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METHODS OF PEDAGOGICAL SUPPORT FOR THE ADAPTATION OF STUDENTS IN THE STUDY GROUP

Bakhtikhon K. Kurbanova

Associate Professor Fergana State University, Uzbekistan

ABOUT ARTICLE

Key words: Pedagogical activity, pedagogical accompaniment, adaptation, accompaniment model, operational monitoring, tactical monitoring, strategic monitoring, action algorithm.

Abstract: In this article, the theoretical analysis and generalization of the experience of pedagogical activity, as well as the results of the emphasizing experience, the justification and development of the methods of pedagogical accompaniment to the adaptation of students in the study group are discussed.

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INTRODUCTION

In world educational institutions creative models of improving the mechanism of preparing students for social life are being implemented on the basis of cooperative pedagogy. Systematic work on preparing students for social life, developing emotional, mental and physical abilities based on cooperative activities, improving flexibility and joint actions of subjects, and the process of preparing students for social life on the basis of cooperative pedagogy in scientific research institutions scientific research is being conducted on designing based on an innovative approach, developing technologies for preparing future teachers for certain professional activities, and implementing pedagogical and psychological values in the process of achieving professional maturity. Global information flows and acceleration.

THE MAIN RESULTS AND FINDINGS

The analysis of pedagogical literature and a number of scientific studies of recent years allows us to assume that the adaptation of students in the study group should include the goals, principles, factors, stages, methods and organizational forms of the activity of pedagogical accompaniment. Because the goal of any pedagogical process is to predict the results of the student's interaction with teachers in the form of generalized mental images, based on which all other components of this process are selected, interconnected and built. The theoretical analysis, generalization of our own professional experience, as well as the results of the emphatic experience allowed us to base and develop a model of pedagogical accompaniment to students' adjustment in the study group. The interaction in the group is not about itself, but about the content of the curriculum of academic subjects, visions of the future profession, discussion of the participation of the group in the proposed forms of activities outside the auditorium,

the higher educational institution in general and in particular is formed on the basis of dedication to the life of a certain faculty (institute). In this case, supporting constructive forms of interaction, gathering experience of effective intergroup interaction, providing individual assistance in overcoming difficulties in the adaptation process, and preventing conflicts become the main directions of pedagogical activity. And so,

The process of pedagogical support for the student's adaptation in the study group covers several stages:

1st stage - propaedeutic - diagnostic. It refers to the preparation and entry into the process of adaptation of all participants of pedagogical accompaniment: both those who accompany and those who are accompanied. The duration of this stage is 6-8 weeks. The step-by-step algorithm of actions at this stage is as follows: training of teachers and tutors of first-year study groups, development of a one-year adaptation program by group tutors, tutor familiarization with students' personal work, organization of acquaintance with students in the study group, every to determine the adaptation potential of a group participant, to determine the factors that contribute to the successful adaptation of students in this educational group.

Stage 2 - gathering experience of constructive interaction in the group is considered the main one. It is a social testing ground where students have the opportunity to try different options of self-realization in the system of relationships within the group under the guidance of teachers and senior students (who participate as tutors). The stage lasts 6 months. The algorithm of step-by-step actions is as follows: organization of training of constructive communication methods in the group by the tutor, regular work on the formation of the team in the group, creation of interaction situations that require the manifestation of the individual's different personal characteristics in the group and his communicative potential, analyzing the results of interaction within the group, then the algorithm can be repeated:

Stage 3 - summarizing the results of the student's adaptation in the group, independent and expert assessment, connecting these achievements with the results of educational activities, participation in extracurricular activities, identifying difficulties, further development of the student and the member of this educational group envisages the development of individual trajectories. The stage lasts 4-6 weeks. Step-by-step algorithm of actions - self-analysis, analysis in microgroups, general group analysis and reflection (re-understanding), organization of individual reflection meetings with the tutor.

In order to achieve the goal of pedagogical accompaniment to the adaptation of students in the study group, the main forms of traditional information giving (social-psychological, pedagogical support, organization of joint activities), methods (educational situations, actualization, strengthening and enrichment, assistance and design of creativity) and a wide range (individual and group conversations, discussions, collective-creative works, situational games, etc.) were used. As part of the implementation of the model of pedagogical accompaniment, it is proposed to use interactive adaptive teaching methods [1]. In order to make the adaptation process effective, active and interactive forms of training are used depending on the complexity of the educational process: elementary level - normative-logical and communicative; innovative projects; application and implementation of methods modeling life situations. Game methods, naming complexity, role-playing, business game, project communication technology, social-psychological situation of the student in the study group, formation and development of ideas about the student's overcoming difficulties, his success in his educational activities and the chosen profession expands its potential for Strategic, tactical and operational monitoring of units is as follows: expands his capacity to form and develop ideas about his academic success and chosen profession. Strategic, tactical and operational monitoring of units is as follows: expands his capacity to

form and develop ideas about his academic success and chosen profession. Strategic, tactical and operational monitoring of units is as follows:

- strategic monitoring includes a set of diagnostic tools that allow studying the conditions for adapting students, determining the goals and tasks of accompaniment. This strategic monitoring is carried out with the help of a priori ranking of factors influencing the process of adaptation in the student's study group.
- tactical monitoring the level of adaptation of students, their orientation to group interaction, the analysis of students' mastery, mainly with the help of a set of diagnostic tools that allow to monitor the need for standardized test methods, as well as to monitor the dynamics of changes quantitatively and qualitatively provided by doing.
- rapid monitoring performs the function of step-by-step monitoring of the effectiveness of passing the stages of pedagogical accompaniment to the adaptation of students in the study group. It mainly includes express-diagnostic methods that allow you to quickly get feedback indicating the success/failure of one or another pedagogical effect. It uses observation, analysis of student activity products, short interviews, results of reflexive interviews, express surveys, independent observation diaries.

The following rules are established as criteria for the effectiveness of pedagogical support for the adaptation of students in the study group:

- academic and personal achievements of students in the educational process and extracurricular activities;
- satisfaction with the educational process in the higher educational institution of the chosen profession; positive attitude towards the study group, expressed in the definition of "we" in the personal perception of the group;
- methodological support for the accompanying process;
- the demand for accompaniment by students.

The result of successfully accompanying the adaptation process is as follows:

- the student learns the requirements, norms and rules of behavior in a new environment;
- experiences psychological satisfaction when communicating with a new social environment;
- students interact with other students and teachers;
- the person is directed to the system of social relations in the university.

In this way, the model of pedagogical accompaniment in the adaptation of students to the study group clearly demonstrates the essence and content of the studied process. Its main task is not an expert evaluation of the student's adaptation from the outside, but to encourage the student to understand the adaptation tasks facing him, the problems that arise in establishing and maintaining constructive relations with his teammates. Therefore, companionship is, firstly, a general system of support and assistance in a general and integrated, and comprehensive activity process; secondly, integrative - innovative technology, improvement of its fundamental basis and actualization of self-development activities, moreover, to create the necessary conditions for its disclosure and, as a result, the performance of the individual's main functions; and third is the process of special relationships between those who accompany and those who need help.

A target block is developed when creating a technological map of matching students to the study group. The tasks of the target block are as follows:

- managing the transition from the position of the student's object of influence to the position of the subject of relations within the group in terms of a pedagogical approach;

- inclusion of first-year students in recommended group activities;
- partnering with fellow students, facilitating and accompanying relationships.

CONCLUSION

An approximate action plan will be developed, which will reflect all the main ideas of pedagogical support for the adaptation of students in the study group. Thus, we can think about the success of the implementation of the model of pedagogical accompaniment to the adaptation of students in the study group using the included observation, the results of the students' activities, and the methods of assessing their mastery levels. But scientific conclusions require the provision of monitoring data that quantitatively and qualitatively confirm the observed trends.

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