



Research Article

CONTINUITY AND CONTINUITY OF DEVELOPMENT OF PUPIL'S PROFESSIONAL INTERESTS

Journal Website:
<https://frontlinejournal.s.org/journals/index.php/fsshj>

Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

Submission Date: February 18, 2023, **Accepted Date:** February 23, 2023,

Published Date: February 28, 2023

Crossref doi: <https://doi.org/10.37547/social-fsshj-03-02-07>

Tolqinova Xolida Tolqunovna

Tashkent State Pedagogical University Named After Nizami, Uzbekistan

ABSTRACT

The new time poses many questions for each of us, to which we try to find answers. The main thing is to understand that the new life is already here, around us - it has already arrived and seeks to transform us so that we begin to correspond to it. But we continue to wait for something special, incredible in the future, we do not notice that it has already become our present.

KEYWORDS

Information, pupil, lesson, teacher, idea.

INTRODUCTION

Definitely, the world around us has changed - the era of informatization, a huge flow of information that is changing at a tremendous speed, new

living conditions. All this pushes us to move forward, to adequately perceive the ongoing changes, to search for our significance, to search

for new knowledge, methods and techniques that will help us feel comfortable and confident in the midst of all these changes.

I believe that the most important thing for a teacher is the ability to lead, interest, be an ally. Learning is interaction. By teaching, we give a part of ourselves, we learn from those whom we teach. After all, the most effective learning environment for pupils is the environment where the pupil is the center of the educational space, where all the conditions for comprehensive development are created. It is very important to move to such models of learning, where the pupil is put in an active position, where there are no frameworks for ways to comprehend knowledge. Each child already has a certain life experience, a stock of knowledge, and here it is important for the teacher to organize learning in such a way that pupils interact with each other and share what they know, and the role of the teacher is reduced to observation and direction, this is the main idea of the constructivist theory.

I want to show the continuity of professional development of teachers by the example of the introduction of seven modules into the practice of teaching and learning, which, as practice has

shown, is a condition for the success and involvement of children in the learning process.

In developing medium-term planning, I use techniques and strategies, problem situations that can increase knowledge and skills, reflective thinking and the ability to generalize. I want my pupils to learn to think deeply

At the beginning of each self-knowledge lesson, I spend a positive attitude to create a friendly atmosphere of trust, helping pupils to psychologically and emotionally prepare for the lesson. This technique helps pupils get rid of clamps and shyness.

When planning my lessons, I try to think through every moment. I use the “reverse design” method, which attracts by the fact that the teacher does not need to be tied to the textbook, but to use those resources that, in his opinion, will be more relevant and successful in order to achieve the expected result. I noted for myself that, setting differentiated goals for the lesson, I initially plan the success of each child in the lesson, and this is very important! To divide children into groups according to the level of learning, I try to come up with ways that would not cause them feelings of resentment, tasks in the process of active learning

were feasible for them and at the same time were educational in nature. This success was also facilitated by the dosed support needed to expand the “zone of proximal development” (ZPD), according to L. Vygotsky. Children in my lessons feel free and confident.

In self-knowledge lessons, pupils should mainly think, speak, rather than just listen to ready-made information prepared by the teacher, have their own opinion and express it freely. To do this, there must be a trusting atmosphere in the lesson - which is the basis of a collaborative environment. Creating a trusting atmosphere in the classroom is a high percentage of success.

At each lesson, using the ideas of interactive learning, I organize work in groups and pairs, which gives me a number of advantages: I get a real opportunity to carry out an individual approach, taking into account their mutual inclinations, abilities, pace of work, to give groups tasks differentiated by difficulty. And the pupils, in turn, increase the volume of assimilated material, acquire the skills necessary for life in society, responsibility, tact, the ability to build their behavior taking into account the position of other people. This allows pupils to freely express their ideas, assess the situation, give arguments,

prove their opinion. Pupils in the classroom have an effective dialogue, with each other, and with me, actively participate in group interaction. Pupils know the rules of working in a group, understand the criteria for the success of their work throughout the lesson, conduct self-assessment and mutual assessment in a group, and reflect on their activities.

The high-order questions that I ask pupils, as well as the "Basket of Ideas", "Sinkwine", "Analogies", Venn Diagram techniques, contribute to the development of critical thinking in them. The use of information and communication technologies (ICT) contributes to the fact that the children independently formulate the topics and objectives of the lessons, the use of dominoes made using the Tarsia Formatulator application allows all pupils to be involved in the process of active learning. For myself, I concluded that the use of ICT in teaching and learning allows you to develop the internal motivation of pupils, which is necessary to achieve learning goals and a solid mastery of knowledge.

Carrying out self- and mutual assessment contributes to the development of pupils' self-regulation skills. Now I understand why this type of formative assessment (FE) was not so effective

before. I didn't provide pupils with criteria and descriptors to support them, so they weren't able to clearly articulate their thoughts on assessment.

The methods "Message", "Target", "Everything is in my hands" for reflecting the activities of pupils, which I spend at the end of each lesson, are selected in accordance with the age characteristics of the children. Reflection helps pupils to comprehend the types and methods of activities in the lesson, to analyze their work, to identify gaps.

The teacher's verbal comments provide improved teaching and learning practices, as getting feedback helps to understand where the child is, how successful he is and what he needs to strive for. At the same time, I observe interest in the implementation of these techniques. Therefore, in my lessons I use active teaching methods aimed at reflective thinking and the ability to think outside the box, problem situations that can expand knowledge and develop skills, reflective thinking and the ability to generalize.

In my lessons, I pay much attention to setting differentiated lesson goals, which I often treated formally before. Only now I realized that it is in them that the differentiation is embedded, which

allows each pupil to be successful. Now I make sure that all the activities planned in the lesson are aimed at achieving the expected results and are not outside of them.

My profession is unusual, it allows you to feel like a magician. In my work, I try to find an individual approach to each child, to lend a helping hand and accept him as he is. Every day I live a little life with my children. My task is to warm them with warmth, wrap them with care and give them love. And I love them the way they are. Therefore, in my lessons, I strive to develop in the child all the positive qualities that are given to him by nature.

When interacting with children, I realized that in addition to calling for success in this profession, it is necessary to constantly improve, change, create ...

REFERENCES

1. Teacher's Guide "Teacher Leadership in School", AEO "Nazarbayev Intellectual Schools" Center for Pedagogical Excellence, 2016
2. Vygotsky L. S. Dynamics of mental development of a schoolchild in connection

with learning. Pedagogical psychology. M.,
1996

