

A system for developing methodologies for independent educational activities of future teachers in digital education environments

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Received: 27 October 2024; **Accepted:** 29 December 2024; **Published:** 30 January 2025

Abstract: The article studies the theoretical foundations of the development of the methodology of independent educational activities of future teachers in digital education, the pedagogical content of the methodology of independent educational activities of future teachers in digital education, the effectiveness of the development of the methodology of independent educational activities of future teachers in digital education. Also, the methodological aspects of the development of the methodology of independent educational activities of future teachers in digital education are analyzed.

Keywords: Digital education, pedagogue, independent learning, theoretical and methodological basis, competence, improvement, pedagogical, technological, model, didactic, professional pedagogical activity, innovative approach, mechanism, intellectual.

Introduction: Today, special attention is paid to research in the field of pedagogical cooperation in the educational process worldwide, and attention is paid to scientific research on the implementation of goal-oriented cooperative learning activities, taking into account the social characteristics of students. This approach creates the need to introduce effective forms and methods of education and upbringing, which provide for the formation of personal and life skills in students based on the requirements of the person-centered education strategy, to further develop the organization of the educational process based on mutual cooperation between the teacher and the student, and to improve the methodology for forming a cooperative learning environment in higher education.

METHODS

Issues of developing the methodology of independent educational activities of future teachers in the context of digital education V.F. Newman, G.S. Diori, Marta R. Korbella, R.F. Sprol, A. Kroupley, P. Dripiyu, B. Crowell, D. Schaffer, G.V. Abramyan, V.V. Aleynikov, R.S.

Arefyev, V. Bespalko, N. Gomulina, V.V. Davidov, R.Kh. Djurayev, A.R. Khodzhabayev, N.A. Muslimov, Sh.S. Sharipov, Q.T. Olimov, O'.Q. Tolipov, M.B. Urazova, R.G. Isyanov, N.N. Azizkhodzhaeva, D.O. Himmataliyev, J.A. Hamidov, M.M. Aripov, U.S.H. Begimkulov, M.Ochilov, B.S. Abdullayeva, S.D. Bazarova, N.A. Muslimov. Also, Angela Stof, Benjamin Blum, Brian Cole, Drapeau Patti, Jaslin Golberg, Merriembar Geron conducted research on the problems of developing professional training, competence and professional and pedagogical potential of teachers.

RESULTS AND DISCUSSION

The professional skills of a professor-teacher are manifested in the ability to diagnose students' collaborative activities, their organization, planning, communication skills, as well as the ability to organize situations necessary for the development of the student's personality. As a result of providing knowledge to students through the development of cooperation in education and upbringing, they have the opportunity to master the qualification requirements set for each subject, master specific and basic competencies related to the subject. In the lesson

process, students are often encouraged to work together to achieve the set goals. Collaboration involves working as a team, setting goals with one or more people and working together to achieve them.

Research shows that collaboration creates opportunities for students to succeed in learning. Because through this method, students can ask questions, discuss ideas, search for solutions, think deeply, and gain a deeper understanding of the topic of the lesson. Also, skills such as taking turns, sharing, helping others, and accepting help from others can be developed precisely through the collaborative method. When the educational process is organized on the basis of collaborative learning, students are able to better develop their skills, effectively using the selected methods and tools to master each topic, implementing them in important components of practice.

Innovative methods that serve to organize the collaborative process have the following characteristics:

- students have the opportunity to work together, independently and freely on a common task or learning activity;
- through collaborative group work, students' opportunities for acquiring new knowledge expand;
- students carry out activities based on the acquisition of knowledge in cooperation, search for solutions to educational tasks, follow the rules adopted by the class team, and create conditions for students to work together.

Collaborative learning allows us to achieve the following results:

- the scope of students' acquisition of new knowledge expands;
- a set of cognitive information acquired in cooperation is created;
- as a result of the activation of students' sense of identity, the desire to study educational materials increases;
- students' opportunities for forming their own personal points of view and worldview expand;
- collaborative activities create an atmosphere of friendship, camaraderie, mutual assistance, and empathy;
- a new culture of communication, communication, and relationships is formed among students.

The main areas of pedagogical cooperation are:

- comprehensive study of the student's personality, analysis and assessment of his capabilities;
- respect for the freedoms and rights of students

through a humane approach to their personality;

- formation of a friendly atmosphere based on mutual cooperation in school and classroom;
- formation of professor-teacher-student, student-student cooperation;
- development of the teacher's professional skills, intellectual, spiritual and cultural potential;
- creation of an upbeat emotional state, pedagogical and psychological environment in the educational process;
- creation of a free system of joint assessment of students' knowledge, joint stimulation, etc.

The introduction of advanced pedagogical technologies into the collaborative learning process is of particular didactic importance. This, in turn, allows for a systematic approach to the learning process. It consists in organizing the collaborative activities of the professor-teacher and students on the basis of designing the learning situation, directing it to the student in order to achieve a guaranteed result in the learning process. In order to organize the collaborative learning process using modern pedagogical technologies, a model of teaching the subject using pedagogical technologies and a technological map of the learning process should be developed. In order to determine whether the guaranteed result has been achieved in the learning process, the professor-teacher must have the opportunity to objectively assess the quality of the learning result. Only then can the collaborative learning process be implemented.

In the process of collaborative learning, lesson objectives are determined based on the learning activities of students, which guarantees high results in the learning process, creates the opportunity for mutual cooperation between the professor-teacher and students and accurate assessment of their learning activities.

The modern method of teaching and learning based on collaboration, typical of the 21st century, serves to ensure that students have high-level thinking skills. It encourages them to go beyond the boundaries of thinking, to think creatively, effectively and ethically. Consequently, it involves achieving the intended goal based on various approaches to issues such as topics, instructions, classroom environment, assessment mechanisms and the use of technical manuals, which cover each of these problems. Students:

- learn to implement multifaceted, complex tasks;
- be able to think deeply about each problem and manage to increase their knowledge;
- be able to collaborate with peers, professors and

specialists in performing important tasks that require deep reflection;

- contribute to the formation of competencies such as the ability to use technologies in decision-making, problem-solving and generating new ideas.

CONCLUSION

Improving the quality of education is one of the main tasks of pedagogical personnel working in each education system. For pedagogical specialists, improving the education system means systematically designing and pedagogical support for educational processes, ensuring the intensity of feedback on existing and implemented activities, achieving openness, dynamism, statisticality of the pedagogical system, self-management and development of students, and further activating their intellectual, emotional, moral, cultural and physical capabilities. To achieve such tasks, it is necessary to determine the main tasks of improving the quality of education on the basis of cooperative pedagogy and develop pedagogical opportunities for their implementation.

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