



Modern Strategies of Learning in the Educational Process

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Abstract: *The article deals with modern strategies for learning in an educational procession, which includes conclusions from the analysis of the socio-educational situation, the goals of education, the principles for selecting and designing the content of education, a view of the student as a participant in the educational process, as well as the relationship between these components of the system.*

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What do we mean by education? Education is an internal property that: a) develops under the influence of internal and external, objective and subjective factors; b) characterizes the ability of a person to solve vital tasks on the basis of mastering the world culture, universal human experience.

A special role in the formation of education belongs to educational activities, in the course of which a person changes oneself and turns out to be capable of solving more complex life problems. The basis of the state requirements for the education of each student is the educational standard. An educational strategy is a system that includes conclusions from the analysis of the social and educational situation, the goals of education, the principles for selecting and designing the content of education, a view of the student as a participant in the educational process, as well as the links between these components of the system.

In our opinion, it is essential that in this definition the system-forming element is not the goals of education, but the conclusions from the analysis of the socio-educational situation. Our task is to ensure that students have more resources at their disposal to achieve a certain level of education. There are three levels of education: elementary literacy, functional literacy.

Elementary literacy can be defined as the ability to apply universal methods of educational and cognitive activity to use information obtained from adapted sources of information and personal life experience in order to solve educational and cognitive problems.

Functional literacy is the ability to apply universal methods of activity based on certain rules and norms to use knowledge (information, scientific concepts, and instructions) obtained from various sources of information in order to solve problems of social adaptation based on the application of rules and techniques to a specific situation.

Competence is the ability to apply universal methods of activity based on scientific ideas and principles to use the system of knowledge obtained from original sources of scientific information, extracurricular sources and as a result of one's own research activities, in order to theoretically substantiate a multi-criteria decision choice.

Pedagogical reality proves every day that the learning process is more effective if the student is cognitively active. The cognitive activity of a student is considered as a constantly changing deep and qualitative property of a person, aimed at understanding the subject of activity and achieving a final, significant result for him. Activity, independence, initiative, creativity are leading factors in determining the direction of personality development in modern conditions. The problem of the development of the student's cognitive activity is relevant, since this quality plays an important role in the development of the student's personality.

Cognitive activity is necessary for a person so that he can know himself, reveal his inherent abilities, and find his place in life.

The main characteristics of cognitive activity are:

- ✓ the natural desire of the student for knowledge;
- ✓ positive attitude to learning;
- ✓ Active cognitive activity aimed at understanding the subject of activity and achieving a result that is significant for the student.

Active learning strategies are classified as educational technologies, designated as "learning modernization technologies based on the activation and intensification of students' activities. Active forms of learning are methods that encourage students to actively think and practice in the process of mastering educational material. The main indisputable advantages are a high degree of independence, initiative, the development of social skills, the formation of the ability to acquire knowledge and apply it in practice, the development of creative abilities. The feeling of freedom of choice makes learning conscious, productive and more effective. They include the following technologies: problem-based learning technology, project-based learning technology, game technologies, and interactive technologies

1. The technology of problem-based learning is a form of learning in which the process of learning students approaches search, research activities. The success of problem-based learning is ensured by the joint efforts of the teacher and students. The main didactic technique is the creation of a problem situation that has the form of a cognitive task. Cognitive tasks should be accessible in terms of their difficulty, take into account the cognitive capabilities of the students, be in line with the subject being studied and be significant for the assimilation of new material. The function of students is not just to process information, but to actively engage in the discovery of knowledge unknown to them.

The main task of the teacher is not so much to convey information as to introduce students to the objective contradictions in the development of scientific knowledge and ways to resolve them. In cooperation with the teacher, students "discover" new knowledge for themselves; comprehend the theoretical features of individual subjects. Effective problematic methods are dialogic methods: inciting and leading dialogues.

2. The technology of project-based learning is a development of the ideas of problem-based learning. A characteristic feature of the project technology is the presence of a significant social or personal problem of the student, which requires integrated knowledge, research search for solutions, project activities. The role of a teacher is the role of a curator, adviser, mentor, but not a performer. The purpose of project-based learning: to master general skills and abilities in the process of creative independent work, as well as to develop social consciousness.
3. Interactive technology is such an organization of the learning process, which is based on the direct interaction of students with the surrounding information environment. The student's experience is the central activator of learning cognition, the learning environment acts as a

reality in which the student finds for himself the area of mastered experience. The leading method is communication. Organizational form - training in the community, work in pairs, in groups, educational dialogue, educational discussion.

4. Game technologies are built as education, covering a certain part of the educational process and united by a common content, plot, character. At the same time, the game plot develops in parallel with the main content of education, helps to activate the educational process, to assimilate a number of educational elements.

One of the essential components of the dynamics of the educational process, the activation of cognitive activity, the development of independence and the formation of broad cognitive interests among schoolchildren is a didactic game. The huge role of play in the life and development of the child was recognized and noted at all times. "The game reveals the world to children, reveals the creative possibilities of the individual. Without play, there is not and cannot be a full-fledged mental development," wrote V.A. Sukhomlinsky.

Play is a part of a child's life. In the game, the student does not act under compulsion, but from an inner impulse. The purpose of the game is to make hard, serious work entertaining and interesting for students.

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