

CENTRAL ASIAN JOURNAL OF THEORETICAL AND APPLIED SCIENCES

Volume: 04 Issue: 11 | Nov 2023 ISSN: 2660-5317

<https://cajotas.centralasianstudies.org>

Types, Criteria and Signs of Modern Training

Ernazarov Alisher Ergashevich

SamSIES "Information Technologies"

head of the department, independent researcher (PhD) of SamSU

+99897-914-40-37, alexchigatay1213@gmail.com

Received 28th Sep 2023, Accepted 29th Oct 2023, Online 24th Nov 2023

Annotation: elements of training, type of training, teaching methodology, stages of preparation for training and types of training are mentioned.

Key words: educational process, training, structure of training, training elements, preparation stages, types of training.

The educational activity should be interesting and attractive - it should create an opportunity for the learner to improve his skills, knowledge, understanding and worldview, it should include the material required in the science department, it should be understandable and easy to learn, it should be written according to the capabilities of the learners, exercises should be provided for all of them, it is necessary to provide examples, and practical exercises that help the learner to understand the subject, to have figures and diagrams that help to explain theoretical ideas, to learn about the national and cultural traditions and national values of our republic, and to ensure consistency with other subjects.

Studies focused on the problems of organizing training sessions in higher education showed that training sessions that use modern teaching and information technologies, are focused on independent mastering of knowledge, and include the system of applying theoretical knowledge in practical skills, teaching and evaluating it, can serve as a camera training tool. Below we will look at some of these forms of training.

Lecture training. It describes the more theoretical aspect of the subject material being studied. The report on the activity of learners and the ability to express: it will be in the form of an informative, explanatory and conversational report. The lecture form of the training is appropriate if: new material is studied, which is less related to the previous ones, and the complexity is considered for independent study of the material.

Structure: informing about the purpose and tasks of the subject, implementation of the lecture plan, separation of basic knowledge and skills and their conceptualization, consolidation and application of the acquired knowledge, generalization and systematization of the learned.

Seminar training: this is a pre-prepared and thought-out form of the process of teaching and educating on a specific topic, conducted in the form of a dialogue. More such trainings are conducted to

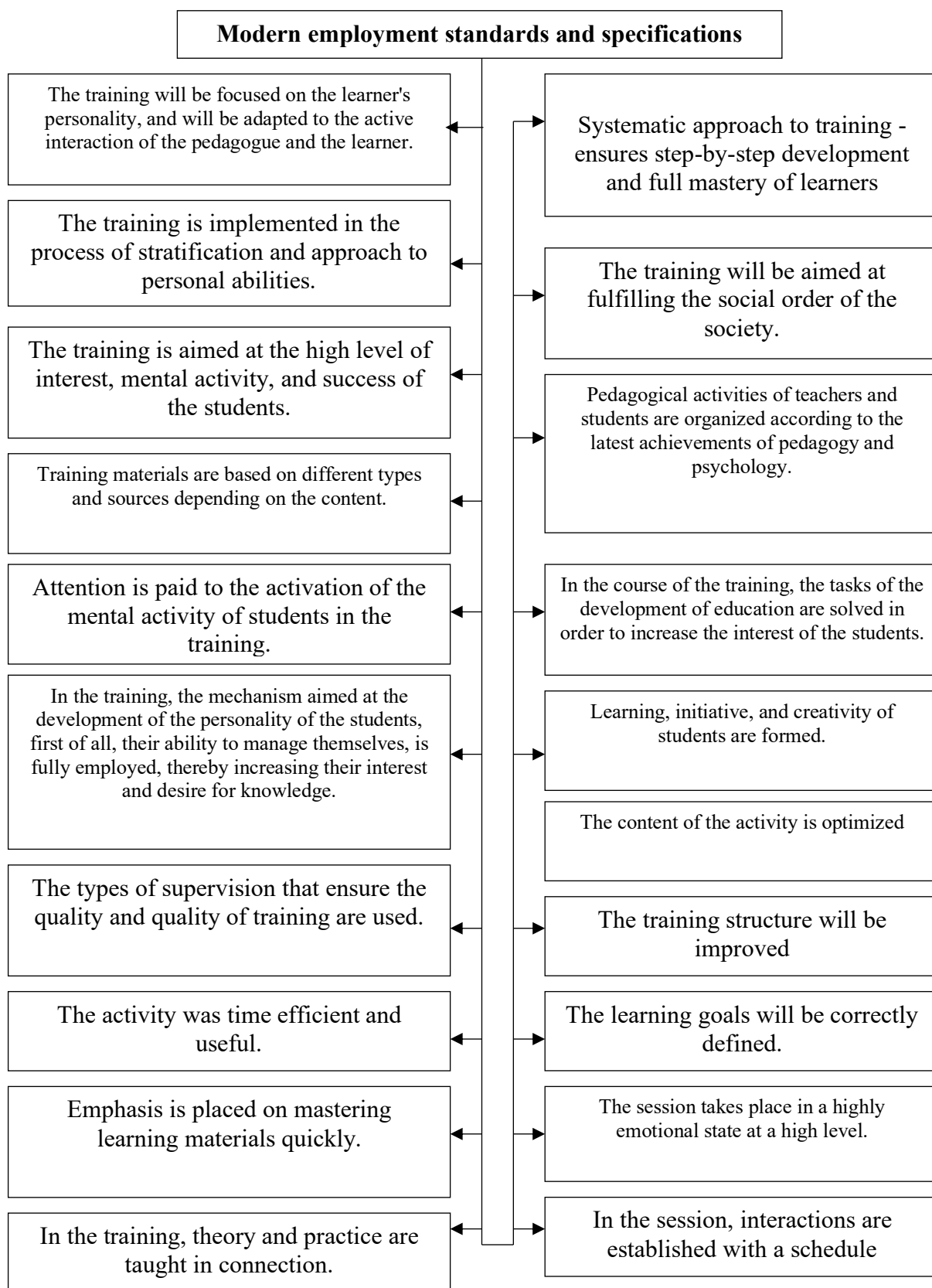
repeat the learned material. The teacher prepares a series of questions on the topic in advance and distributes them among the students. They independently write answers to all questions. After the learner's performance, the class will give him questions on the topic. Evaluation is done by the teacher.

Facultative training: it is a training aimed at making students interested in learning science, deepening their content, activating cognitive activity, independent life, starting work and continuing education. It is intended to expand the worldview of students, to form their personal qualities, and to develop their creative potential. Thanks to this training, each learner can identify himself, strive for self-knowledge, manifest himself in concrete work.

These trainings are aimed at performing a number of functions: subject: successful participation in science olympiads, competitions, centralized tests is aimed at increasing the level of learning of particular subjects by learners; developmental: focused on personal development, taking into account the passions, interests and needs of learners, their participation in research and research activities; motivational: not only the study of certain subjects, but also the development of motivation in students to achieve achievements in socially significant work; corrective-stimulating: educational activity is aimed at equalizing the level of education of learners, providing incentives to improve the results, ensuring the elimination of learning difficulties; adaptability: allows students to quickly adapt to the situation, conditions, social competence, mobility; career orientation: calls for helping learners to develop career self-identification.

Facultative classes are conducted according to curricula that allow to ensure consistency between subjects and optional classes, to increase the activity and independence of students, to develop their interest in learning. When determining the list of such activities, it is necessary to take into account not only the wishes of the students, but also the possibilities of their parents and educational background.

It is appropriate to take into account specific conditions and tasks of preparing students for practical activities, depending on regional conditions. The content of optional training often has the potential to be practically oriented. Forms of work are defined depending on their types. The important pedagogical conditions of the camaraderie of these activities, in our opinion, are to stimulate and support the curiosity of learners.



Practical training: this is a form of training aimed at connecting theory and practice, solving educational-practical knowledge tasks, forming the skills of using scientific-lexical, technical and other literature. Its purpose is to strengthen the practical orientation of teaching. Simple forms of their implementation, practical work are discussed. Students will have the opportunity to apply their theoretical knowledge and skills in practice. As a rule, practical training is focused on the most urgent topics that involve the formation of skills and competencies to use theoretical knowledge in practice.

An important condition of the camaraderie of these classes is the preparation of students for it: to study the literature on the subject, to reveal the essence of the topics in the studied material, to master research methods, to be able to design and model, to be able to independently apply theoretical knowledge in practice. Structure of the training: informing about the goals and tasks of the practical subject, conducting an instruction, choosing the necessary materials, teaching tools and equipment, performing the work of the learners under the guidance of the pedagogue, concluding their practical activities.

Laboratory training: it is a form of organization of educational training aimed at in-depth study of the scientific-theoretical teaching of sciences, mastering modern methods, conducting experiments on special equipment and tools. In such trainings, the students will learn the rules, laws, and regulations. This allows them to master machines and processes in practice, use equipment, systems, models, and measuring techniques.

Independent work of students involves the use of demonstrative, practical and research methods. Analysis, comparison of the results obtained during the works are carried out. After the training, a group examination is conducted. There can also be self-assessment that allows learners to develop their assessment skills. One of the important conditions for conducting laboratory training is the necessary equipment of the laboratory room, the implementation of tasks, and the provision of technical safety instruction for each work.

Dialogue form of training: it is considered as a relational type of speech or text. Situation, object, facial expressions, and intonation play an important role in the dialogue. A number of stylistic features are characteristic of it: questions, exclamation, elliptical construction, particles, references, etc. The effective end of the development of speech communication of dialogue learners is discussed.

Lecture format: This is a form of public presentation on a specific topic. In the educational process, documents are used in the process of teaching various subjects, both in the training session and in conducting optional activities. In fact, this is the source of scientific development of the speech of learners. The process of document preparation plays an important role in the development of learners: identifying topics, collecting materials, creating a thesis or plans, writing a text. Working at the end of the day ensures a high level of curiosity among learners. Sometimes the document is only in the form of a thesis rather than a full-text preparation. In this case, the effective tool becomes the development of oral speech. Discussion of the document allows all learners to be involved in the process, which in turn allows them to develop the skills to express themselves clearly and concisely.

Discussion form of training: this is a goal-directed exchange of thoughts, ideas, and a process carried out by the participants in search of the truth. Its characteristic feature is that its participants have an equal dialogue. In order for each learner to become an active participant in the discussion of the issues, it is necessary to form small groups (up to 10 people). The trick is to choose the composition of the participants, taking into account different levels of training and personal qualities. In the practice of teaching, there are common types of exchange of ideas, that is, forms of diction: debates, circular discussions, etc.

Solving controversial issues, problems, and orders is the main part of the job. In preparation for it, the teacher should formulate instructions that reveal the essence of problems and ways of their

implementation. At the beginning of the training, the selection of topics is carefully made, the conditions of discussion are clarified, and the most important aspects of the discussed issues are highlighted.

The sad aspect of discussion is his direct argument with his participants. More discussion leader will be a pedagogue, who will use different tips to activate learners, will reveal different replicas: "Good idea", "Fun walk", "Let's think together" and others. In particular, special attention should be paid to the discussion culture. The following rules will help in its formation: stating the subject of the argument by entering into a diction, exaggerating the tone in the argument, putting the questions clearly, and forming sharp conclusions.

After completing the discussion, it is necessary to draw its conclusions. In this case, it is necessary to appreciate the depth of the arguments, the skills of using the methods of proof.

Debate form of training: this is a specially organized and clearly systematized process of exchange of public opinions between two parties on actual topics: in this, the discussion will be public, participants will be able to prove the correctness of their opinion, and there will be mutual arguments. Verbal and non-verbal cues used by the participants of the debate, used in order to obtain specific results, form a positive impression on the learners when they transfer their personal situation to others.

The debate form of training is the necessary preparation and organization of a public debate on an important life or scientific topic by two or more participants who are firm in their views. After conducting the report, forming a discussion assessment, confirming the worldview position. This form is useful in the process of forming the skills of students to express their point of view.

Conference: this is a meeting where a current issue is discussed. It is used as a form of collective activity aimed at developing interest in knowledge and motivation for research activities. Conferences on various subjects, areas, and problems are held at educational events. In this case, documents will be heard, the participants will come up with new messages, and a discussion will be held. Sometimes the conference is held at the end of the study session on the study of science departments. Therefore, it serves as an effective tool in enriching the vocabulary of learners, developing their speech, especially, business speech.

Homework: this is an independent form of work done by students outside the classroom under the guidance of a teacher. The importance of homework is that it develops students' independent thinking and action. The learner pedagogue works as a teacher, but he acts independently and individually, which in turn allows him to develop his thinking and helps to master the learning material consciously.

There are didactic requirements for homework. The task should be as follows: large in size, but meaningful, aimed at mastering, consolidation, repetition, thinking, practical aspects; to be simple and understandable compared to what is done in a group; to depend on the observations and opinions of the learners, especially in creating proverbs, parables and sentences, writing essays, conducting practical work; the fact that all instructions have been given for the correct performance of the homework; it is necessary to individualize taking into account the readiness and capabilities of learners; The teacher should check the homework in time to ensure the discipline and responsibility of the students.

Consultation: this is a form of training in which the teacher explains some questions of the content of the subject to the students. Consultation can be conducted individually or in groups, for one group or for different groups of learners. As a rule, students themselves take the initiative in creating counseling sessions. During their preparation for the graduation exams, a consultation schedule will be drawn up for subjects and departments. Consultation can be conducted by pedagogues before thematic and control work. In this type of training, activities aimed at eliminating deficiencies in the knowledge and skills development of learners are carried out. The teacher systematizes difficulties in their theoretical and practical work. Accordingly, he specifies a list of various tasks and training tasks to be performed during the consultation. Learners, in turn, are accustomed to preparing challenging tasks and challenges

for consultation. During the consultation, the pedagogue has the opportunity to determine the learner's abilities, his active and passive aspects, and help those who have difficulties.

Independent work of students: knowledge and learning activities carried out by studying, consolidating, repeating and summarizing new educational material under the guidance and control of a pedagogue. Many types of student work can be freelance.

The announcement of a new topic can be organized in the following forms: heuristic conversation in the context of independent judgments, a lecture that demonstrates the independence of learners in understanding and mastering the material, reading and mastering the training material without the help of a pedagogue.

In the pedagogical training, students organize their independent work, choose one or another form of material transfer to the assigned tasks, work conditions, necessary articles for students, etc. They also benefit from a collection of assignments, as well as subject-specific workbooks.

Evaluation of educational activities

№	Evaluation criteria	High	Average	Low
1	Supporting the study of the topic.		+	
2	Adherence to training instructions.		+	
3	A clear description of the purpose and results of the training session.		+	
4	The use of modern pedagogical and information technologies and interactive tools in education.			+
5	To be able to conduct the training in the highest spirit.			+
6	Encourage students to actively participate in educational activities.			+
7	Being able to give a detailed answer to the given questions.	+		
8	Speaking in a fluent, understandable voice.		+	
9	Implementation of the selected teaching method, method, method and tools.		+	
10	The selection of training assignments (oral assignments, written assignments and assignments).			+
11	Being able to explain the topic of the lesson.		+	
12	Timely presentation of relevant examples.			+
13	Appropriate use of visual aids.		+	
14	Regular checking of learning materials by students.			+
15	Effective use of time.		+	

REFERENCES

1. Decree PF-5847-con of the President of the Republic of Uzbekistan dated October 8, 2019 "On approval of the concept of development of the higher education system of the Republic of Uzbekistan until 2030". (National database of legal documents, 09.10.2019, 06/19/5847/3887-con; 04.30.2020, 06/20/5987/0521-con).

2. Anorkulova G.M. Factors affecting the organization of the educational process in higher education // "Scientific and practical methods of ensuring the quality of training, retraining and upgrading of pedagogic personnel for the higher education system" materials of the republican scientific and practical conference. - T., -2006. - B. 14-16.
3. Akhmedova M.T. "Technologist of organization of educational training in higher education (in the direction of sewing production preparation)". Dicc... ped.science. candidate. -T.: -2011, - 128 p.
4. Baikova JI. A., Grebenkina L.K. Pedagogicheckoe macterctvo i pedagogicheckie tehnologii. M., - 2000.
5. Bashmakov M.I., Pozdnyakov C.N., Reznik N.A. Planirovanie uchitelem svoey deyatelnocti // Shkolnye tehnologii. -2001. No. 1. C. 133-140.
6. Bershadckiy M.E., Guzev V.V. Didakticheskie i psixologicheskie ocnovaniya obrazovatelnoy tehnologii. -M.: Center "Technological Poick", -2003. - 256 c.
7. Begimkulov U.Sh. Theoretical practice of organization and management of informatization of pedagogical educational processes: thesis written for the degree of Doctor of Pedagogical Sciences. - Tashkent. -2007. -38 p.
8. Becpalko V.P. Pedagogy and progressive technology education. - M.: Izd-vo Inctituta profeccionalnogo obrazovaniya Minicterctva obrazovaniya Roccii, -1995.
9. Ernazarov A.E. Stages, forms, components and criteria of training of pedagogues in higher education institutions // Sohigiron star. Socio-research, scientific and popular magazine. – Against, 2022. #1. 188–193 p. (13.00.01; No. 36).
10. Ernazarov A.E. Modern technologies of organizing educational activities // Innovations in pedagogy and psychology. - Tashkent, 2021. #5. 204–206 p. (13.00.01; No. 15).
11. Ernazarov A.E. Improving the effectiveness of educational activities based on problem-based teaching technologies // Education, science and innovation. - Tashkent, 2016. #1. 86–89 p. (13.00.01; No. 18).
12. Ernazarov A.E. Innovative technologies and their practical application in the continuous education system. Urganch State University. Journal of scientific research. – Urganch, 2021. #8. 89–91 p. (13.00.01; #31).
13. Ernazarov A.E. Methods of modern organization and implementation of training. Novateur publications Journal NX- A Multidisciplinary Peer Reviewed Journal ISSN No: 2581 – 4230 VOLUME 6, ISSUE 5, May -2020. Pages: 311-315.
14. Ernazarov A.E. Specific features of training. International Journal on Integrated Education. DOI: <https://doi.org/10.31149/ijie.v3i5.375>. Volume 3, Issue V, May 2020. pp. 30-34.
15. Ernazarov A.E. Clarification of the purpose and design of the training sessions. World Scientific News, Scientific Publishing House "DARWIN". WSN 80 (2017) 101-115.
16. Ernazarov A.E. Features of defining goals and objectives in training. Society and innovations - Obshchestvo i innovatsii - Society and innovations. <https://inscience.uz/index.php/socinov/index>. 15 April 2021. 444-448.