



Pedagogical Support System of Students' Educational Initiatives Based on the National Cultural Approach

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Annotation: The article reveals the problems of increasing the efficiency of the pedagogical support system of students' educational initiative based on the national cultural approach and the pedagogical features of the solutions to overcome them. Also, the students discussed the effectiveness of effective introduction of advanced pedagogical technologies and their rational use.

Keywords: National cultural approach, teaching process, pedagogical technology, pedagogical features, support system, effective methods, final result, guaranteed education.

Introduction: It is known that with the adoption of the Law of the Republic of Uzbekistan "On Education" and the national program of personnel training, the basis of the continuous education system was created. Increasing the creativity and activity of students based on the use of pedagogical technologies in the course of the lesson is important for each period. Consequently, in Article 26 of the Law "On Education" and in the National Program of Personnel Training, it is emphasized that the wide application of advanced, modern pedagogical technologies in the teaching process is one of the most urgent tasks before all types of educational institutions. In fact, the use of pedagogical technologies in the teaching process leads to the organization of classes in a colorful, lively, interesting way, and creates ample opportunities for students to master educational materials at a high level.

When organizing a lesson on the basis of advanced pedagogical technologies, the personality of the student should be in the main place, that is, the student should be at the center of education. We are still seeing cases where a teacher plays the leading role. He is busy with providing information, passing the lesson faster, teaching students faster, but the interests, level of knowledge, acceptance and understanding of the students are different.

Taking these into account, it is necessary to attract every student to active participation in the lesson. In the course of the lesson, the student should have the main driving force, that is, he should be an active participant in reading, learning, mastering and reading. And the teacher should help students to learn from teaching, to acquire knowledge independently from imparting knowledge. At the same time, it should create an environment for them to be active participants and lead them to feel responsibility.

Material and methods: It is known that for each lesson, educational, educational, developmental, that is, tripartite goals are set, which are connected with each other. The form of organization of the lesson depends on the interaction of the participants of the lesson, and the achievement of the above goals depends on the characteristics of the educational material, educational methods, educational opportunities, teacher's skills and techniques. To successfully implement all this, the teacher works together with the students as a manager. Only if this process is actively implemented, the effectiveness of the educational process is ensured.



Activity in education is a didactic principle that allows students to develop initiative and independence, thorough and deep assimilation of knowledge, necessary knowledge, skills and abilities, observation, thinking and connected speech, memory and creative imagination. In such a system, both the student and the teacher carry out the educational process in cooperation. They also determine the knowledge and abilities, individual aspirations and needs of each student in creativity.

In this case, the teacher becomes not only an "evaluator", but a source of new knowledge. In the lesson, not only the teacher, but also the students lead the students' activities. First, excellent students, then other students show what they have done according to the teacher's assignment, and as a result, the rest of the students draw their own conclusions and follow. Such "explanatory management" should start from the day the student steps on the threshold of the school.

In order to improve the effectiveness of the lesson in the educational system, today, first of all, from the first stage of the primary school, we need to teach the student that "you must know this", as the scientist A. Mallaboev said, with an individual approach to each child, "I need this, I need to know this, do it, we must try to awaken an inner feeling, desire, that I am able to implement it in life. It is clear from this situation that every teacher needs to find advanced and effective methods of teaching in accordance with the content of the subject, to use the known effective methods productively and creatively in the course of training.

Prior to the use of pedagogical technologies, it depends on the nature of the knowledge, skills and qualifications that are voluntarily formed, the form of lessons, and the nature of the methods and methodological methods. For example, to develop students' creative thinking, to form the ability to critically approach educational materials, and to organize productive activities, it is necessary to use conference lessons, active game lessons, and integrated (two-component) lessons together with non-traditional forms of lessons (harmonized lessons) for their development. In this case, the educational methods should be proportional to the educational goal. Even with a sufficient level of motivation, achieving the intended results in the organization of student activities is not guaranteed.

Result and discussion: The improvement of the educational process from the didactic point of view is ensured only by the correct choice of ways of organizing and managing this process. Management of pedagogical technologies includes two directions:

1. Activity management.
2. Management of the student team. Educational purpose, content, form, method and means are traditional categories used to analyze the content of educational processes.

It is these categories that appear as the subject of the activity of the pedagogue who organizes the educational process in a certain subject, specialty or specialty. The mentioned pedagogical categories act as a systematizing factor of the legitimacy and criteria of pedagogical activity directed to the purpose.

The essence of the pedagogical process is reflected in the content of the cooperative activity of the teacher and the student, in this process the pedagogue helps the student to overcome the difficulties that have arisen. In this place, the determination of educational goals (for whom and why?), the selection and development of educational content (what?), the organization of educational processes (how?), the determination of educational methods and tools (using what?), as well as the skills and qualifications of students level (who?), the method of evaluating the achieved results (how?) should be taken into account.

The collective application of the mentioned criteria determines the nature and technology of the educational process. It is necessary to set a pedagogical task and pay special attention to its solution



in the application of advanced pedagogical technologies to the educational process. When the goals and tasks are clearly defined, and the ways of their implementation are chosen correctly, mastering the requirements of the State Education Standard is guaranteed. When defining the pedagogical task, the following should be taken into account:

- ✓ determining the content of the educational subject based on educational goals;
- ✓ development of the information structure of the educational subject and its expression in the form of a system of educational activities;
- ✓ predetermining the students' learning levels;
- ✓ determining the initial level of students' knowledge;
- ✓ defining the limits of the material base and organizational forms of education.

The effective use of technologies aimed at the design of teaching technology that ensures the solution of pedagogical tasks in all educational institutions is not at the level we expected, because at the same time, we cannot say that all pedagogues fully know the essence, purpose, and mechanism of the above-mentioned pedagogical technologies and apply them effectively to the educational process. This issue is one of the problems of applying advanced pedagogical technologies to the educational process.

We are convinced from our work that in the first stage of the educational process, conducting lessons in primary education based on advanced pedagogical technologies and using them in the above order gives good results in increasing the effectiveness of the lesson. Because the organization of classes based on pedagogical technologies makes students comfortable, turns them from passive listeners into active participants, increases their responsibility, inspires even the slowest learners.

It is ensured that the teacher does not become a creator of lessons, a simple executor of ready-made technologies, but seeks his own way using pedagogical technologies and engages in activities with enthusiasm. It is necessary to direct the students to practical activities, enter the character, put on small theatrical scenes, organize debates, ask questions, express their opinion freely and, at the same time, allow them to acquire the culture of debate¹. It is necessary for the teacher to see the student as an equal participant and partner, to respect the child's opinions, to listen to them, to count with them, to express his opinion on an equal basis with the opinion of the students, not as a judgment.

In this way, i.e. increasing the efficiency of the lesson on the basis of cooperation and empathy creates conditions for the formation of independent thinking and attitude skills in students, as well as mutual exchange of ideas (receiving, storing, processing and transmitting information). With his active participation, individually, in pairs, in groups, in collaboration and cooperation, he tries to find answers to the issues, problems and questions that are waiting to be solved, thinks, evaluates, writes, speaks, and strives to clarify the issue through evidence and grounds. They demonstrate their knowledge to each other based on the information they have received.

They are inspired by each other and create spiritual satisfaction. Each participant feels like the author of the educational content. As a result, the topic is kept in the memory of the students for a long time, and they can take a critical and analytical approach when learning a new topic. In higher education, new pedagogical technologies are one of the main ways, because:

- the student's demand, inclination, desire are satisfied at the level of his capabilities;
- the student's labor responsibility, responsibility, duty increases;



- skills of independent acquisition of knowledge, free thinking, creative approach are formed;
- strives to implement and discover every innovation by himself;
- the development of a specific problem in pedagogical technologies is distributed among the participants;
- the potential opportunities of the participant of the general educational program are based on the development of mutual cooperation, by integrating the efforts of all;
- the use of pedagogical technologies in primary education in all subjects is one of the most effective tools.

In conclusion, it can be said that the organization of the educational process of the primary class, taking into account the above-mentioned pedagogical features, increases the efficiency of the lesson, saves time, and guarantees the achievement of the expected final result. In this case, the controllability of the pedagogical technology is that it is a process related to the formation of an environment conducive to the good organization of the lesson process in students, as there are opportunities for planning, diagnosis, results, and corrections in the educational process.

For effective practical use of pedagogical technologies in the general education system, it is necessary to develop its methodology and create specific technologies. In general, if pedagogical technology is used wisely in the course of the lesson, it serves to develop students' knowledge at a high level.

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