

CONTEXTUAL TEACHING MODELS AND DIDACTIC ELEMENTS IN EDUCATION

Boltayeva Zilola Safayevna

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| ABSTRACT | KEYWORDS |
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| The article presents the opinions and views of foreign scientists on the types, content, relevance, didactic elements and models of conceptual teaching in the center of pedagogical skills. It is especially revealed from a scientific point of view that the contextual teaching model is an integral part of the modern pedagogical process and is a tool that ensures that education is practice-oriented. | Pedagogue, listener, inclusive education, project, experience, simulation, reflection, motivation, feedback, contextualism, constructivism, contextual learning, cognitive research, constructivist approach. |

Introduction

The Decree of the President of the Republic of Uzbekistan dated February 27, 2020 No. PP-4623 "On measures for the further development of the sphere of pedagogical education" states that "training of professional pedagogical personnel with skills in the use of modern pedagogical technologies in the educational process with thorough mastery of methods of training and teaching, information and communication technologies and foreign languages; • Introduction of digital technologies into higher pedagogical education, creation of additional conditions for continuous development of the professional skills of pedagogical personnel, with the theme of ensuring the strong integration of modern information, communication and educational technologies; Priority areas for the development of pedagogical education are such as "increasing the efficiency of the formation of modern pedagogical personnel with high culture, practical professional skills, who thoroughly master the methods of training, teaching and evaluation criteria".

The Concept of Education 2030, adopted by the United Nations Forum, defines "education as the main driving force of development and an important activity leading to the Sustainable Development Goals". In the age of globalization, it is important to instill modern skills in the students of Pedagogical Skills Centers, in particular to create innovations in everyday and professional activities, to develop new innovative ideas, to choose an effective direction in various unexpected situations and to make rational decisions.

Therefore, the priority of pedagogical higher education is to create and strengthen the educational foundation, just as education forms the basis of the development of development.

Currently, pedagogical approaches in the education system are diverse, and one of the approaches that ensure compliance with international standards is the "contextual approach" to education, that is, the use of contextual teaching models. Contextual learning builds on cognitive research, in which processes such as critical thinking, inquiry, and problem-solving are expressed in relevant real-life, intellectual, and social contexts.

The constructivist approach treats learning as an active process, in which students visualize their understanding of the world based on their previous knowledge and experiences.

Students will combine practical experience with theoretical knowledge in the learning process and learn how to apply it in real-world conditions. Therefore, a key aspect of this approach is contextual adaptation. This will allow the material and learning process to be adapted to the life conditions familiar to the trainees and give them practical value. Contextual learning builds on several didactic models.

These models are used in teacher education, teaching students to combine theoretical and practical knowledge, and they are:

1. Problem-based education model is a pedagogical approach that focuses students on learning information on the basis of problem-solving, not just reading, and develops skills such as developing solutions through research, logical and creative thinking.
2. The project-based learning model is a learning approach designed to give trainees the opportunity to develop knowledge and skills by engaging in projects that address the challenges and challenges they may face in real life. Scholars at the Bak Institute of Education have identified 7 essential elements for Project-Based Education: Challenging Debate or Question, Constant Inquiry, Authenticity, Listeners' Voice and Choice, Reflection, Critique, and Reconsideration, a team product that these elements call "the gold standard of project-based education."
3. The model of experimentation is a methodological method that forms the basis of scientific research and is used to confirm or reject theoretical ideas. Any scientific idea is accepted as a hypothesis after being experimented and confirmed. After that, it is recommended for practice or use.
4. Simulation model is a method of repeating students in an artificial environment (simulation) in order to learn about real-life situations, processes or interactions in the learning process. There are various forms of simulation model, which are computer simulations, role-playing games, virtual reality (3D,4D) and others. The didactic system of application of contextual teaching models in pedagogical higher education is a pedagogical approach aimed at preparing students for real-life situations by integrating theoretical knowledge and practical experience in the educational process.

For the effective application of this system, there are several didactic elements that form the basis of contextual learning models:

- Connecting with life situations. In the process of teaching, students are given examples of real life situations, miracles. This will give your audience opportunities to apply their newly acquired knowledge in real life.
- Be active and interactive: Listeners aren't just listeners, they absorb new information by activity. In this group, a difficult situation is created and solved by the methods of creative - analytical thinking.
- Cognitive processes: motivation of students to think differently, deepen knowledge and make independent decisions. The teacher and students take part in the discussion.

- Cooperative Learning: Students learn by interacting with each other, explaining, and explaining. It definitely develops the skills of working in a team, exchanging ideas.
- Reflexion: Students analyze their thoughts based on what they have learned. This gives trainees the opportunity to experiment, evaluate and self-examine.
- Self-regulation and independent study: Trainees will learn to plan and manage their learning processes independently. Therefore, trainees are able to adapt their learning processes to their needs.
- Creating motivation: The role of motivation in the effectiveness of education is invaluable. Applying methods and techniques that stimulate students' interest in learning, setting specific learning goals and showing ways to achieve goals increases motivation to learn.
- Evaluation and Feedback: To get real feedback on the results of the work done and to give constructive feedback for development. Feedback has a major impact on the professional development of the teacher and the students' acquisition of important information about learning. Appropriate feedback is an important factor in development.

Conclusion

This approach effectively organizes the process of preparation for professional activity in students and encourages them to solve problem situations, to independent and creative thinking.

The contextual model of teaching is integral to modern pedagogical processes and ensures that education is practice-oriented. Today, an urgent task is to increase the competitiveness of graduates of higher educational institutions in the labor market, to assess the individual professional development of pedagogical staff and improve its diagnostic support, to develop the professional identity of students and to study the functional tasks of 23 higher education systems in the implementation of these tasks based on international and national requirements. In this context, the internationalization of the educational process based on foreign best practices and the use of conceptual teaching models in the formation of an innovative educational environment is an effective method.

The application of contextual teaching models in pedagogical higher education helps students develop the skills to apply theoretical knowledge to real-life situations

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