

Pedagogical Opportunities of Developing Students' Intellectual Areas Using Modular Teaching Technologies

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Abstract: This article provides information about modular teaching technologies, their functions, and their methods of application in the educational process. Also, with the help of modular teaching technologies, the pedagogical possibilities and conditions for the development of students' intellectual fields were discussed, and a number of pedagogical problems that should be paid attention to in this regard were analyzed.

Keywords: educational process, modular teaching, student, intellectual development, thinking, pedagogical conditions, information, pedagogical-psychological.

Expanding the possibilities of teaching students to think logically with the help of modular teaching technologies is of particular pedagogical importance. In the process of modular training, students are required to analyze new information, evaluate it independently, express an objective attitude, and learn how to use it to meet their needs and educational goals. In order to develop students' intellectual spheres, it is necessary to encourage them to think creatively and to compare their thoughts with others.

With in the framework of modular teaching technologies, an environment of dialogue between teachers and students is created based on independent creative thinking. With the help of modular teaching technologies and as a result of the development of students' intellectual spheres, the educational process acquires the spirit of work. How each learner learns the learning material is determined by the level of their ability to compare and analyze it logically.

It is important to create a creative environment for students' intellectual development based on the use of modular teaching technologies. For this purpose, it is required to develop and present to students a system of tasks encouraging free observation. In the educational process organized on the basis of modular teaching technologies, the task of the teacher is to organize pedagogical situations that serve to develop the intellectual spheres of students.

In order to develop students' intellectual spheres during the educational process organized on the basis of modular teaching technologies, the teacher should pay attention to a number of situations. They are:

- formation of live observation skills in students by developing analytical thinking;
- instilling in students the ability to compare and evaluate different opinions; putting problematic tasks in front of students and encouraging them to solve them;
- to create a debate situation for students based on presenting certain arguments to them;
- ensuring that students come to a single, firm opinion in order to create an atmosphere of cooperation;

such as by providing students with new educational information in order to activate their acquired knowledge.

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In the educational process organized on the basis of modular teaching technologies, it is important for students to engage in active thinking, be taught to solve problem situations, and create non-standard thinking experiences.

The development of students' intellectual fields with the help of modular technologies should be continuous in the educational process. A pedagogical process aimed at developing students' intellectual fields with the help of modular technologies should have certain scientific and methodological support. For this, it is necessary to do the following:

1. The selection and systematization of educational assignments in the form of modules that serve to develop students' intellectual fields;
2. Creating a creative environment for students' intellectual development using modular teaching technologies;
3. Analysis of students' non-standard ideas and assessment together with the class team;
4. To create a favorable pedagogical and psychological environment for the development of students' intellectual fields in the pedagogical process organized on the basis of modular teaching technologies and to ensure the active participation of each student in the dialogue;
5. To teach students to analyze and independently evaluate the opinions expressed by their peers;
6. Inculcate in students firm confidence in the opinions expressed by themselves and a tolerant attitude towards the opinions of their teammates;
7. In the process of applying modular teaching technologies, in order to ensure the intellectual activity of students, such as by giving assignments for independent completion.

Intellectual activities of students are manifested in:

- Intellectual activity is seen in asking questions and giving appropriate answers to the questions;

In order to show the intellectual activity of the students, specific tasks are set before them. These tasks are formed based on their social experience. The intellectually developed levels of students are evident in their independent creative works and written works. "In the writing," says S.S. Gulomov, it will be possible to observe the process of thinking, and this will also make it easier for the teacher. A student who writes is always active. He always thinks independently, and in this he uses all the knowledge he has. He marshals enough convincing evidence to support his point. In addition, it will have a social character by nature. Because the letter writer writes for the reader. The most valuable thing for a student is that the teacher is interested in his work and respects him and that he has the opportunity to share his thoughts with classmates, other teachers, parents, and even strangers. Codification therefore, the topics of written works have a modular character, and it is assumed that they serve to form intellectual activity in students.

In the educational process organized on the basis of modular teaching technologies, students' intellectual activities are formed in the following stages:

1. The stage of arousing students' interest in learning science-related knowledge and scientific information;
2. The stage of forming students' inclinations to apply their knowledge of science;
3. The stage of setting tasks in front of them so that they understand and deeply understand the essence of their acquired knowledge;
4. The stage of discussion and evaluation of students' non-standard ideas Pupils deeply absorb knowledge of a particular academic subject, working with additional resources to do so. In the second stage, as a result of the application of modular teaching technologies, pupils develop a tendency to acquire new knowledge and to ask questions of the teacher in order to correctly imagine situations. In the third stage, the students demonstrate their understanding of the content of the acquired knowledge through their skills in the quick performance of tasks. In this process,



students are encouraged by teachers for their achievements. As a result, they begin to acquire qualities of searchability.

At the next stage, students develop their initial skills of summarizing the knowledge they have acquired, comparing each other, evaluating events, applying the knowledge they have acquired in new situations, observing the acquired information, entering into a mutual discussion, and being able to defend their opinions.

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