



PEDAGOGICAL OPPORTUNITIES OF USING THE "RECOGNITION" METHOD IN THE EDUCATIONAL PROCESS

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***Abstract.** The article presents reflections on the "Recognition" method, developed to increase student activity, consolidate knowledge, and develop interest in learning within the educational process. Its essence, didactic possibilities, and conditions for use are aimed at ensuring educational effectiveness. The use of new innovative methods in the pedagogical process is a requirement of the time. The advantages of conducting pedagogical activities in small educational groups are incomparable. Today's pedagogical requirements consist of achieving independent mastery of subjects by students, enhancing scientific thinking, strengthening interest in the subject, deepening professional knowledge, and increasing their activity in theoretical and practical classes.*

***Keywords:** education, upbringing, method, innovation, personality, group, task, assessment, effectiveness.*

INTRODUCTION

As a result of the development of humanity's intellectual potential and thinking, new heights have been conquered. However, many major problems are also emerging. Therefore, people are seeking solutions to the problems arising in a rapidly changing world from various fields of science, in particular, from the possibilities of pedagogical science. Today, lessons in the traditional style cannot satisfy the needs of young people. Because their thinking and reasoning are developing rapidly and at a high level. This situation requires the use of interactive pedagogical methods.

Among the interactive methods used in the educational process, studying and engaging within small groups is considered very effective. That is why interest in them is growing.

LITERATURE REVIEW

A number of scholars have conducted research on the application of interactive methods in pedagogical activity, especially on organizing classes in small groups.

Uzbek scholars such as O. Rakhimov, O. Turg'unov, Q. Mustafayev, and H. Ro'ziyev have comprehensively studied modern educational technologies and put forward the idea of creating a new educational model for Uzbekistan. According to this idea, each teacher must work perfectly on themselves, not fall behind the times, thoroughly know innovative teaching technologies and implement them in their activities. D. Fayzullayeva and M. Ganiyeva, in their research works, scientifically substantiated that small groups are very convenient for collaborative work and emphasized their pedagogical opportunities.

In the scientific research of American psychologist scholars R. Karnikau and F. McElroy, the percentage of knowledge acquired in certain forms, retained in the human brain at various levels, is shown, based on a person's natural physiological-psychological capabilities.

Among Russian scholars, N. Petrova, in her research, analyzed the process of engaging in education and upbringing in small groups from an economic perspective and determined that the use of these methods serves to ensure high efficiency. S. Priobrazhenskiy specifically noted that the method of teaching and training in small groups is a way to increase the overall activity of students in practical classes.

RESEARCH METHODOLOGY

In developing the "Recognition" method, literature on the topic was thoroughly studied. Methods of working in small groups were analyzed scientifically. Furthermore, methods of comparative analysis and generalization of experimental work and their results were widely used. Recommendations were given for implementing this method in practice and reasonably evaluating the results.

ANALYSIS AND RESULTS

Interactive methods are the foundation of the modern educational process. Among them, engagement in small groups stands out for its scope and effectiveness.

The essence of interactive education – that it is education aimed at students learning knowledge from each other – has been noted by many scholars.

The main goal of interactive methods is to ensure regular communication, mutual cooperation, and activity of students.

Through interactive methods, cognitive and idea-exchange activities are organized, learners are fully involved in the pedagogical process, what they know and think becomes clear, and their understanding and thinking capabilities expand.

The "Recognition" method is primarily intended for use in seminars and practical classes, ensuring the consolidation and further enrichment of knowledge. It also helps each participant fully express themselves in the educational process.

When the teacher uses this method, they participate in the process as an organizer and supervisor. Their main task is to divide students into small groups using the new method, distribute tasks, observe the process, and at the end of the event, evaluate group members and announce achievements and shortcomings.

The practical application of the "Recognition" method is carried out in the following order:

1. Small groups are formed. The teacher must distribute the students into small groups based on the total number in the class. For this, they select the older students among the group members as leaders of the small groups. From among these leaders, the oldest is singled out and told to choose one of the students sitting in the audience to become a member of their small group. Then the second oldest leader, followed by the third, fourth leaders, etc., choose one member each for their groups. In this way, the composition of small groups is formed by selecting students one by one, in turn.

2. Educational tasks are distributed to small groups. Members of small groups are seated around separate tables. They are led by small group leaders. Based

on the goal of the lesson and the content of the topic, the teacher distributes educational tasks to each group. Educational tasks can be the same or different for all groups. Group members must complete the tasks, expressing them on a blank sheet of paper, within 20-30 minutes.

3. The execution of educational tasks is checked. Papers reflecting all educational work completed by small groups are placed on the board. Members of small groups, by mutual agreement, select one student from among themselves. That student goes to the board and provides information about the work done by their group. Each representative of a small group is given up to 5 minutes for this.

4. The work of small groups and the presentations of their representatives are listened to and discussed. This stage is considered very responsible. In this process, mainly the teacher, and sometimes a special committee and members of rival small groups, can address the presenters with questions on the lesson topic.

5. The activities of small groups are evaluated. Many teachers note that in the educational process, assessing students' knowledge, answers to questions, and the level of completion of educational tasks is considered a difficult practice. Because the parties being assessed are not always satisfied with the grades given to them. Therefore, the 5th stage may present some difficulty for the teacher or members of the special committee. The principles of justice and fairness must always prevail in the evaluation process. Then there will never be dissatisfaction in small groups.

The composition of the special committee is formed from students who were not included in the groups during the group formation process. The number of members in small groups must be equal. Therefore, sometimes one, two, or three students may not get into a small group. The special committee is formed exactly from them. The task of evaluating each small group, indicating their achievements and shortcomings, based on the activity of all group members during task completion, the correctness, completeness, use of life examples, and perfect execution of tasks, the meaningful, expressive, and comprehensive presentation by

group representatives, and completion of tasks within the allotted time, is carried out by the special committee, or by the teacher themselves if such a committee is not formed.

Analyzing the "Recognition" method, it is necessary to specifically note that it is based on many years of experience and the scientific conclusions of scholars. For example, group work is considered the activity of small groups with 2 to 8 active participants, organized for the collaborative completion of an educational task. The main goal envisaged by this educational process and form is: result and mutual cooperation (Fayzullayeva D.M., Ganiyeva M.A. 2013).

The "Recognition" method, based on all the arguments listed above, has its own pedagogical opportunities. This is clearly evident in the following:

the teacher's recognition of older students and their appointment as small group leaders;

the small group leaders' recognition of the knowledge and activity of students in the audience and their acceptance into their group;

the manifestation in each small group's recognition of other small groups as strong and capable rivals, i.e., acknowledgment.

Such recognition awakens in a person a sense of self-confidence and responsibility.

CONCLUSION AND SUGGESTIONS

Implementing the educational process in small groups requires adherence to certain rules. These are: Being polite, the etiquette of listening to other people, adhering to the principle of humanity, being active and able to work cooperatively, being sincere and fair, and acknowledging the truth, among others.

The rules listed above express the scope and opportunities of pedagogical knowledge.

The "Recognition" method ensures that students feel as if they are people who have set out on a journey in the same boat. Because the teacher conveys at the

beginning of the lesson that the final conclusion and the same grade will be given to all group members.

The "Recognition" method ensures a very high level of activity for all students. Because, initially, the teacher appoints older students as leaders for small groups, and small group leaders then select students for their groups. As a result, trust is shown in all students. Any trust shown encourages a person to be responsible and leads to great achievements.

The "Recognition" method fully corresponds to universal human value requirements and serves to establish the principle of "Respect for elders, honor for the young," which is being lost among people today.

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