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Designing Forms Of Auditing And Out-Of-Audit Self-Work Of University Students

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ABSTRACT

The article discusses the most effective forms of organizing the independent work of students in the direction of Pedagogical Education in the study of the discipline "Problem-dialogical teaching in the classroom in primary grades." The considered active and interactive forms of independent work make the learning process more interesting and raise the students' activity.

KEYWORDS

Independent work, forms of independent work, technology of problem-dialogical teaching.

INTRODUCTION

The main task of higher education is to form an active creative personality of a future specialist, capable of self-development, self-education, and innovation. The solution to this problem is not possible only by transferring knowledge in a finished form from teacher to student, independent work of students is one

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of the most important forms of the educational process.

Independent work should be considered as a form of organization of the educational process, as an objective condition for the formation of cognitive, performing, creative activity and independence of students in learning. Independent work of students forms the readiness for self-education, creates the basis for continuous education, the opportunity to constantly improve their qualifications, and, if necessary, to retrain, to be a conscious and active professional.

When organizing students' independent work, teachers should encourage them to become independent researchers in mastering knowledge for their future profession. Completing extracurricular tasks of independent work will allow students to develop and consolidate the personal qualities necessary for this.

Let us consider some aspects of the organization of independent work of students in the direction of Pedagogical Education, profile "Primary Preschool Education" of Karshi State University in the study of the discipline "Problem-dialogical teaching in the classroom in primary grades."

It should be noted that this course is aimed at mastering the technology of problem-dialogical teaching by students in the construction of lessons in primary grades.

MATERIALS AND METHODS

The content of the course examines the technology of the problem lesson, developed by E.L. Melnikova: the structure and characteristics of the development of new knowledge and their creative reproduction, methods and techniques of work in a problem lesson, the method of preparing a problem lesson [1].

The main objectives of the discipline:

- To promote the mastery by students of scientific and methodological knowledge about the main features and patterns of the technology of problem-based learning in the classroom in primary grades;
- To teach to use a variety of methods and techniques of problem-based teaching for the development of logical thinking and creative abilities of students;
- To teach to independently design lessons in elementary school, using problem-dialogical teaching.

As a result of mastering the discipline, professional competence is formed: the willingness to implement educational programs in academic subjects in accordance with the requirements of educational standards (PC-1)

36 classroom hours and 36 hours of independent work are allocated to study the content of the course. To implement the set goal and objectives of the course, we use various forms of organizing students' independent work, extracurricular independent work and classroom work, which is carried out under the direct supervision of the teacher. The teacher accompanies students throughout their independent work, consults and coordinates their actions.

Classroom independent work is carried out during practical classes, and during lectures. The specific forms of extracurricular independent work of students can be very different, depending on the purpose and objectives of the course, the content of the

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discipline, the amount of hours determined by the curriculum. Active and interactive forms of learning can be distinguished. Unlike active methods, interactive ones are focused on broader interaction of students not only with the teacher, but also with each other. The teacher, as before, develops the plan and content of the lesson, using interactive methods in order to present new material in the most interesting and effective form [2].

Let's consider some of the forms of organization of independent classroom and extracurricular work that we use.

RESULT AND DISCUSSION

When reading a lecture course directly in the classroom, the control of the assimilation of theoretical material by students takes place by conducting small written express polls on specific topics. In practical classes, various forms of independent work can make the learning process more interesting and increase the activity of students. Among the types of independent work of students within the framework of this course, the most effective, in our opinion, the following forms can be distinguished:

Formulation of questions on theoretical material. For a better assimilation of the material, students are invited to compose 5-8 questions based on theoretical material, voice them to the audience, and give an answer to classmates.

Thus, the studied theoretical material is consolidated and students learn to correctly formulate questions for the audience, which is not unimportant in their further pedagogical activities.

Drawing up tests based on lecture materials. This form of independent work, like the formulation of questions, helps to summarize the material studied in an unusual form. The teacher can include the most interesting test tasks of students in the final certification.

Drawing up a pivot table on a studied topic is a type of independent work aimed at organizing information, which is summarized in the framework of a table. The formation of the structure of the table, its filling reflects the student's ability to systematize the material and develops his skills in structuring information.

The brevity of the presentation of information characterizes the ability to curtail it. For example, at the end of the first lecture, students are invited to summarize new material and draw up a table "Structure of a problem lesson".

The student's activity in this task is reduced to repeating information on the topic, choosing the optimal form of the table, presenting information in a compressed form and filling out the main columns.

Using the ready-made table, the student can quickly recall the studied material and effectively prepare for the control on a given topic.

Analysis of ready-made fragments of lessons (video lessons) with the technology of problem-based learning contributes to the refraction of the learned theoretical material to specific situations in the lessons in primary grades.

Students can trace the activities of the teacher and children in such lessons, the reactions of

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surprise and difficulty of children in solving problem situations.

Development of a mind map that reflects the structural components of the problem-dialogic learning technology.

Intellect map, or mind-maps, is a display on paper of an effective way to think, remember, remember, solve creative problems, as well as the ability to present and clearly express your internal information processing processes, make changes to them, improve them [3] ...

This is a creative type of independent work, it is work in small groups. This interactive form allows all students to be included in the creative development process, to practice the skills of cooperation, interpersonal communication. Mind maps are presented and explained by the group authors.

We perceive most of the information about the world visually, and therefore, the mind map is a good visual material that is easier to remember and easier to work with.

Thus, the mind map will help students to better remember, understand and restore the logic of this technology when developing lesson fragments.

Writing a review for a lesson outline in elementary school. This review is understood as a kind of extracurricular independent work of students in writing a critical review of a student's summary of their own group. In the review, the student must definitely note the presence of all structural components of the synopsis, highlight the methods and techniques used at the stage of posing a problem and finding a solution, the positive sides and shortcomings of the work, the originality of ideas, approaches, and the style of presentation. If necessary, the reviewer gives recommendations, following which the author of the abstract can improve it.

CONCLUSION

The review is read out in a practical lesson after showing a fragment of the lesson. The review is assessed by the teacher according to the following criteria:

- The content of the review;
- Literacy of presentation;
- Expression of the student's personal opinion on the peer-reviewed source.

Active independent work of students is possible only if there is serious and stable motivation. The strongest motivating factor is preparation for further effective professional activity.

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