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DIFFERENT FORMS OF USE OF HISTORICAL HERITAGE AND MODULE-CREDIT SYSTEM IN FORMATION OF INTERNATIONAL PEACE IN STUDENTS

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ABSTRACT

The article provides recommendations on the use of various interactive methods in the lessons of the use of historical heritage in the promotion of interethnic harmony in the social sciences and humanities in secondary schools, as well as the preparation of students for the credit-module system. Otherwise, assignments that are weak, not clear enough, or do not have a clear outcome can lead to ineffective completion. The credit-module system focuses on the independent work of the student. As a student's personality and independent learning activities develop in the learning process, there is a need to improve teaching methods.

KEYWORDS: *Technology Of Education, Teaching Technology, Educational Technology, Credit-Module Teaching System, Credit, Module, Interactive Educational Technology, Interactive Method In Education, Pedagogical Technology, Data Link, Story, Find Yourself, T-Table, Method, Exercise.*

INTRODUCTION

The introduction of new innovative technologies in the educational process has a special place in the system of methodological issues of the use of historical heritage in the formation of interethnic harmony among students. Because the future of any society is determined by the level of development of the education system, which is an integral part of it and a vital necessity.

Today, the reform and improvement of the system of continuing education in our country, which is on the path of independent development, raising it to a new level of quality, the introduction of advanced pedagogical and information technologies and improving the efficiency of education has become a state policy.

It is known that any technology is based on the principles of education, which form the new content of education, and is aimed at educating the learner, in which he works and develops professional skills in certain areas. The active subjects of the educational process are teachers and students, whose joint activities characterize the general nature of the process, which allows to deepen the theoretical and practical knowledge on a particular topic (or the basics of science) with minimal effort and time. .

In contrast to the methodological development of the educational process aimed at the effective functioning of the teacher, pedagogical technologies aimed at activating and accelerating the educational process are aimed at learners, as well as taking into account their individual and collaborative activities with the teacher creates the conditions for the acquisition of educational material, education aims to constantly develop the activity and curiosity of students throughout the lesson, to teach the requirements of pedagogical technology based on the creation of learning factors or allows for quick involvement in production activities. Otherwise, assignments that are weak, not clear enough, or do not have a clear outcome can lead to ineffective completion.

Today in a number of developed countries there is a great experience in the use of pedagogical technologies that increase the learning and creative activity of students and ensure the effectiveness of the educational process, and the methods that form the basis of this experience are called interactive methods. being conducted.

The technologicalization of education is a branch of pedagogical science that explores the most optimal ways and effective means of achieving educational goals based on a technological approach to the teaching process and reveals the laws and principles.

MAIN PART

Teaching technology is an orderly collection of the most optimal ways and means of teaching, communication, information and management, ensuring the implementation of the educational goal in the current conditions and in a timely manner and the guaranteed achievement of the desired results. indisi.
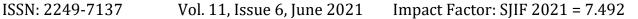
The technology of teaching in the classroom includes:

1. A model of teaching designed by a teacher-technologist (a set of the most optimal methods, forms and tools that ensure the implementation of the set educational goal and the guaranteed achievement of the desired results).

2. Technological map (step-by-step detailed description of the sequence of actions of the teacher and the student in the classroom).

3. Applications to the technological map (organizational and didactic support of the educational process developed by the teacher).

"Educational technology" is a system of specific methods, forms and means of teaching designed to achieve the planned results, based on popular philosophical, psychological, pedagogical and cybernetic principles and laws.And now, along with this, "credit-module" technology has entered the education system.

Credit-module training system - mastering the curriculum, which regularly assesses the knowledge, skills and competencies of students by monitoring the learning outcomes and final

control of the module, based on the composition of each training module is a system of organizing the process.

This training system includes weekly lectures, theoretical, practical, seminars, laboratory classes, internships, clinical internships, course project (work), as well as weekly independent study of students. reflects the criteria for assessing the workload of the hour and the performance of learners.

Credits can be collected after students have completed and evaluated all required activities. As for the credit system, it is a systematic way of describing educational programs by attaching credit programs to its components, namely modules, module blocks, courses, and so on.

The credit-module system of education consists of the following forms of educational process:

- Classes - lectures, theoretical, practical, seminars, laboratory classes, teaching (clinical) practice;

- Extracurricular activities - work in the scientific library, independent work, individual counseling, clinical tasks, internships, course work, graduate work, participation of students in scientific conferences, types of scientific activities in master's specialties, etc.

Typically, a credit is an indicator of a student's performance in the curriculum, which consists of the time (hours) spent on the relevant learning activities. This can be determined by the educational institution depending on the nature of the module and the importance of the training work for the formation of the future specialist. Each module has its own credit.

It should be noted that the transition to a credit-module system is a matter of time. In this system, teachers are chosen by students. The number of electives will be increased, which means that the number of subjects that the student can choose to study in his / her field will increase.

However, students who do not get the required score in the credit-module system will have to study at universities for many years. The credit-module system focuses on the independent work of the student. As a student's personality and independent learning activities develop in the learning process, there is a need to improve teaching methods. Thus, the concept of content generalization of the educational process, algorithms of education, problem-based learning, the theory of the gradual formation of mental activity, collaborative activities in education, etc. This requires that authoritarian pedagogy be replaced by collaborative pedagogy. Now the teacher is the student's guide, the closest person. That is why pedagogical technologies and interactive methods are rapidly entering the educational process.

Interactive forms of education play a special role in the development of a modular-credit system for the use of historical heritage in the formation of interethnic harmony among students and youth.

The interactive method of teaching is to strengthen the relationship between the student and the teacher. Pedagogical technology is the process of generalizing content-related programs, textbooks and manuals, visual aids and technical aids in the education system. Interactive teaching methods in Uzbekistan since ancient times in the educational process in the dialogue between teacher and students, student-student dialogue, discussion, negotiation, observation, analysis, consultation, poetry, used in forms such as mutolaa. These methods helped students to

become independent thinkers by developing their speech, thinking, reasoning, intelligence, and intelligence. The term "interactive" is derived from the English word "interact" ("inter" - "together", "act" - "move"). Interactive learning is a special type of organization of cognitive activity. It will have complete, clear and planned goals. One of these goals is to create a high level of learning environment in which the trainee must realize his or her own level of success, his or her intellectual level, which makes the learning process a productive process.

Interactive teaching method is implemented by each teacher at the level of available tools and capabilities. In this case, each student learns at different levels, depending on their motives and intellectual level.

Interactive learning technology allows each teacher to conduct the learning process as intended for all students. In this case, each student, depending on their motives and intellectual level, masters the lesson at the intended level.

In conclusion, the following main features of the practical application of pedagogical technology can be identified:

1. The student is not taught, he is taught to read independently.

To do this, students are taught to independently analyze the material, to think, to think creatively, to draw personal conclusions.

2. Knowledge is not given to the student in a ready-made way, he is taught to receive knowledge independently from sources.

In doing so, the teacher is taught to reinforce and expand what the teacher teaches in the classroom, first by teaching the student to use the textbook independently, then by using additional literature, the Internet, reference books, and so on.

3. All students are guaranteed to master the knowledge according to their abilities

In this case, the student's mastery is determined by the level of skills and abilities to apply the acquired knowledge in practice.
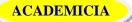
4. All teachers get the same results only when they study the mechanism of pedagogical technology.

The mechanism of pedagogical technology - the acquisition of knowledge, skills, abilities necessary for its implementation and effective application, the creation of favorable conditions, the provision of modern teaching aids, textbooks, additional literature and active participation of students in the lesson. to carry out all the necessary preparations for their success, implies the correct selection and application of appropriate technologies in the course, taking into account all their capabilities.

RESULTS

Modern pedagogical technology involves the following in the definition of educational goals and the design of the educational process:

- To increase the activity of students, to encourage them to cooperate;

- Development of skills in working with curricula, textbooks, manuals, lecture notes in the curriculum;

- Development of skills and abilities to read educational materials independently;

- To teach students to express, defend and prove their point of view.

The implementation of the above educational process projects necessitates the creation of pedagogical motives.

The following tools are widely used in the implementation of pedagogical technology:

- Verbal

- Noverbal

- Visual

- Audio

- Of course

- Training equipment

Verbal forms of communication come in many forms, such as speeches, lectures, conversations, questions and answers, and presentations. Using these tools, the training is organized in an active way.

Nonverbal means are used to express or emphasize a meaning through facial expressions or body language.

Visual aids include all the tools that students need to see with their eyes in the process of pedagogical technology. These include drawings, tables, photographs, handouts, posters, videos, film images.

Audio media are tools that allow you to learn information through listening (for example, a tape recorder, various discs, musical instruments).

The main processes of pedagogical technology are:

· Organization

· Collaborate

· Improvements

· Analysis

· Comparison

· Generalization

· Conclusion

· Control control

· Evaluation includes

During the lesson, the teacher works with students directly, in groups, on the basis of individual forms. It uses the following methods and technologies:

1. Algorithmization (basic components, basic drawings, diagrams, short information theses).

2. Solve creative tasks.

3. Modeling (analysis, problem questions, logical analysis, comparative comparisons).

4. Mental attacks.

5. Synthetic (using analogues) solutions.

6. A system of speech lessons.

Heuristic conversations (teaching through guiding questions in the lower grades, teaching methods that help to develop ingenuity, intelligence, activism in the upper grades).

The interactive teaching process is organized with the participation of all students in the group in the process of comprehension and thinking. In collaborative activities, all participants contribute to the work process, and in the process of work there is an exchange of knowledge, ideas, methods of work. Individual, pair and group work is organized, project work, role play is used, various sources of information and documents are worked on.

At this point, we decided to quote the Chinese proverb: "If you tell me, I forget, if you show me, I can remember, give me a chance to work for myself, and it will be all mine."

From the above, the interactive methods are based on the principles of interaction, student activity, group experience, and mandatory feedback. A source of educational communication will be created, which will be determined by transparency, the interaction of participants, the equality of their arguments, a collaborative knowledge bank, the possibility of mutual evaluation and control.

The beginner (teacher, trainer) begins to independently explore the participants with new knowledge. The activity of the facilitator is replaced by the activity of the students, and the task of the facilitator is to create conditions for the initiative of the students.

Interactive exercises not only strengthen the teacher-student learning relationship, but also involve two-way activation. Modern didactic teaching requirements, new approaches to practical activities are enriched with educational technology. The trainer (teacher) acts as a kind of filter that transmits the learning information and acts as an assistant in the work process. Therefore, interactive learning is primarily intended for use in the intensive learning process of older students. In conclusion, when using interactive teaching methods, the level of mastery of the material is high, and a friendly atmosphere is created between the participants.

In the credit-module system, the interactive method teaches learners or students to think independently when used correctly and purposefully. Openness to learning, ability to analyze one's activities on a regular basis, development of personal potential; the ability to effectively manage dozens of personality traits, such as the ability to set reasonable goals in different situations, to direct a person's inner potential, and to draw conclusions by working on opportunities, is achieved through interactive methods of learning.

The method is an individual pedagogical skill of the teacher and is refined through various teaching methods.

Exercise is a type of activity that develops students' practical skills in the classroom. This activity develops the student's culture of mastering the essence of theoretical information, decision-making, critical and creative thinking, and the ability to control emotions. Interactive exercises will be based on teacher-student, student-student collaboration. In this case, the student is involved in learning through their own desires, desires and interests, learns how to purposefully acquire new knowledge. Tests in practice. It's an easy way to get acquainted with the material.

Here are some suggestions on how to use the Data Link exercise to help teachers use the lesson.

Step 1. The teacher asks students to bring home a newspaper or magazine with articles about the principle of national tolerance for the next lesson.

Step 2. Students will be able to identify information that is new to them in the newspaper or magazine. You will be given 2 minutes to complete.

Step 3 Students are divided into small groups of seven with the help of a teacher to work in small groups, and each group is placed on a separate table.

Step 4 The teacher places a piece of paper on the group table where the students are sitting.

Step 5. To work in small groups, participants are told to select new information and information that is of interest to them. Selected data will be cut in 5 minutes.

Step 6. The work done is placed on a piece of paper.

Step 7. The next step is to group the news from the collaboration. For example, economic, social, spiritual factors of national tolerance, etc.

Step 8 highlights the most interesting information and discusses the group's ideas about their specific features.

Step 9. Relationships between data in a small group are indicated by colored markers.

Step 10. The work done by the group will be presented by one participant. The activities of all groups will also be presented. Can be completed with questions and answers.

At the end of the exercise, the facilitator asks the students the following questions about the learning cycle:

1. Did you enjoy the exercise?

2. What did you focus on during this exercise?

3. Which of your friends did you enjoy working in the group? On the contrary, what challenges did you face during the exercise process?

4. Then, as a summary question, analyze and evaluate the students 'acquired knowledge, skills, and competencies with questions such as what this exercise has given you, what new information or data you have become acquainted with. The use of this exercise in parenting classes gives a positive result.

This means that not only the interdisciplinary opportunities, but also the interdisciplinary integration process takes place through the interdisciplinary exercise. Exercises conducted in similar situations are a significant factor in improving the quality and effectiveness of the lesson. In order to conduct interactive exercises, the teacher must be thoroughly prepared from the organizational, pedagogical, scientific, methodological and didactic point of view.

It is advisable to recognize the following as an organizational and pedagogical factor in conducting interactive exercises:

- The teacher has the ability to organize interactive exercises

- Availability of necessary conditions for training in the classroom

-compliance with sanitary hygiene requirements

-observance of safety rules, etc.

From the scientific and methodological point of view:

- Clear design of the exercise (correct timing)

- be relevant to the topic of the exercise and complete it directly;

- The student's abilities are taken into account in the exercise;

- Availability of skills for targeted use of exercises.

From a practical didactic point of view, the training is appropriate to the characteristics of the student's age, is based on spiritual and moral criteria, is aimed at teaching through education, and so on.

It is necessary to inculcate in the minds of young people from the earliest stages of education that the idea of interethnic harmony has a strong place in the world, in our country, due to the need to ensure cooperation between organizations and social strata, various institutions. In order to prepare young people for public life in the Republic of Uzbekistan, where there is a multi-ethnic way of life, it is necessary to get used to living in a world of different nationalities and faiths, to have their own rights and freedoms without violating the rights and freedoms of others. .

DISCUSSION

Based on the above, it should be noted that the virtue of interethnic harmony is an educational phenomenon that is formed in the educational process.

Deciding on a culture of behavior is of paramount importance in shaping social partnership in the minds of young people. At the heart of many social conflicts is the lack of cultural interaction between people. Often people misbehave instead of accepting each other naturally. They treat each other badly. In many cases, this has led to religious and ethnic strife. Young people need to develop the ability to treat each other with respect at school.

Without the application of the concepts of "collaborative pedagogy" and social partnership between teacher and student, it is impossible to carry out reforms in the education system, to develop a comprehensively developed personality.

We know that the idea of interethnic harmony is based on the following principles:

1. The compatibility of opinions and views, goals and aspirations of different social groups and strata.

2. Cooperation and solidarity of individuals and groups of different nationalities, races and religions.

3. The interdependence of the general purpose of society with the thoughts, views, goals, aspirations of different social groups and strata.

4. Peace and harmony.

Therefore, it is advisable to explain the content and essence of these principles to students in detail, using a variety of interactive methods in the classroom. From the earliest stages of secondary education, it is possible to form a spirit of interethnic harmony among students. Respect for historical heritage and interethnic harmony are formed primarily in the family. Therefore, it is advisable to use the "Story" method in the teaching of "Our Family", which is included in the curriculum of the 2nd grade "Education". The process of teaching this topic can be organized as follows. It is recommended that you first divide the class into four groups:

To group 1: "Family - what kind of place?"

Group 2: "The role of parents in the family"

Group 3: "The role of grandparents in the family"

Group 4 will be given the topic "The role of brothers and sisters in the family. . When the time is up, the group leader tells the story of the small group. The teacher comments on each story and concludes. At the end of the lesson, the teacher concludes from the children's story why the family is called a fortress of happiness. This method, first of all, instills in students a sense of pride in their family, a sense of belonging to the family, and secondly, prepares students for the ability to think, reason, and observe freely.

Similarly, it is advisable to use the "Find your place" method in teaching the subject of "Friendship is the highest virtue" in the 2nd grade curriculum.

The Find Your Place method allows students to express themselves independently, as well as to reconstruct feedback. Develops communication skills in them. This method is used in the teaching of "Friendship is the highest virtue" in the following sequence:
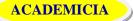
1. Two posters are hung in opposite corners of the auditorium. One of them says "I AGREE" and the other "I DO NOT AGREE". Posters contain two conflicting ideas. For example. Words like "friendship" and "betrayal" can be written.

2. The legal provisions of this method are explained.

3. Students move to the side where the word they think is written and sit next to the poster. Only students should not exceed 20.

4. Divided students begin to prove their point. At the same time, they can change their minds and move in the opposite direction. They just have to justify why they did it

5. Once the participants' comments are heard, the teacher analyzes, summarizes, and evaluates the students.

6. This method demonstrates the existence of different approaches to a single topic.

CONCLUSION

The formation of a spirit of interethnic harmony among students based on historical heritage should not be limited to the organization of lessons based on interactive methods. Use of living examples of historical heritage in lessons (for example: various historical objects, clothes, etc.); It will be more effective to organize practical classes in educational institutions with historical sites, museums, ie by visiting them. Because in such lessons, history seems to come alive in the eyes of students.

When organizing classes in the upper grades of general secondary schools, it is necessary to improve the skills and abilities of students to work more independently. This will allow them in the future to adapt to the educational process organized in higher education institutions on the basis of the modular-credit system. At the same time, students are given tasks to perform independently at home in terms of topics, that is, to find and study non-textbook literature on science, the subject; interpret the topic in a picture, table, or cluster; such as making simple slides on the topic.

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