



LEVELS OF ACTIVATION THE ACTIVITIES OF STUDENTS

Sayfullayeva Dilafruz Axmadovna

Docent, PhD on pedagogical sciences, Bukhara State University

Inamov Dilmirza Dedamirzayevich

PhD on Pedagogical Sciences, Namangan Regional Center for Retraining and Advanced Training of Teachers

Savriyeva Iqbol Bahodirova

Scientific researcher, Bukhara Engineering Technological Institute

Qaxorov Sobir Xudoyberdiyevich

Teacher, Bukhara State University

-----ANNOTATION-----

The article covers the levels of activation that allow students to develop independent learning skills, ideas about what an activity teacher should carry out to activate students, to open a wide way for students to develop their creativity by activating their activities, to put forward hypotheses for the implementation of educational tasks and to strive to find solutions on this basis, if a teacher wants to succeed in the educational process, it is necessary to activate and motivate students.

KEYWORDS: *student, activity, activation, ability, independent learning process, knowledge, skill, interest, motivation.* -----

INTRODUCTION

Social and economic reforms in our Republic place great emphasis on the training of highly qualified, creative and independent decision-makers in the education system, who master the methods and technologies and adapt quickly to innovations. In particular, it the Strategy of actions for further development of Republic of Uzbekistan, prioritytasks of “supporting the creative and intellectual potential of the young generation with a healthy, independent thinking, outlook on life, the formation of a healthy lifestyle among young people, their widespread involvement in physical culture and sports, social protection, organization of effective youth activities in educational institutions” are defined. In this regard, one of the important tasks in the activation of students, professional training is the widespread use of innovative teaching methods and scientific achievements in teaching, their introduction into the educational process [1,2].

Nowadays, theoretical research and achievements aimed at increasing the knowledge and learning activity of students in the educational process are not sufficiently implemented in practice.

METHODOLOGY

The activity of students in the process of learning a subject depends mainly on the level to which their interest in learning is focused on achieving a set learning goal [6,7,11].

In order to intensify education, it is necessary to pay attention to the following

- i. implementation of active methods aimed at solving educational problems;
- ii. conducting targeted and practical games;
- iii. organization of round tables and open discussions;



- iv. exemplary non-traditional or discussion lesson, discussion of educational activities;
- v. implementation of innovative and information pedagogical technologies in the educational process.

Students have to consciously understand the importance of learning the teaching material, as well as have the desire, interest, and confidence to master it effectively. The knowledge and skills acquired in the context of active learning allow forming the content in a systematic and logically complete way and applying it in different production situations [15,16].

Activating the students allows them to develop their independent learning skills. Some research have suggested that students have the following levels of study and learning activities. [8]

At the initial level of activity and independence, the teacher recall students of the basic knowledge, skills, and personal qualities previously acquired. Explains new learning material. In this process, it is not the desire and interest of students to learn, but the forms of organization of the educational process, the equipment of the rooms, the provision of theory and practice [17].

At the level of communicative activity and independence, the exchange of views and experiences of the participants of the educational process will be organized at the required level. At the same time, all students master the teaching materials to almost the same extent; their interest in science is strengthened by constant and stable positive emotions [8]. Students independently comment on the mastered learning material, demonstrate the methods of practical action. The teacher describes the new learning material after making sure that the learning material has been adequately mastered by the students

At the level of creative activity and independence, the teacher does not recall or repeat basic knowledge, but rather creates relatively problematic situations, asks various complex questions and assignments and directs them to find new solutions independently. Students participate in learning activities as creative seekers focused on independent study of the learning material [9,10].

At this stage that activities are carried out in accordance with the requirements of modern education. To activate students, the teacher has to:

- i. Determine the level of initial training of students
- ii. Develop learning material in the form of problem situations, learning problems or assignments
- iii. Divide problem situations, learning problems and tasks into different levels
- iv. Provide a systematic presentation of the main educational material in a logical sequence
- v. Use a variety of teaching methods and tools to create full opportunities for students to complete complex learning problems and assignments [9].

The active participation of student in achieving the learning objectives through independent action creates the basis for a thorough mastery of the learning material in all respects. This is also consistent with the theory of the gradual formation of mental movements by psychologist P.Ya. Galperin.

While students are seen as an important tool for activating study and learning activities, it shows itself in the following ways:

a) Release the educational process, the establishment of joint learning on the basis of subject-subject relations and the activation of inclination to and interest in learning through the identification of abilities of the students;

b) Ensuring the interconnectedness, connectivity and continuity of the goals, objectives, content, method, form and means of teaching through the integration of educational content;

c) Use the most active methods in the educational process;

d) To achieve the widespread use of problem-situations, problem-assignments and game technologies on the basis of a technological approach to the process of education and upbringing, that ensure the learning and learning activity of students;

e) Organization and purposeful use of problem and playing technologies, educational and technological complex.

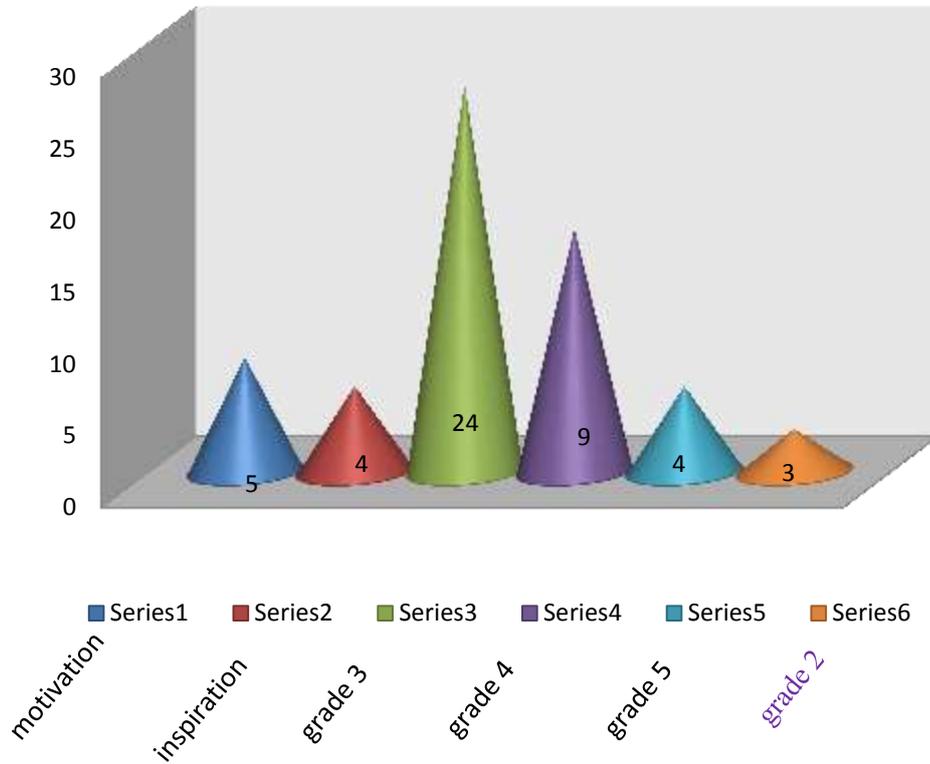


Figure -1: Histogram based on the results of test tests in the control group at the beginning and end of the experiment

CONCLUSION

The above-mentioned requirements open a wide way for students to activate their creativity, to put forward hypotheses for the implementation of educational tasks and to strive to find solutions on this basis. It should be noted that the teaching process is a two-way process that requires the active participation of both teacher and student, and if the teacher strives to succeed in the educational process, it is necessary to activate and motivate students [10].

It is also necessary to develop independent thinking, intellectual abilities of students and intensify learning activities in the process of formation of knowledge and skills in future professionals in higher education institutions.

REFERENCES

1. Decree of the President of Republic of Uzbekistan "On the Strategy of actions for the further development of Republic of Uzbekistan" // Collection of legislative acts of Republic of Uzbekistan. - Tashkent, 2017, p. 39.
2. Сайфуллаева, Д. А. (2016). Методы математического описания контуров лекал швейных изделий, методы линейно-круговой аппроксимации. Молодой ученый, (11), 459-461.
3. Sayfullayeva D.A., Juraev A.R., Toshev Yu.N. Innovative project of preparation of students for professional activity // Scientific-methodical journal "Bulletin of science and education" No. 19 (97). Part 2. 2020, p. 48.
4. Sayfullayeva D.A., Mirdjanova N.N., Saidova Z.Kh. Development of professional competencies and creative abilities of students of higher educational institutions// Scientific-methodical journal "Bulletin of science and education" No. 19 (97). Part 2. 2020, p. 55.
5. Sayfullaeva D.A., Sodikova A.Kh., Solieva M.A. Development of skills of independent and creative work of students in general subjects of bachelor programs in Republic of Uzbekistan //Scientific-methodical journal "Bulletin of science and education" No. 19 (97). Part 2. 2020, p.60.
6. Abdurasulovich, Khamidov Jalil, Khujjiev Mamurjon Yangiboevich, Alimov Azam Anvarovich, Gafforov Alisher Xolmurodovich, and Khamidov Odil Abdurasulovich. "OPPORTUNITIES AND RESULTS TO INCREASE THE



- EFFECTIVENESS OF MULTIMEDIA TEACHING IN HIGHER EDUCATION." *Journal of Critical Reviews* 7, no. 14 (2020): 89-93.
7. Muradilloevich, Ibragimov Ulugbek, Olimov Kaxramon Tanzilovch, Alimov Azam Anvarovich, and Savriyeva Iqbol Baxodirovna. "IMPROVEMENT OF TEACHING METHODOLOGY BY USING MODELING PROGRAMS OF ENGINEERING EDUCATION IN HIGHER EDUCATION OF UZBEKISTAN." *Journal of Critical Reviews* 7, no. 14 (2020): 81-88.
 8. Alimov, Azam A., Kakhramon T. Olimov, and Alisher KhGaffarov. "Preparing Future Teachers of Vocational Education for Innovative Activity in Uzbekistan." *Eastern European Scientific Journal* 2 (2018).
 9. Alimov, Azam A. "Improving the Training the Future Teachers of Special Disciplines in Uzbekistan." *Eastern European Scientific Journal* 1 (2016): 113-117.
 10. Alimov, A. A., Savrieva, I. B., & Amonov, E. II. (2019). METHODS OF IMPROVING THE QUALITY OF TRAINING OF QUALIFIED ENGINEERING STAFF ON THE BASIS OF PERSONALITY-ORIENTED INNOVATIVE TECHNOLOGIES. *Информация и образование: границы коммуникаций*, (11), 76-78.
 11. Хужжиев, М. Я. (2020). ВОЗМОЖНОСТИ ПОВЫШЕНИЯ ЭФФЕКТИВНОСТИ МУЛЬТИМЕДИА В ПРОЦЕССЕ УРОКА. *Universum: психология и образование*, (1 (67)).
 12. Давронов, Ф. Ф. У., & Хужжиев, М. Я. (2018). Изучение процесса очистки газов физической абсорбцией. *Вопросы науки и образования*, (3 (15)).
 13. Мирзаев, С. С., Кодирова, Н. Д., Нуруллаев, М. М., & Хужжиев, М. Я. (2013). Изучение энергозатрат при плазмохимической диссоциации сероводорода. *Молодой ученый*, (2), 49-52.
 14. Жураев А.Р., Тешиаева И.М. Методические основания оптимизации содержания предмета «Технология». "Проблемы науки" научно-методический журнал № 6 (30) / 2018 г. Россия, Москва с 88 – 89.
 15. Zhuraev A.R. Research and methodology background to the optimization of labour and professional training curriculum in general secondary education // *International scientific journal. № 7 (35) / Russia Volgograd. International scientific journal. № 7 (35) / Russia Volgograd. Impact factor of the journal «Science and world» – 0.325 (Global Impact Factor 2013, Australia) 2016. – P. 70-71.*
 16. Alimov, A. "PEDAGOGICAL SCIENCE." *EUROPEAN RESEARCH: INNOVATION IN SCIENCE, EDUCATION AND TECHNOLOGY*: 53.
 17. Алимов, Аъзам Анварович. "Совершенствование процесса подготовки будущих преподавателей специальных дисциплин." *Europeanresearch* 8 (9) (2015).
 18. Алимов, Анвар Танзилович, Каюм Бешимович Хаджиев, and Аъзам Анварович Алимов. "Применение метода единичных случаев в лабораторном обучении." *Молодой ученый* 4 (2013): 506-507.