

**MODERN METHODS OF EVALUATING INDIVIDUAL  
ACHIEVEMENTS OF STUDENTS OUTSIDE OF ACADEMIC  
ACTIVITIES**

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**ABSTRACT**

*The state of modern education is characterized by its reliance on experimental pedagogy, which uses not only pedagogical research methods but also neighboring social and natural sciences methods extensively. This article outlines modern pedagogical theory and modern methods of obtaining individual achievements of students in addition to their academic activities.*

**KEYWORDS:** *Modern Pedagogical Theory, Experimental Pedagogy, Pedagogical Research Methods, Teaching Methods.*

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**INTRODUCTION**

In most countries of the civilized world, the state of modern education is characterized by its reliance not only on pedagogical research methods but also on experimental pedagogy, which uses neighboring social and natural sciences extensively. The problem of developing students' personal activities in modern pedagogical theory and practice is especially relevant. Today, many teachers are attracted to issues related to the organization of the most successful conditions in the learning process, as well as the development of students continued positive motivation for learning, creating conditions for personal growth, and developing students' knowledge interests. The teaching methodology is devoted to more than a dozen fundamental studies, based on which the effectiveness of teaching depends primarily on both the general theory of pedagogy and the methodology of teaching individual subjects. However, despite the diversity of pedagogical research, the problem of teaching methodology remains relevant. So far, theorists and teachers have continued to try to create a scientific system of teaching methodology and develop technological approaches to their use in higher education. One of the most controversial problems of modern higher education didactics is the systematic demonstration of existing teaching methods. Currently, there is no single view on this matter. There are a number of classifications, as different authors use different markings to distribute teaching methods into groups and subcon groups. Classification criteria are a source of information. There are three types of methods: oral (conversation, story, lecture, explanation, book work), visual (showing, displaying models, schemes), practical (exercises, simulations, problem solving). Mezon is a sequence of stages of the learning process. Teaching methods are classified according to the following stages: (1) acquiring knowledge; 2) formation of skills and skills; 3) application of knowledge; 4) creative activity; 5) strengthening knowledge, skills and skills; 6) testing knowledge, skills and skills.

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There are also methods of use for didactic purposes: (a) the initial development of learning material; (b) the strengthening and improvement of the knowledge gained.

In recent years, internal didactics has been the most common classification of teaching methods proposed by Yu.K. Babansky. It separates three large groups of methods:

1. Methods of organizing and implementing educational and knowledge activities:- verbal, visual and practical (aspects of understanding and transmitting educational information);- inactive and deductive (logical aspects);

-Reproductive and problematic search (thinking side);

- Independent work and work under the direction of the teacher (teaching management aspect).

2. Methods of stimulating and stimulating educational activities:-Interest in learning;

- Duty and responsibility in teaching.

3. Methods of controlling the effectiveness of educational and knowledge activities and self-government: oral, written, laboratory-practical.

By nature of students' activities (independence and creative level) (I.Ya.Lerner and M.N.Skatkin). There are five methods of teaching, each of which has a growing level of activity and independence in the student hierarchy. In a Greek translation, the word "method" means "research, way, way to achieve the goal." The ethics of this word also influence its interpretation as a scientific category. So, for example, the most general meaning in the textbook in pedagogy is understood to be "a method of achieving a certain goal, a set of techniques or operations for learning truth in a practical or theoretical way." Modern pedagogy has three main types of methods: teaching methods, teaching methods, pedagogical research methods. The greatest uncertainty in the definitions and at the same time the practical relevance of the o'o, which acts as a complex, multi-dimensional and multi-quality education that is interconnected with the categories of other didactics (goals, content, tools used, forms and results). are teaching methods. The definition of the concept of "teaching style" in the concept of pedagogy, on the one hand, reflects the moments of pedagogical practice that have indeed been implemented, and on the other hand, reflects the objective laws of pedagogical work as a unique area of social work. Typically, in revealing this concept, representatives of different schools and directions identify characteristics of this pedagogical system: study objectives, a priority method of assimilation, the nature of interaction between teachers and students. Thus, didactic methods reflect the objective, psychological, and epistemological aspects of teaching. Analysis of pedagogical literature shows that in the 20th century, discussions about how to organize the most effective organizational and methodological process of education in higher education institutions did not end. Therefore, in textbooks for pedagogical universities in the 1970s, any pedagogical event includes four components: subjects, objects, objectives of activity, objects of joint work (objects, characteristics, relationships) that are the product of cultural development 'knowledge of them). With this approach, the concept of "style" is characterized by a change in time of four components as a pedagogical category:-method as part of the subject's work;

- Method as an object of pedagogical influence;

- Method, depending on the general and private purposes of the work;

- Method, as characteristics of the structure and shape of the subject of their joint activities.

Based on the latest aspect, a much more complex description has been developed. "The method of teaching is a method of managing the process of forming an individual (by an individual) or group (because pedagogical conscious influence is one of the most common factors in such formation), by giving a certain shape and structure to the subject of their joint activities in accordance with their objectives. Thus, style is a method of control over the subject's choice of pedagogically appropriate forms of content determination and methods of developing this content. Structurally, it acts as an orderly set of methods, and technology is viewed as an element, throat, elementary act of the pedagogical process. Personal techniques can be part of different methods. For example, writing down basic concepts can be used by the teacher both to explain new material and to students to work independently. Pedagogical practice uses methodological methods to activate cursors and students' attention when accepting new material or repeating what is covered, encouraging cognitive activity. Methods and techniques can be changed. For example, if a teacher delivers new knowledge with an explanation method, and during his studies he demonstrates weapons of mass destruction, then this demonstration acts as a technique. If an exhibition weapon is an object of learning and cursors and listeners gain basic knowledge based on its consideration, oral explanations will work as a technique, and demonstration as a teaching method. Teaching methods include an objective part (because of the constant, unbreakable rules available in the method) and the subjective part (because of the teacher's personality, unique conditions, and a contingent of students associated with pedagogical skills). The home didactics of higher education have developed certain approaches to choosing teaching methods, depending on the specific conditions and conditions of the teaching process. The guide isn't focused on browsing them all. Only two options are offered, which the teacher can creatively change based on his or her pedagogical experience. The selection of teaching methods can be determined by the following.

- General objectives of teaching, training, developing, and psychological preparation of students;
- Characteristics of the methodology for teaching specific academic discipline and the specifics of the requirements for the selection of didactic methods;
- The objectives, functions and content of a particular lesson material;
- The time allocated to study it or this material;
- The level of preparation of the audience;
- The level of material equipment, the availability of equipment, weapons of mass destruction, technical equipment;
- The level of preparation and personal qualities of the teacher himself.

Yu.K.Babansk suggests that the teacher take a slightly different approach to choosing teaching methods in the classroom, including:- decide whether the material will be studied independently or under the direction of the teacher; - determine the ratio of reproductive and productive methods. If conditions exist bodies, it is necessary to give preference to effective methods;

-The ratio of inactive and deductive logic, analytical and synthetic methods of knowledge, measurements and methods of combining oral, visual, practical methods; -Identify methods and methods of stimulating student activity 5;

- Identifying "openings", intervals and control and methods of self-regulation;
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- Consider backups if the actual learning process differs from the planned one.

The teacher decides whether to choose a certain style or combination of the training, taking into account the complexity of the named conditions and conditions. Modern teaching methods create the necessary frameworks for independent thinking, acting in a new situation, finding their own approaches to solving problems, and developing skills to establish business relationships with students. The use of modern methods in teaching has resulted in students' emotional attitude toward the learning process, motivation for academic activities, interest in acquiring new knowledge, skills and their application, developing students' artistic abilities, oral discourse, Increases the ability to form and express their point of view, activates thinking. The use of modern teaching methods in teaching by the teacher helps to get rid of stereotypes in teaching, develop innovative approaches to practical situations, and develop students' artistic abilities.

### **Available Publications:**

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2. Aborahmova, By N. N. (2020). *Myths Are* 1(1). 22-26
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