



The Functions of Variable Models in Modern Pedagogy

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Annotation: This article expresses an opinion about a variant model of modern pedagogy. Also, the originality of the article lies in the fact that it analyzes the tasks and components of the variant model.

Keywords: variety, task, model, elements, activity, pedagogy.

Since one of the tasks of our research is to identify the structure of the future teacher's readiness for a conscious choice of a variable learning system, hence the allocation of its functions. The function should reveal what effect the object has on other objects and on the development of systems as a whole. Therefore, it is possible to identify the functions of an object by identifying this role that it plays in the functioning of an integrated system. The concept of function has many meanings, it is used in both natural sciences and humanities in a very wide range, for example, as a characteristic or feature of a systemic phenomenon. Most often, a function is understood as a qualitative characteristic aimed at preserving and developing the system.

It is the functions that contribute to the integration of the structure into a single whole, provide it with a certain autonomy, therefore, it is crucial in the process of personality formation to identify the functions of core personal qualities in the development of personality as a whole. The lack of connections of any components with others leads to their isolation, and eventually to displacement from the system. Based on the analysis of psychological and pedagogical literature, we have identified the functions of readiness for a conscious choice of a variable learning system: regulatory, orientation, constructive and performing, self-awareness.

The regulatory function of readiness for a conscious choice of a variable learning system is ensured by its inclusion in the motivational sphere of a person. It develops and improves as the student masters a variety of ways of analysis, as well as freedom and awareness of choice. It helps to regulate their own activities related to the conscious choice of variable learning systems for younger students.

Acquires the ability to distinguish between numerous signs characterizing his own decision or motive in choosing. It acquires cognitive interest and a personally significant meaning of conscious choice and use of variable learning systems for younger schoolchildren. According to the orientation towards the final result, the regulatory functions of readiness for a conscious choice of a variable learning system are divided into proper evaluation, control, stimulating, blocking and protective, i.e. awareness of choice acts as a factor in mobilizing a person's strength, realizing hidden opportunities, and creative potential. The regulatory functions of readiness for conscious choice are significantly increased in personally significant activities for the subject.

The orientation function ensures that the future teacher understands his own style of thinking, as well as the amount of knowledge about variable learning systems (breadth, depth, consistency), which is a consequence of cognitive activity. Knowledge is considered as the basis for the orientation of a person in the variety of variable learning systems for younger schoolchildren, which



is a prerequisite for their optimal application. Knowledge enriches one's own vision of the problem, acts as a necessary condition for setting and solving professional problems in accordance with personal needs and interests.

The constructive and performing function ensures that the future teacher understands the specifics of designing their own activities and the activity of students, taking into account the learning goals, as well as the teacher's system of skills to organize their own activities in the context of the development of variable education in a modern primary school.

The self-awareness function ensures that the future teacher understands the basics of his activity, during which it is necessary to be able to make an informed choice of variable learning systems for younger schoolchildren. They also evaluate and re-evaluate their abilities, mistakes and opportunities.

The implementation of this function involves the creation of conditions for the development of reflection, the building of the "I concept" among the subjects of the educational process. Self-esteem manifests itself not only in the subject's knowledge and understanding of himself, but also in finding out how others understand the reflexive, his personal characteristics, emotional reactions and cognitive representations. When the content; These representations are the subject of joint educational activity, then we consider subject-reflective relations, positions that characterize the mutual representation of subjects: the subject himself, as he really is; the subject, as he sees himself; the subject, as he sees another.

We consider readiness for activity to be not only a state of personality, but also a dynamic and at the same time stable personal characteristic of future teachers. This determines our approach to the problem of preparing future primary school teachers for an informed choice of a variable system of education for younger schoolchildren.

Along with the functions, the essence of the object is revealed in its structure.

1. A motivational and value component expressing the conscious attitude of the future teacher to modern variable learning systems and their role in solving urgent problems of modern education;
2. A meaningful component combining the body of knowledge of the future teacher about the essence and specifics of modern variable learning systems in primary schools, their types and characteristics;
3. An operational and activity component based on a set of skills and abilities for choosing variable systems in the structure of one's own professional activity;
4. A reflexive and creative component characterizing the cognition and analysis of phenomena by a future primary school teacher; one's own consciousness and activity, as well as the creative activity of the teacher.

It can be concluded that the systematic use of variable models is effective and promotes development.

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