

IMPROVING THE METHODOLOGY OF STUDENTS' TEACHING OF SOCIAL AND HUMANITARIAN SCIENCES BASED ON A COMPETENT APPROACH (EXAMPLE OF PEDAGOGICAL DIAGNOSTIC AND CORRECTION SCIENCE)

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Abstract

This article discusses the development of skills to eliminate deviations from the norm in fulfilling socio-pedagogical requirements, as well as preparing them for effective organization of scientific-pedagogical research from a practical point of view. Thorough mastering of the fundamentals of educational science requires students to fully analyze and synthesize the existing situation, to study all the factors that influence the origin of defects, to take a critical approach to solving the problem, to choose effective methods and methodologies, develops the skills of their purposeful use. Different levels of professional competence of teachers, different age, physiological and psychological capabilities of students, inability of certain, in particular, a group of students to learn subjects in the process of teaching and upbringing, social problems in them - creates problems such as observation of deviations from the norm in the fulfillment of pedagogical requirements. At the end of the 19th century and the beginning of the 20th century, a series of researches were carried out in the field of psychology. As a result, the theory of "psychological diagnosis" was founded in the first decades of the 20th century, and the theory of "pedagogical diagnosis" in the last decades. The main idea and research direction of these theories is the analysis and assessment of the quality of education based on the diagnosis of the real situation. He showed the necessity of teaching the educational subject "Pedagogical diagnosis and correction" at the Higher Education Institution. The purpose of the academic discipline "Pedagogical diagnosis and correction" is to create the necessary conditions for the comprehensive development of the student's personality, education, psychologically effective preparation for educational and professional activities based on the identification and use of pedagogically important information.

- physical aspect;
- the intellectual aspect, which takes into account a certain level of the ability to differentiate (distinguish), as well as the development level of memory;
- attitude to work, expressed in the ability to control attention, patience, and complete tasks;
- a social aspect that indicates the ability to establish contact with a group to be free from a tutor.

Therefore, the educator should create a realistic environment that will develop children's minds and develop independent thinking skills.

Keywords: diagnosis, correction, deviant behavior, norm, competence, assessment, information, attitude, competence, trajectory, inclusive, intellectual, psychological diagnosis, physiological, synthesis, classification, attention.



Introduction

The purpose of the academic discipline "Pedagogical diagnosis and correction" is to create the necessary conditions for the comprehensive development of the student's personality, education, psychologically effective preparation for educational and professional activities based on the identification and use of pedagogically important information. .

- physical aspect;
- the intellectual aspect, which takes into account a certain level of the ability to differentiate (distinguish), as well as the development level of memory;
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Improving the methodology of teaching students social and humanitarian sciences based on the competence approach. (In the example of pedagogical diagnosis and correction science)

In the development of the history of pedagogical ideas, special attention is paid to ensuring the quality of teaching and guaranteeing the result, increasing the effectiveness of education. The process of education and training is organized with the participation of social subjects - teachers and students. Different levels of professional competence of teachers, different age, physiological and psychological capabilities of students, inability of certain, in particular, a group of students to learn subjects in the process of teaching and upbringing, social problems in them - causes problems such as observation of deviation from the norm in the fulfillment of pedagogical requirements. In order to overcome the existing problems, a series of researches were carried out in the field of psychology at the end of the 19th century and the beginning of the 20th century. As a result, the theory of "psychological diagnosis" was founded in the first decades of the 20th century, and the theory of "pedagogical diagnosis" in the last decades. The main idea and research direction of these theories is the analysis and assessment of the quality of education based on the diagnosis of the real situation. The socio-pedagogical need to eliminate the defects and determine corrective measures showed the necessity of teaching the educational subject "Pedagogical diagnosis and correction" at the Higher Education Institution. The purpose of the academic discipline "Pedagogical diagnosis and correction" is to create the necessary conditions for the comprehensive development of the student's personality, upbringing, and psychologically effective preparation for educational and professional activities based on the identification and use of pedagogically important information. Currently, the following aspects should be taken into account when correcting the child's behavior:

- physical aspect;
- the intellectual aspect, which takes into account a certain level of the ability to differentiate (distinguish), as well as the development level of memory;
- attitude to work, expressed in the ability to manage attention, patience, and complete tasks;
- to some extent, being free from a tutor is a social aspect that shows the ability to communicate with a group.



Of course, these indicators are not formed by themselves in a child, they are a product of the pedagogical process. Therefore, the educator should create a real environment that will develop children's minds and develop independent thinking skills. In other words, training conducted at school should be based on new pedagogical technologies. Today, foreign methods that develop children's intellectual and logical thinking skills ("Montessori", "Brainring", BrainStorming) are used in many educational institutions and good results are achieved. It is also known that the "Child Development" base program has been developed and the experiment is being tested. In addition to this, there are still many people who wonder "What is pedagogical diagnosis and correction in primary grades?"

At this point, it is permissible to point out the specific aspects of pedagogical diagnosis and pedagogical correction for primary educational institutions:

- 1) the intended goal of each exercise is clearly achieved;
- 2) the individual and psychological characteristics of the student must be taken into account;
- 3) when selecting the content of the training, on the one hand, the interest, needs, and abilities of the child, on the other hand, the creativity and skill of the educator, and on the third hand, the existing conditions are taken into account;
- 4) the structure of the didactic process is dramatically different, that is, its motivational stage is strengthened. In other words, the playful didactic process is the basis of the technology being designed;
- 5) the second stage of the didactic process - the learning activity of the child;
- 6) the function of the third stage-management activity (B) will also change. If the teacher does not interfere with the stage of the student's cognitive activity during the educational process, the educator's activity takes precedence even in the didactic process;
- 7) the teacher should pay special attention to the fact that the result of the use of technology or the final level is the development of the personality and preparation for studying in large classes.

The child should not remain a passive, inactive object of the educational process, but should become an active participant - a subject. The idea of purposeful use of game situations is somewhat advanced and effective. "The game is considered an activity that children can learn well, and in the process of this activity, they are interested in studying, work, and artistic creation, and they quickly learn about life problems." For this reason, working on the basis of the game is considered to be the most optimal way to eliminate the defects in the child's behavior, to make him interested in studying, and to ensure an exciting response to the educational influence. Although the experience of organizing the activities of people of different ages in a game style and improving professional skills is not new for the science of pedagogy, the technology of designing a didactic process with games has not been developed enough.

In the existing literature, the essence and content of business, role-playing, production, research and study types of games are found, but it is still not developed a methodology that meets the basic requirements for computer, "business", games of various educational importance. it is appropriate to note, i.e.: enhanced and stable motivation of the game process, success and satisfaction of the participant in the executive stage of the game (B), purposeful management of cognitive activities and learning activities after the game to achieve quality assurance.



Depending on the type of materials used, didactic games are subject - didactic toys and materials, "difficult journey", "labyrinth", word-game-puzzles, problems, game-trips and others.

Active games are an important tool in physical education of children. They always require players to perform active sensory and motor activities to achieve a goal. This type of games, organized in the form of a competition, serves to form such qualities as creativity, dexterity, quickness, intelligence in children. It should be noted that the choice of game types directly depends on the age of the children.

Pedagogical observation method is a method used in order to identify and find a solution to a pedagogical problem that needs to be researched based on the study of the process of educational work of educational institutions.

Pedagogical experiment method (lat. "experimentum" - test, test, experiment) - to study the possibilities of finding a solution to the existing pedagogical problem, the ability of the existing pedagogical conditions to guarantee the achievement of the goal, the given recommendations have their indication in practice, the method used to determine their effectiveness.

Conversational method is a dialogical educational method in the form of questions and answers.

The interview method is a method of studying the respondent's attitude towards the phenomenon that illuminates an aspect of the researched problem or a general problem by referring a series of questions to the attention of the respondent.

Questionnaire method (fr. "enquête" - inquiry, obtaining information, investigation) is a method based on the organization of communication with respondents using structured questions, used in order to collect evidence during pedagogical observation and interview.

CONCLUSION

The teaching of the educational subject "Pedagogical diagnosis and correction" prevents students from ensuring the quality of education in the process of professional activity - inability to learn subjects, development of skills to eliminate deviations from the norm in fulfilling socio-pedagogical requirements at the same time, it prepares them to effectively organize scientific-pedagogical research in practical terms. Thorough mastering of the fundamentals of educational science requires students to fully analyze and synthesize the existing situation, to study all the factors that influence the origin of defects, to take a critical approach to solving the problem, to choose effective methods and methodologies, develops the skills of their targeted use. Young pedagogues do not have rich practical experience in fully using all the possibilities of the educational science "Pedagogical diagnosis and correction". Therefore, at the same time, serious attention is being paid to the effective use of science opportunities in educational institutions of the republic. Improvement of the teaching methodology is being carried out on the basis of a competency-based approach to the teaching of each subject. This includes the introduction of new methods, methods and tools into the educational system, and the implementation of an individual and continuous educational process with children.



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