Modeling the Activity of Teachers and Students in the Context of Educational Content

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Abstract:

The article describes the relationship between a teacher and a student in the educational process. In order to design the creative activity of students, the idea is presented from the point of view of a teacher conducting a lesson using a ready-made project, a textbook and teaching materials, teacher connections and visual aids, from the point of view of a teacher conducting a lesson using a ready-made project.

Keywords: project, Education, activity, pedagogical technology, educational material, educational content.

INTRODUCTION

First, let's talk about the activity of the teacher who participates in the design. Naturally, the effectiveness of education depends on the quality of the project. two levels of activity are observed in the structure of design activity: the creative nature of design, which involves the creation of new knowledge in the form of a project; the individual nature of the design, which reflects the personality of the pedagogue in the project created based on the study of the experience of advanced pedagogues. It is necessary to consider the design activity as a part of the pedagogue's professional competence, which represents the unity of theoretical and practical preparation for the implementation of pedagogical activity and describes the professional quality (V.A. Slastenin). Theoretical preparation for design activities is a high level of mastery of the set of design skills and competencies. V.A.Slastenin, N.V.Kuzminalar to the set of competencies that determine the teacher's theoretical preparation for design activities, reflexive that provides self-improvement of pedagogical activity; cognitive, which develops the ability to improve its methodical level; educational, forming skills and competencies related to information acquisition and its application; communicative, which develops the technology of oral and written communication; includes social competence, which leads to understanding the essence of one's professional competence [1; 2].

In the design of education, the design of the goal and content of education, which is considered the leader in pedagogical technology, remains one of the most important problems. They can be expressed as follows:

- when learning educational subjects, first of all, determine the level of learning basic concepts and design their learning;

- designing the relevance of the basic concepts to educational standards, educational programs, and the student's future activities;

- designing teaching methods;

- designing the student's level of preparation;

- ensuring consistency of the teaching content with the set goal;

- pre-planning of educational methods, which of them should be used at which stage of the lesson;

- designing the level of acquisition of knowledge and skills by students in different types of lessons;

- designing the use of various methods of control and verification in the teaching process;

- designing effective use of modern information in each lesson;

- pre-recording the ways, means, and results to achieve educational goals in the preparation of educational material texts;

- creating a base of goals and tasks for the educational subject, designing its completion through assessment, etc.

Modeling technology in didactics, innovative approaches to modeling the educational process, as well as knowledge of modeling pedagogical systems and processes and learning to adapt to this process have become the most necessary needs of today's young people. For many years, modeling has been one of the most relevant methods of scientific research. Today, humanity cannot imagine living without modeling the surrounding world in its scientific, educational, technological, and artistic activities. It is very difficult to strictly and accurately form images (models), but by the 21st century, humanity has accumulated rich experience in modeling and using various objects and processes. Modeling in pedagogical research provides an opportunity to combine empirical and theoretical knowledge obtained from a person's experience, impressions received through his sensory organs, and observations in natural conditions, that is, experience, the structure of logical connections, and scientific abstracts in the process of studying a pedagogical object. In many cases, teachers come across the concept of pedagogical modeling during lesson planning. But according to scientists [2; 3] modeling is not given enough attention in modern science, which negatively affects the effectiveness of education.

Modeling - "the method of researching objects of knowledge in their models; to define or improve descriptions of clearly existing objects, events and constructable objects, to facilitate and control their creation methods, etc. Modeling is a method that simplifies every object of science. Therefore, the model solves the problem that traditional theories could not explain, discovers a side of the object that has not been observed before, but may be realized in the future.

Modeling of linguistic units in the Uzbek language is based on the stable relations of the elements of these signs. That is why it is important for linguistic modeling to distinguish between stable and unstable relations between the elements of the whole. Modeling is an interdisciplinary method common to all disciplines.

Turning to the role of modeling in didactics, it is ineffective to present new material to the

student without schemes, devices, specific formulas, in a word, models. In didactics, modeling is used to facilitate the content of educational material, improve the planning of the educational process, manage cognitive activities and educational processes, predict, diagnose, and design education.

The modeling method has recently been actively applied to linguistics. In this, scientists consider a number of advantages and pragmatic aspects of this method. This can be explained as follows:

- firstly, modeling is not a descriptive, but a practical method;

- secondly, the modeling method is optimal ("most convenient", "optimum") under any circumstances;

- thirdly, the modeling method relies on the principle of economy. There is no need for long definitions and descriptions;

-fourthly, it facilitates and simplifies the explanation and interpretation of the object.

In creative education, the separated educational elements are put into a certain system, and the text of the educational material is prepared, which reveals the content of each educational element. "The central place in any educational system is occupied by basic concepts of knowledge. If they are not developed methodically in detail, high effectiveness in teaching cannot be achieved" [4]. The educational material consists of logically connected parts. Because of this, it is effective to explain it in parts - educational elements. The presentation method is considered the most convenient way of teaching the educational material by dividing it into elements. In addition, the smaller the volume of the given information and the more it is checked, the more successfully the educational process is managed.

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