

IMPROVING THE RESPONSIBILITY SKILLS OF STUDENTS IN THE CONDITIONS OF DISTANCE EDUCATION

(in the example of humanitarian education courses)

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ANNOTATION

In this article, the improvement of students' responsibility skills in the conditions of distance education, the inclusion of ethical issues, . Information about the practical application of training, Foster cooperation and teamwork, Reflektor practice was provided.

Keywords: humanities education, integration, knowledge and skills, cooperation and teamwork, constructive feedback.

In labor education, in particular, in the content of humanitarian education, increasing the responsibility skills of students is to form a sense of responsibility and ethics. Here are a few strategies to consider:

1. Ethical inclusion: Integrating ethical principles and discussions into the curriculum and learning activities. Encourage students to critically analyze and reflect on the ethical challenges involved in humanitarian work. It helps them develop their understanding of responsibility and decision-making in complex situations.
2. Practical application of training. Provide students with opportunities to apply their knowledge and skills in real-world situations. Engage them in humanities education internships, volunteer activities, or community projects. This hands-on experience allows students to practice responsibility, learn from their own actions, and develop a sense of responsibility for the community they serve.
3. Foster Collaboration and Teamwork: Emphasize the importance of collaboration and teamwork in humanities education. Assign group projects or interactive learning activities that require students to work together, share tasks, and communicate effectively. Collaborative experiences can enhance students' sense of collective responsibility and accountability toward their peers and the community at large.
4. Reflective Practice: Encourage students to engage in reflective practice throughout their vocational education. Include regular opportunities for self-reflection, journaling, or group discussions where students can analyze the impact of their actions, decisions, and behavior on others. This provides accountability and helps students become more aware of their role as future professionals in the humanities.
5. Mentoring and Guidance: Mentoring and guidance to students through experienced professionals in the humanities. Mentors can share their experiences, guide ethical decision-making, and serve as role models for responsible behavior. This mentorship helps students internalize values of responsibility and develop a strong professional identity.
6. Continuous assessment and feedback: implement an assessment and feedback system that assesses students' responsible skills. Provide constructive feedback on ethical issues related to

their assignments, projects, or practical experiences. It helps students understand the importance of responsible behavior and guides them to improve their skills over time.

Note that the exact implementation of these strategies may depend on a variety of factors, such as curriculum, resources, and institutional design. It is important to tailor these directions to the specific needs and goals of a professional education program in the humanities.

In this process, the selection of the educational model, the clarification of the types of communication, the development of the information and management system, the planning of the activities of the educators, the design of integration classes based on the rational choice of the forms, methods and tools of teaching are of great relevance. Today, a number of research studies have been created that investigate the issues we mentioned. (1-10.) Scientists such as R. Mavlonova, R. Safarova, E. Turdikulov, A. Musurmonov, P. Musaev, A. Ch. Choriev, M. Ashirova, Sh. carried out scientific research works. In these studies, various directions and principles of interdisciplinarity, their use in mastering certain subjects in the educational process, requirements for educational content based on interdisciplinarity were scientifically and practically studied. From scientists of the Commonwealth of Independent States (CIS) A. Usmanova, N. Grishchenko, T. Chihova, T. Zhukova, N. Pankova, N. Bogoyavlensky, M. Lvov, T. Ramzayeva, S. Yurtaev, N. Algazina, N. In the research work of Perseva, the issues of teaching elementary and special subjects, improving the effectiveness of mother (Russian) language classes, using cooperative teaching technologies in understanding and mastering grammatical concepts were studied. Kh.Yulbarsova, one of the Russian pedagogic scientists [2]. This, in turn, makes it possible to form a mature person who meets the requirements of the present and the future, who thinks independently and shows creative activity. After all, it requires not only analysis and synthesis operations from students, but also high-level thinking operations such as abstraction, algorithmization, categorization, expression using conditional symbols, determination of cause-and-effect relationship, analysis, synthesis, systematization, modeling. . These operations are carried out by isolating (classifying) all the important aspects and features of the studied object, understanding its essence and content, and summarizing them. So, integration always develops based on its other side, differentiation (differentiation) or vice versa", while G.S. Kostyuk believes: "Differentiation is mental processes and states (characteristics) leads to increase, integration leads to arrangement, subordination and placement of its results in a certain sequence. Through integration, a new psychological process, a new activity structure is created. This new structure is created by synthesizing previously separate elements.

A number of reforms are being carried out in our republic to improve the quality and efficiency of education, improve the system of training competitive pedagogues, and strengthen the integrated teaching and methodical support of education. At the same time, there is a special need to clarify the methodological mechanisms of using integrated educational technologies, to improve the pedagogical conditions for organizing and conducting integration training. So, how can integration technologies be used in the teaching of academic subjects in various fields? What educational principles should be relied on in this process?

1. It is necessary to develop a technological map of integrated training. Each stage of the training and the content of the activities carried out in it are clearly visible on the map. The teacher organizes a systematic and planned activity step by step. As a result, inter-subject

integration allows to create favorable conditions for the formation of knowledge acquired by students, skills and qualifications based on the principles of coherence, consistency and integrity.

2. It is necessary to plan in advance which subject can be integrated with which subject in teaching. For example, it is desirable to integrate many topics with the science of "Religion" in the teaching of "Psychology of Religion". In this case, both subject teachers are required to jointly plan the lesson on related topics. The lesson is based on the "binary education method". In the international standard classification of world education, the tasks of continuous education are noted separately. In particular, in this standard, it is specified to enable students to learn and understand the main areas of knowledge, to create favorable pedagogical conditions, and to comprehensively develop the personality of the student. These tasks require effective use of person-oriented technologies in higher education. Currently, the integrative organization of educational processes, the improvement of integrated educational technologies, the clarification of the teaching content and methodology based on the requirements of concentrated and modular education. In accordance with the international standard, the implementation of education mainly by one teacher pedagogue also created the need to improve the integrated education system in an innovative way. A number of scientific researches are being carried out on the use of integrative pedagogy and the implementation of a comprehensive approach to the integration of teaching processes to improve the quality and efficiency of higher education. It is especially important to improve the content of education based on the use of topics, disciplines and transdisciplinary integration, and to introduce modular integration of the systematization of educational materials based on the principle of concentricism.

The organization of integrated lessons requires a special skill from the teacher, careful consideration of the structure of the lesson and planning based on a number of methodological requirements. What subject does the teacher teach with which subject; which concept is integrated with which concept?, what methods, means, methods can be used to provide comprehensive knowledge and concepts to students? - should find clear answers to such questions. The subject of the subject of integrated lessons, basic concepts and knowledge, knowledge, skills and competencies intended for content creation, educational goals (educational, educational, developmental) and pedagogical tasks are systematized and integrated. educational subjects; integrated with the topic and concepts being integrated. 3. It is desirable to teach all special methods ("Methodology of teaching history", "Methodology of teaching psychology", etc.) integrated with the subject "General pedagogy". This is interdisciplinary integration and is based on certain principles: it is appropriate to use different levels of integration: a) to present the topics in a sequence based on the orientation of the previous one to complement the next one; b) finding mutually compatible points in educational programs and ensuring inter-thematic harmony;¹

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