher to successfully solve the problems of teaching, educating students and the methodological support of the educational process, within the framework of the competency-based approach.

The primary tasks facing teachers of higher education in the higher education system today are:

- changes in the psychology, mentality of the teacher and his role in the student learning process;
- improvement of the student's practical training through intensive development paths (as opposed to extensive ones — increasing academic hours, staff of the teaching staff, etc.);
- critical review of teaching methods, taking into account the mechanism of perception and the nature of the assimilation of new knowledge, skills and the formation of skills.

Modern pedagogical science interprets teaching methods as the ways of managing the cognitive activity of students to solve certain didactic problems.

Methods of teaching at a university can be divided into 3 groups.

- methods that ensure the transfer, perception and assimilation of knowledge and the formation of beliefs (lectures, monitoring the work of a teacher, counseling, instruction, videos, audio material).

- methods of applying and consolidating knowledge, developing skills and abilities (seminar, practical, laboratory classes, control tasks, classes in computer and educational-professional and industrial practice).
- methods of accounting for knowledge, skills, formation of beliefs and vocational training (interview, assessment of students' independent work, exam, final state certification).

To date, pedagogical science is considering two approaches to learning: active and informative. An active approach involves the list information from teacher to student and from student to teacher. Examples include a frontal survey, a colloquium, an exam in the form of an interview (answers to questions in examination tickets). The student repeatedly reads the training material, remembers (memorizes) it and reproduces it in the lesson (exam) for the teacher with an informative approach. At the same time, a bet is made on arbitrary memory, which is short-term, because after 2-3 days a student can reproduce up to 20% of the material, and after a week - no more than 5 - 10% [5]. The predominance of an informative approach in teaching corresponds to the so-called directive model of teaching, when the teacher initiates the flow of information and the student mechanically reproduces it. The main criteria for a directive training model are accuracy, indisputability, uniqueness, and reliability of the material presented. Students are supposed to work independently after school hours, current and final control. The learning objectives are focused mainly on the formation of the ability to solve typical problems (to act in a real, including non-standard situation) with an activity-based approach. At the same time, the student gets acquainted with the teaching material (but does not memorize it), and then performs the tasks of the teacher, aimed at actively working with new material. The transition to an interactive teaching model provides for a radical change in the role of the teacher, when he turns from a knowledge carrier into a guide in the ocean of various information, becomes the leader of the student's independent work and the initiator of his creative initiative. The main criteria of an interactive learning model include the principle of continuous interaction between teacher and student, the possibility of informal discussion, free presentation of material, the presence of tasks requiring collective efforts, activation of the

student's creative potential, and gaining experience in a team [6].

One of the main links in the didactic training cycle is a lecture, the purpose of which is to form the basis for the subsequent assimilation of educational material by students. Lectures can vary both in goals (introductory, informational, review, review-repeat), and in forms (problematic, lecture-visualization, lecture-press conference, lecture with pre-planned mistakes, lecture together, etc.). It is worth highlighting the information (sets out the necessary information), stimulating (arouses interest in the topic), educating, developing (gives an assessment of the phenomena), orienting (in the problem, in the literature), explaining (directs to the formation of basic concepts science), persuading (with emphasis on the evidence system) among the many functions inherent in the lecture. The requirements for a lecture at the present stage are quite diverse. This is the moral side of teaching, the modern scientific level, evidence and reasoning, the presence of a sufficient number of vivid, convincing examples, facts, justifications, scientific evidence, the emotional form of presentation, the activation of the students, thinking raising questions for reflection, and possibly using audiovisual didactic materials. Interactive teaching methods are very diverse: it is modular, contextual, programmed training, problematic presentation of material, discussions, methodology for specific situations (case studies), small group work, brainstorming, critical thinking, quizzes, mini-studies, business games, role-playing exercises, writing associative essays, a blitz survey. It is advisable to use audio and video recordings, multimedia presentations, videos, etc in practical classes. Invaluable role in the preparation of a specialist is provided by trainings, during which specific significant situations of communication, management are modeled, an analysis of the participants' real behavior is carried out. During the training process, viewing and discussing different cases gives participants the opportunity to receive prompt feedback and increase their competence through the reflective use of the received information. Business games allow students to immerse students in an atmosphere of intellectual activity that is extremely close to the professional practical work of a future specialist. The main purpose of business games is to reduce the degree of novelty and unexpectedness of probable production

situations for students. Currently, the method of problematic presentation of material gained great popularity in a number of countries in Europe and the CIS. This is a training in which students receive assignments not in a finished form, but through independent research. The essence of problem-oriented learning is to create a chain of problem situations and manage students' activities to independently solve educational problems. However, it is necessary to remember that only a certain part of the knowledge and methods of activity can become the object of problem-based learning. It cannot be fully universalized and opposed to the current training system. The most appropriate basic fundamental knowledge, experience accumulated by mankind and a number of truths established by fundamental sciences, to inform students outside of problematic education.

Examples of homework include drawing up a graphological structure of the topic, solving situational problems with a detailed description of the algorithm and the validity of actions, answers to questions that need not only understanding, but also understanding, assignments for a critical assessment of already performed actions, drawing up situational tasks with reference standards, development tasks in a test form. It should be noted that learning control is not only an important component of the educational process in the university, but also an organic posing learning. Moreover, the forms and methods of control must strictly comply with the forms and methods of training at the university and be constantly improved. Teaching and monitoring tasks (questions) can be focused on memorizing and retelling material (with an informative approach) or require understanding (mental operations, reflection, comparative characteristics, critical assessment) with an active approach. You should maximally deviate from their wording according to the school tradition, when developing controlling tasks, when all the necessary information is contained in the task, since in real life the future specialist has to deal with problems that require finding additional conditions for making a decision. The most appropriate for reasoning and well-reasoned choice are tasks with uncertainty of the question, excessive or not necessary to solve the source data, tasks with conflicting or partially incorrect information in the condition, a time limit for making a decision, tasks that require the use of objects in an unusual function

for them, tasks to detect errors in the solution. A complete control system involves the use of quality criteria that guide the teacher not to check for educational material and to determine the extent of the student's thinking.

The following control criteria are distinguished:

- the depth of understanding of the acquired knowledge, its completeness (true understanding is not verbosity, but in the correct argumentation, the disclosure of the essential).
- independence of thought (ability to make decisions, choose an approach, original conclusion, mature assessment).
- knowledge of life, practice (knowledge is complete if it reflects real practice and is aimed at improving it).
- the degree of development of skills.
- the culture of the expression of knowledge and the culture of its design (continuity of the quality of knowledge and the form of its expression) [6].

Summing up the foregoing, I would like to note that it would be a mistake to elevate the methods and means of instruction to the rank of end in itself, this is, above all, a tool for solving educational problems in a university. Therefore, each method must take into account the specifics of a particular discipline. Modern requirements for the organization of the educational process in a university require a skillful combination of directive (developed practice) and interactive (innovative) learning models. Knowledge can be acquired by students only in the process of independent, active activity. The pedagogical effectiveness of training is determined not by the amount of knowledge transferred to the student, but by the degree and nature of the impact on the students' consciousness and feelings, the level of their intellectual and creative activity. A student learns only when he works independently, and if emphasis was placed on a competent presentation of the correct mental readiness of each student for independent discipline, there would be good results, adaptation in this direction can be instilled in each student in stages, and here we could get high efficiency in the educational process and the training of quality personnel.

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