

SCIENCE
PROBLEMS.UZ

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Actual problems of social and humanitarian sciences
Актуальные проблемы социальных и гуманитарных наук

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ИЖТИМОЙ-ГУМАНИТАР ФАНЛАРНИНГ ДОЛЗАРБ МУАММОЛАРИ

№ S/6 (3)-2023

**АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО-
ГУМАНИТАРНЫХ НАУК**

ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES

ТОШКЕНТ-2023

БОШ МУҲАРРИР:

Исанова Феруза Тулқиновна

ТАҲРИР ҲАЙЪАТИ:

07.00.00-ТАРИХ ФАНЛАРИ:

Юлдашев Анвар Эргашевич – тарих фанлари доктори, сиёсий фанлар номзоди, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Мавланов Уктам Махмасабирович – тарих фанлари доктори, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Хазраткулов Абдор – тарих фанлари доктори, доцент, Ўзбекистон давлат жаҳон тиллари университети.

08.00.00-ИҚТИСОДИЁТ ФАНЛАРИ:

Карлибаева Рая Хожабаевна – иқтисодиёт фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Худойқулов Садирдин Каримович – иқтисодиёт фанлари доктори, доцент, Тошкент давлат иқтисодиёт университети;

Азизов Шерзод Ўктамович – иқтисодиёт фанлари доктори, доцент, Ўзбекистон Республикаси Божхона институти;

Арабов Нурали Уралович – иқтисодиёт фанлари доктори, профессор, Самарқанд давлат университети;

Холов Актам Хатамович – иқтисодиёт фанлари бўйича фалсафа доктори (PhD), доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Шадиева Дилдора Хамидовна – иқтисодиёт фанлари бўйича фалсафа доктори (PhD), доцент в.б, Тошкент молия институти;

Шакаров Қулмат Аширович – иқтисодиёт фанлари номзоди, доцент, Тошкент ахборот технологиялари университети

09.00.00-ФАЛСАФА ФАНЛАРИ:

Ҳакимов Назар Ҳакимович – фалсафа фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Яхшиликков Жўрабой – фалсафа фанлари доктори, профессор, Самарқанд давлат университети;

Ғайбуллаев Отабек Мухаммадиевич – фалсафа фанлари доктори, профессор, Самарқанд давлат чет тиллар институти;

Ҳошимхонов Мўмин – фалсафа фанлари доктори, доцент, Жиззах педагогика институти;

Носирходжаева Гулнора Абдукаҳхаровна – фалсафа фанлари номзоди, доцент, Тошкент давлат юридик университети;

Турдиев Бехруз Собирович – фалсафа фанлари бўйича фалсафа доктори (PhD), доцент, Бухоро давлат университети.

10.00.00-ФИЛОЛОГИЯ ФАНЛАРИ:

Ахмедов Ойбек Сапорбаевич – филология фанлари доктори, профессор, Ўзбекистон давлат жаҳон тиллари университети;

Кўчимов Шухрат Норқизилович – филология фанлари доктори, доцент, Тошкент давлат юридик университети;

Салахутдинова Мушарраф Исамутдиновна – филология фанлари номзоди, доцент, Самарқанд давлат университети;

Кучкаров Раҳман Урманович – филология фанлари номзоди, доцент в/б, Тошкент давлат юридик университети;

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Саидов Улугбек Арипович – филология фанлари номзоди, доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси.

12.00.00-ЮРИДИК ФАНЛАРИ:

Ахмедшаева Мавлюда Ахатовна – юридик фанлар доктори, профессор, Тошкент давлат юридик университети;

Мухитдинова Фирюза Абдурашидовна – юридик фанлар доктори, профессор, Тошкент давлат юридик университети;

Эсанова Замира Нормуратовна – юридик фанлар доктори, профессор, Ўзбекистон Республикасида хизмат кўрсатган юрист, Тошкент давлат юридик университети;

Ҳамроқулов Баҳодир Мамашарифович – юридик фанлар доктори, профессор в.б., Жаҳон иқтисодиёти ва дипломатия университети;

Зулфиқоров Шерзод Хуррамович – юридик фанлар доктори, профессор, Ўзбекистон Республикаси Жамоат хавфсизлиги университети;

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Президенти ҳузуридаги Давлат бошқаруви академияси;

Асадов Шавкат Ғайбуллаевич – юридик фанлар доктори, доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Утемуратов Махмут Ажимуратович – юридик фанлар номзоди, профессор, Тошкент давлат юридик университети;

Сайдуллаев Шахзод Алиханович – юридик фанлар номзоди, профессор, Тошкент давлат юридик университети;

Юсупов Сардорбек Баходирович – юридик фанлар доктори, доцент, Тошкент давлат юридик университети;

Амиров Зафар Актамович – юридик фанлар бўйича фалсафа доктори (PhD), Ўзбекистон Республикаси Судьялар олий кенгаши ҳузуридаги Судьялар олий мактаби;

Жўраев Шерзод Юлдашевич – юридик фанлар номзоди, доцент, Тошкент давлат юридик университети;

Бабаджанов Атабек Давронбекович – юридик фанлар номзоди, доцент, Тошкент давлат юридик университети.

13.00.00-ПЕДАГОГИКА ФАНЛАРИ:

Хашимова Дильдархон Уринбоевна – педагогика фанлари доктори, профессор, Тошкент давлат юридик университети;

Ибрагимова Гулнора Хавазматовна – педагогика фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Закирова Феруза Махмудовна – педагогика фанлари доктори, Тошкент ахборот технологиялари университети ҳузуридаги педагогик кадрларни қайта тайёрлаш ва уларнинг малакасини ошириш тармоқ маркази;

Тайланова Шоҳида Зайниевна – педагогика фанлари доктори, доцент.

19.00.00-ПСИХОЛОГИЯ ФАНЛАРИ:

Каримова Василя Маманосировна – психология фанлари доктори, профессор, Низомий номидаги Тошкент давлат педагогика университети;

Ҳайитов Ойбек Эшбоевич – Жисмоний тарбия ва спорт бўйича мутахассисларни қайта тайёрлаш ва малакасини ошириш институти, психология фанлари доктори, профессор

Умарова Навбаҳор Шокировна – психология фанлари доктори, доцент, Низомий номидаги Тошкент давлат педагогика университети, Амалий психологияси кафедраси мудири;

Атабаева Наргис Батировна – психология фанлари доктори, доцент, Низомий номидаги Тошкент давлат педагогика университети;

Қодиров Обид Сафарович – психология фанлари доктори (PhD), Самарканд вилоят ИИБ Тиббиёт бўлими психологик хизмат бошлиғи.

22.00.00-СОЦИОЛОГИЯ ФАНЛАРИ:

Латипова Нодира Мухтаржановна – социология фанлари доктори, профессор, Ўзбекистон миллий университети кафедра мудири;

Сеитов Азамат Пўлатович – социология фанлари доктори, профессор, Ўзбекистон миллий университети;

Содиқова Шоҳида Мархабоевна – социология фанлари доктори, профессор, Ўзбекистон халқаро ислом академияси

23.00.00-СИЁСИЙ ФАНЛАР

Назаров Насриддин Атакулович – сиёсий фанлар доктори, фалсафа фанлари доктори, профессор, Тошкент архитектура қурилиш институти;

Бўтаев Усмонжон Хайруллаевич – сиёсий фанлар доктори, доцент, Ўзбекистон миллий университети кафедра мудири.

ОАК Рўйхати

Мазкур журнал Вазирлар Маҳкамаси ҳузуридаги Олий аттестация комиссияси Раёсатининг 2022 йил 30 ноябрдаги 327/5-сон қарори билан тарих, иқтисодиёт, фалсафа, филология, юридик ва педагогика фанлари бўйича илмий даражалар бўйича диссертациялар асосий натижаларини чоп этиш тавсия этилган илмий нашрлар рўйхати (Рўйхатга) киритилган.

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Телеграм канал:

https://t.me/scienceproblems_uz

МУНДАРИЖА

07.00.00 – ТАРИХ ФАНЛАРИ

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13.00.00- Педагогика фанлари

Iminakhunova Iroda Huseynovna
Head of chair, PhD FMIPH, Fergana Uzbekistan
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THE MOST IMPORTANT REQUIREMENTS THAT ENSURE EFFECTIVE PEDAGOGICAL CONTROL OF STUDENTS' SELF-EDUCATIONAL ACTIVITIES

Abstract. Designing the process of self-education must be attributed, first of all, to the management of self-education by the teacher according to the alleged perturbations and by the feedback principle, as well as by the student. This article reveals the proposed model, which is complemented by recommendations for the organization of self-educational activities at the empirical, theoretical and practical stages of mastering educational material. Pedagogical management of self-education on the basis of this model takes place in four stages: preparatory, organizational, activity, analytical. And also among the most important requirements that ensure effective pedagogical control of self-educational activities of students, its objectivity, consistency, complexity, continuity, manufacturability.

Key words: process, model, self-education, pedagogical guidance, consistency, recommendation, efficiency, principle, component.

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ВАЖНЕЙШИЕ ТРЕБОВАНИЯ, ОБЕСПЕЧИВАЮЩИЕ ЭФФЕКТИВНЫЙ ПЕДАГОГИЧЕСКИЙ КОНТРОЛЬ САМООБРАЗОВАТЕЛЬНОЙ ДЕЯТЕЛЬНОСТИ СТУДЕНТОВ

Аннотация. Проектирование процесса самообразования необходимо отнести, прежде всего, к управлению самообразованием со стороны педагога по предполагаемым возмущениям и по принципу обратной связи, а также со стороны студента. В данной статье раскрывается предлагаемая модель, которую дополняют рекомендации к организации самообразовательной деятельности на эмпирическом, теоретическом и практическом этапах овладения учебным материалом. Педагогическое руководство самообразованием на основе данной модели проходит в четыре ступени: подготовительную, организационную, деятельностьную, аналитическую. А также в числе важнейших требований, обеспечивающих эффективный педагогический контроль самообразовательной деятельности студентов, его объективность, системность, комплексность, непрерывность, технологичность.

Ключевые слова: процесс, модель, самообразование, педагогическое руководство, системность, рекомендация, эффективность, принцип, компонент.

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TALABALARNING MUSTAQIL TA'LIM FAOLIYATINI SAMARALI PEDAGOGIK NAZORAT QILISHNI TA'MINLAYDIGAN ENG MUHIM TALABLAR

Annotatsiya. Mustaqil ta'lim jarayonini loyihalash, birinchi navbatda, o'qituvchining mustaqil ta'limda taxmin qilingan buzilishlar va fikr-mulohazalar printsiplari asosida, shuningdek, talaba tomonidan boshqarishi bilan bog'liq bo'lishi kerak. Ushbu maqolada o'quv materialini o'zlashtirishning empirik, nazariy va amaliy bosqichlarida mustaqil o'qitish faoliyatini tashkil etish bo'yicha tavsiyalar bilan to'ldirilgan taklif qilingan modelni ochib beradi. Ushbu model asosida mustaqil ta'limni pedagogik boshqarish to'rt bosqichda amalga oshiriladi: tayyorgarlik, tashkiliy, faollik, tahliliy. Shuningdek, talabalarning mustaqil ta'lim jarayonini faoliyatini samarali pedagogik nazorat qilishni, uning ob'ektivligini, izchilligini, murakkabligini, uzluksizligini, ishlab chiqarish qobiliyatini ta'minlaydigan eng muhim talablar qatoriga kiradi.

Kalit so'zlar: jarayon, model, o'z-o'zini tarbiyalash, pedagogik rahbarlik, izchillik, tavsiya, samaradorlik, printsiplari, komponent.

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The functions of a teacher in joint activities with students from planning, organizing, directing and controlling at the initial stage of the formation of a student's self-educational competence are transformed at higher levels of pedagogical management of self-education into a coordinating, recommendatory, orienting [1: p.97]. Concurrently, the teacher's direct engagement with students diminishes, but their role becomes more intricate as they are tasked with providing students the complex information support necessary for them to effectively execute independent work. On the contrary, students become increasingly active, transitioning from passive roles of mere perception and replication to actively taking charge of organizing, planning, controlling, and adjusting their own activities.

In the organization of students' self-education at a pedagogical university, it is crucial to consider numerous factors that influence its effectiveness. Hence, there is a need to formulate a comprehensive organizational and structural model for the development and oversight of students' self-education during the process of learning English within non-linguistic faculties. Furthermore, it is essential to establish a structural and functional model for guiding and managing students' self-educational activities as they learn English in non-linguistic faculties.

A model in a broad sense means any image (mental or conditional: image, description, diagram, drawing, schedule, plan, map, etc.) of an object, process or phenomenon used as its "substitute", "representative" [2: p.167]. When modeling the development and management of self-education of future teachers in the process of learning English at non-linguistic faculties, two sides of learning are distinguished: substantive and procedural. The content of self-education acts as socially and personally determined, fixed in pedagogical science and state educational standards, the idea of social experience to be assimilated [3: p.22]. For this reason, modeling the content of self-education in English at non-linguistic faculties is based on the resources of pedagogical guidance of self-educational activities. The content of a student's self-education in the process of learning English at non-linguistic faculties can be represented by three components:

A component of the educational standard, which systematically reflects the purpose of self-education in the form of elements of social experience. The content, isomorphic to social experience, consists of four main structural elements: objects of self-education, types of self-educational activity and their tasks, experience of self-educational activity, fixed in the form of its results - knowledge; experience of implementation of known methods of activity in the form of self-educational skills; formation of self-educational activity in the form of self-educational competence. The first component specifies which elements of social experience should be included in the content of self-education when studying English at non-linguistic faculties,

outlines their completeness, which a graduate should have according to the educational standard.

A component of the curriculum, which contains language material containing those areas of social experience that the student must master. When designing self-education in this component, the function of the English language is crucial. Not only the logic of the language is taken into account, but also the conditions of the learning process in which the academic discipline is implemented, brought to each student. Standardizing the content of the English language on the basis of involvement in self-educational activities, it is necessary to distinguish the following five levels: integral characteristics of the subject area of the English language; doctrinal, characterizing the English language as a system of tasks for the formation of certain linguistic qualities of students in specific training conditions; problem-thematic, highlighting the main problems and sections of the English language, within which this issue is discussed; allocation of the conceptual and terminological apparatus; organizational, representing the forms of pedagogical interaction within which the presentation of educational material in English takes place; technological - the stage of designing the English language, where it is revealed through a system of methods and means of self-education management.

The component of the educational material is represented by elements of the content of self-education, which acquire a complete form in the form of a certain system. In particular, the criteria for the selection of educational material for language training can be: full compliance with the main directions of the development of the English language; the possibility of organizing language material into an integral system of interrelated competencies; relative stability; sufficient lexical knowledge; close relationship of educational material with future practical activities. There is a concretization of educational material on courses reflecting theories and systems, professional technologies in the process of learning English at non-linguistic faculties, etc. When modeling the process of self-education, it is necessary to keep in mind that the student's self-education is not an autonomous activity of an individual according to his own understanding, but a conscious and systematic, teacher-controlled mastery of competencies, which becomes dominant. Thus, two stakeholders are involved in the development and management of self-education: the teacher and the student himself. Development and management of self-education on the part of the English teacher of the interfaculty department of the university: to form the need and positive motivation for self-education for each student; to equip them with the theoretical foundations of self-educational activity, competencies of high culture of intellectual labor; to teach them to work with primary sources (acquisition of skills of working with bibliography, the ability to make a simple or complex plan, to highlight the main idea in in the text; the ability to take notes and tell coherently); to form organizational and managerial competencies (to create a daily routine, a perspective for the near future, to be able to combine university studies, cultural leisure, sports with self-education). To solve these problems in the development and management of self-education, it is necessary to take into account the functions and components of the formative activity of a teacher.

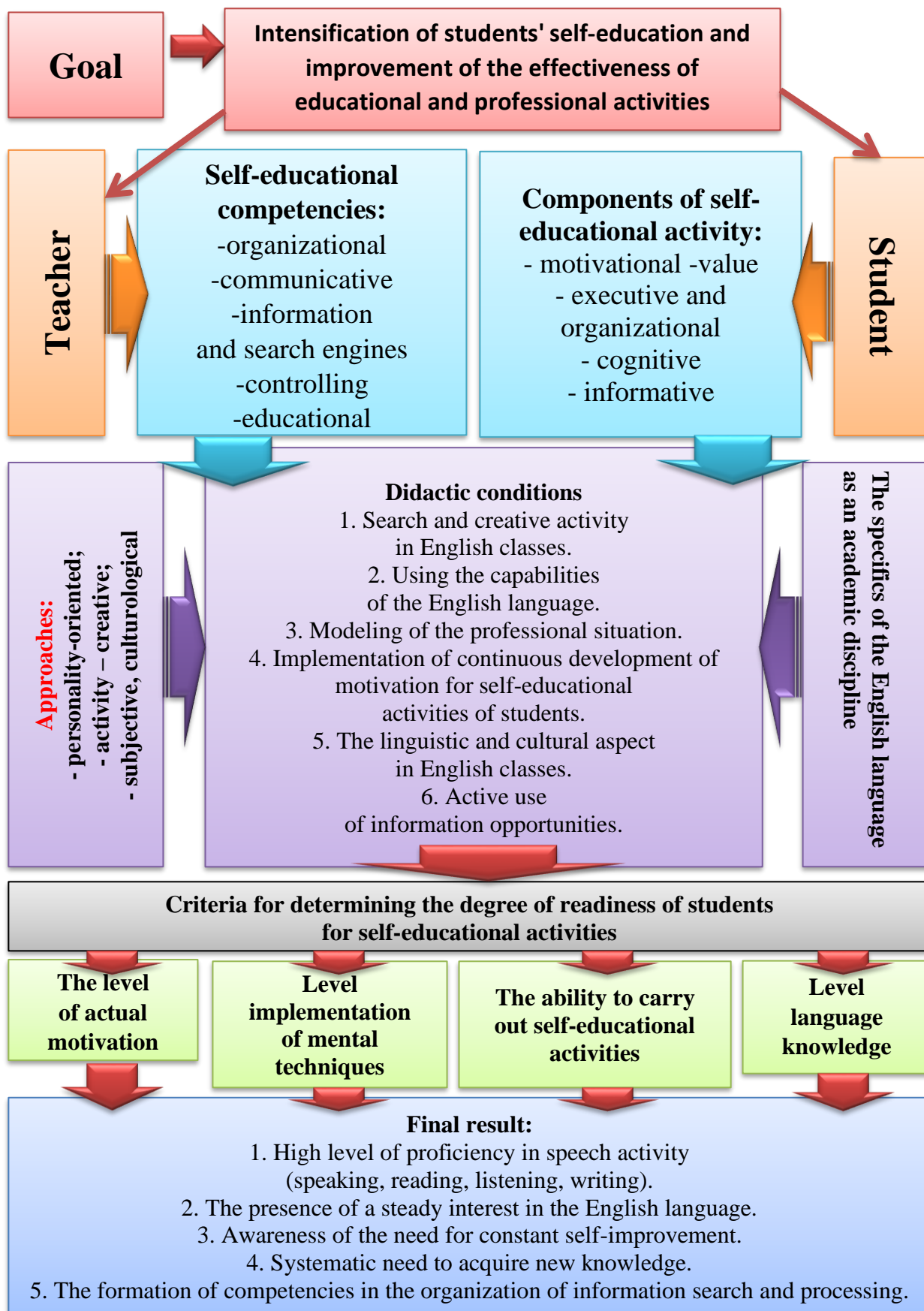


Fig. Structural and functional model of the organization of self-educational activity of a future specialist in the process of learning English in medical universities

In the history of the development and management of educational systems in the process of learning English at non-linguistic faculties, two approaches to the problem of goal-setting can be distinguished: formative (projective) and free. 59 The formative approach is based on the fact that the highest goal of education is the fullest satisfaction of the requirements of the state to the individual, to the graduate who must master a foreign language. Within the framework of this approach, the interests of the state come first. The second approach – free goal-setting - involves creating conditions for the maximum development of the abilities of each individual, her ascent to the highest human aspirations, life ideals and priorities, in other words, the maximum development of those human properties that are determined by the needs of the individual (Abdurakhmanov Sh.A., 2017).

The functions of the activity of a higher school teacher: teaching, developing, educational, diagnostic, controlling, constructive, organizational, project, informational, orientation, mobilization, research. The formative activity of an English teacher includes: input diagnostics of intelligence and competencies; motivation for learning; adequate external conditions; communication in training, operational consulting assistance; operational control by the teacher; positive emotional balance of self-education; didactic management.

When organizing self-education, the basis of the formative activity of an English teacher is the adapted information training-developing and controlling environment of self-learning created by him, through which: indirect didactic management of the process of self-education is carried out; self-control; multi-channel presentation of educational information; positive emotional balance of self-education. The development and management of self-education is carried out in accordance with the following general principles of management: sustainability, which provides for a system of corrective actions, which, in case of deviation of the results from the learning goals, reduce this deviation by adjusting the content of training, formulating more predictive goals, finalizing management actions and their efficiency, ensuring a clearer coordination of interactions of subjects, etc.; comfort, meaning the creation of maximum convenience for the creative manifestations of participants in pedagogical interaction; concentration, implying the unification of the efforts of all subjects to solve the main tasks (cognitive, design, management) arising in the course of the educational process; parallelism, implying the simultaneous implementation of several management decisions in the conditions of pedagogical practice; adaptability, considered as the adaptability of subjects and objects of management to each other and to changing conditions of activity [4: p.12].

The specifics of pedagogical support of a student's self-educational activity in the process of learning English at non-linguistic faculties is to create pedagogical conditions for the student's free goal-setting and his choice of adequate goals of self-educational activity, as well as the content, methods, means and forms of its achievement. The effectiveness of the self-education process increases when the following set of pedagogical conditions is met, by which we mean a set of interrelated measures of the educational process, compliance with which ensures the achievement of pre-planned learning goals and objectives: the competence of an English teacher; a combination of collective, group and individual forms of organization of the educational process; the use of a variety of teaching methods and methods of activity, taking into account individual characteristics and the initial level of preparedness of students; methodical provision of students for the organization and implementation of this type of activity (comprehensive and timely information about the sources of educational information,

the thematic content of the work, the need for auxiliary tools, forms of control, etc.); availability of sources in the library resources of the university for students to perform independent work; career guidance of disciplines and the depth of profiling of certain disciplines (taking into account multi-level division of future professionals into bachelors, specialists, masters); stimulation of students' cognitive activity, which is a simulation of students' own learning activities; the availability of timely feedback; monitoring of knowledge control, including diagnostics and evaluation of the quality of the results of the activities of subjects of pedagogical interaction, according to the results of which the teacher can clarify the goals and content of training, revised approaches to the choice of organizational forms and methods of teaching, individual stages of technological chains. The development and management of the student's own educational activities allows to significantly intensify the work on self-education and self-development, to bring students closer to creativity. In order to develop and manage their own educational activities, students need to: realize the purpose of the upcoming cognitive activity, comprehend and internally accept its motives; allocate the amount of self-educational material to be studied; plan the sequence of its study; determine ways of self-education for mastering this self-educational material; choose the means and didactic technologies of cognitive activity. The conditions of a student's success in the process of developing and managing their own educational activities in the process of learning English include: a conscious desire for self-education in accordance with individual characteristics and needs of society; a sufficient level of self-educational competence; the availability of language support and operational assistance in developing the trajectory of self-education; adequate self-assessment of their own achievements, based on introspection and reflection, which allows you to see the individual result achieved; self-control and self-correction of cognitive activity.

The successful implementation of this model is determined by the presence of developed interdisciplinary connections, the opportunity for students to use and develop self-educational competencies when learning English at non-linguistic faculties. This should be facilitated by conducting a special course on the formation of self-learning skills, organizing practical classes to strengthen the competencies of introspection, self-design and self-correction. The systematizing factor of the organization of the educational process based on the 66 presented model could be recommendations for educational and training activities at various stages of mastering language material by students. The empirical, theoretical and practical stages are carried out in the components of educational and training activities. The main components of educational activity are the sovereign sides of the teaching: understanding of educational tasks, implementation of educational actions, implementation of control and evaluation actions [5: p.159].

In conclusion, it is determined that the general model of development and management of students' self-education involves designing the content and process of self-education. Designing the content of self-education should be carried out at the stages of general theoretical presentation, academic discipline and educational material. Designing the process of self-education should be attributed, first of all, to the management of self-education on the part of the teacher according to the alleged disturbances and on the principle of feedback, as well as on the part of the student. The proposed model is complemented by recommendations for the organization of self-educational activities at the empirical, theoretical and practical stages of mastering educational material. Pedagogical guidance of self-education on the basis of this

model goes through four stages: preparatory, organizational, activity, analytical. Among the most important requirements that ensure effective pedagogical control of students' self-educational activities are its objectivity, consistency, complexity, continuity, and manufacturability. The control complex includes teacher control, self-control, mutual control, external and internal self-control. Criteria for the formation of self-control skills of educational activity: knowledge on the theory of self-organization and self-control, their availability and quality; the level of practical knowledge of competencies that ensure the success of the process of self-organization and self-control of educational activity; awareness, expediency and systematic implementation of self-organization and self-control of educational activity.

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