



WAYS TO ORGANIZE AND INCREASE THE EFFICIENCY OF LEARNING ACTIVITIES IN PERSONALLY-ORIENTED EDUCATION

Tursunov Kahor Shonazarovich,

Doctor of pedagogical sciences, professor.

(Karshi Engineering and Economic Institute (Uz., Karshi).

Makhmonov Uktam Ashirovich,

Senior Lecturer, Acting, Associate Professor

(Karshi State University (Uz., Karshi).

| Article history: | Abstract: |
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| Received: January 20 th 2023 Accepted: February 22 th 2023 Published: March 26 th 2023 | The research aims to show the extent of the impact of some monetary policy tools on the balance of payments in the Iraqi economy during the period (2005-2021) in order to identify the defects and negative points that hinder the achievement of a high growth rate. . There is a positive and significant relationship between some monetary policy tools as independent variables and the balance of payments as a dependent variable in the Iraqi economy during the study period. By pursuing an integrated economic policy through which it works to stimulate private investment of all kinds, whether local or foreign, by providing the requirements of an appropriate investment environment, which in turn works to raise the efficiency of the private sector and increase its contribution to The formation of the gross domestic product, especially in the productive sector of the Iraqi economy and thus the balance of payments |

Keywords: monetary policy, balance of payments, economic growth.

Introduction. The training of educated and qualified specialists in agriculture, heavy and light industry, chemical and food industries and other areas, which are the main links of the country's economy, is the main task of the country's higher education system. Many reforms and changes are being carried out in the higher education system in order to fulfill this important task, that is, to be educated, have sufficient qualifications and skills, and train competitive personnel, in accordance with modern demand. The government of the state developed and adopted several documents at different levels. In particular, Decree of the President No. PF-5349 "On measures to further improve the field of information technology and communications" dated February 19, 2018, Decree of the President of the Republic of Uzbekistan "On measures to develop the digital economy in the Republic of Uzbekistan" dated October 8, 2019, Decree of the President Republic of Uzbekistan "On approval of the concept of development of the system of higher education of the Republic of Uzbekistan until 2030" dated October 8, 2019, Resolution of the Cabinet of Ministers of the Republic of Uzbekistan "On measures to improve the system related to the organization of the educational process in higher educational institutions" dated December 31, 2020, Order of the Ministry of Higher and Secondary Specialized Education "On approval of sample documents related to organizational issues of introducing a credit-modular

system into the educational process in higher educational institutions" No. 30 dated January 2021, etc.

The concept of development of the higher education system of the Republic of Uzbekistan until 2030 has identified a number of urgent tasks. Including:

- phased transfer of the educational process in higher educational institutions to a credit-modular system;
- based on international experience, the introduction of advanced standards of higher education, in particular, a phased transition from education, the curricula of which are aimed at obtaining theoretical knowledge, to an education system aimed at developing practical skills;
- raising the content of higher education to a qualitatively new level, establishing a system for training highly qualified personnel who are able to find their place in the labor market, make a worthy contribution to the stable development of the social sphere and economic sectors;
- ensuring the academic independence of higher educational institutions;
- phased introduction of the concept of "University 3.0", which provides for a close connection between education, science, innovation and commercialization of research results in higher educational institutions;



- ensuring the publication of articles by professors-teachers, scientific applicants, doctoral students, undergraduate and graduate students of higher educational institutions in reputable international scientific journals with a high impact factor, increasing the citation rates of articles, as well as the gradual inclusion of republican scientific journals in the international database of scientific and technical data and so on.

The educational process in terms of content, which is organized in a credit-modular system introduced in the higher education system of our country, is an education focused on the content of the student, in other words, focused on the individual.

The communicative basis of student-oriented learning technologies is a student-oriented approach to the student in the pedagogical process [5, 7]. In other words, student-centered education is an education in which the student develops his personality, specific characteristics, abilities, taking into account the strategy of thinking and action. In student-centered education, the focus is on the student, all factors are aimed at the acquisition of knowledge by the student and his / her independent learning, independent and free thinking, disclosure of existing IT skills and their development. In general, the whole goal is aimed at training educated, competent, creative specialists with their own independent opinion.

On the basis of the credit-modular system, half or more of the teaching load allocated to the subjects in the curriculum is assigned to the student's independent learning. The ratio of classroom hours and self-study hours is 1:1 or 1:1.5.

This means that if a student studies in the classroom for 1 hour, then he has to study on his own for 1 or 1.5 hours.

Analysis of the literature on this topic. On student-oriented education, associate professor at the Canadian University of New Brunswick, member of the International Expert Council at the El-Yurt Umidi Foundation, Ph.D. expressed his thoughts in the manual "Credit-modular system ECTS in higher educational institutions of the Republic of Uzbekistan: basic concepts and rules". The authors Sh.S.Shaimova, M.K.Khoshimova, Sh.R.Mirzaeva and M.M.Kuzibaeva published a textbook called "Educational Technologies". The textbook contains the following opinions: "In individually-oriented technologies, the educational personality is placed at the center of the pedagogical process, favorable conditions are created for its development and the realization of its natural capabilities." The author D. Sherov in his article

"Scientific and theoretical foundations of personality-oriented educational technologies" also expressed his opinion about educational technologies: "... in this pedagogy based on coercion, the educator is the only subject, students are the object of the pedagogical process, learning conducted in an explanatory-visual way. Because teaching is en masse, student initiative and autonomy will continue to be lost on their own. Therefore, technologies are mainly the formation of knowledge, skills and abilities in students, they do not provide for the development of the individual." He also expressed his views on individually oriented education, its essence and advantages. That is, he expressed the idea that "the communicative basis of student-centered learning technologies is a human-personal approach to the student in the pedagogical process."

Purpose of the article. This article is intended to highlight the meaning, content, and distinguishing features of student-centered education from teacher-centered education.

Scientific novelty of the article. Feedback, conclusions and suggestions are given on the scientific and theoretical foundations and practical methods for organizing student education, analysis and solving problems that may arise in the learning process.

Main results. The credit-modular system ECTS, implemented in higher educational institutions of our country, is based on the following principles:

- 1) Organization of student-centered education;
- 2) Achieving transparency in education (transparent education);
- 3) Increasing adaptation in education (improving flexibility);
- 4) Improving student mobility.

According to Vahid Urinov, Professor (PhD) at the University of New Brunswick School of Law in Canada, the education system can generally be divided into two categories: teacher-centered education and student-centered education. They can be described simply as follows (Fig. 1).

In education aimed at teachers, the curriculum, the process of education, the definition of universities, is approached mainly from the point of view of the interests of the teacher and controlling organizations. At the same time, appearance, opinions of representatives of the labor market and students are also not taken into account much when determining what, how much, how students should study. Management and organization of the educational process are carried out quite centrally. In the educational process, he considered the teacher as the only source of knowledge.

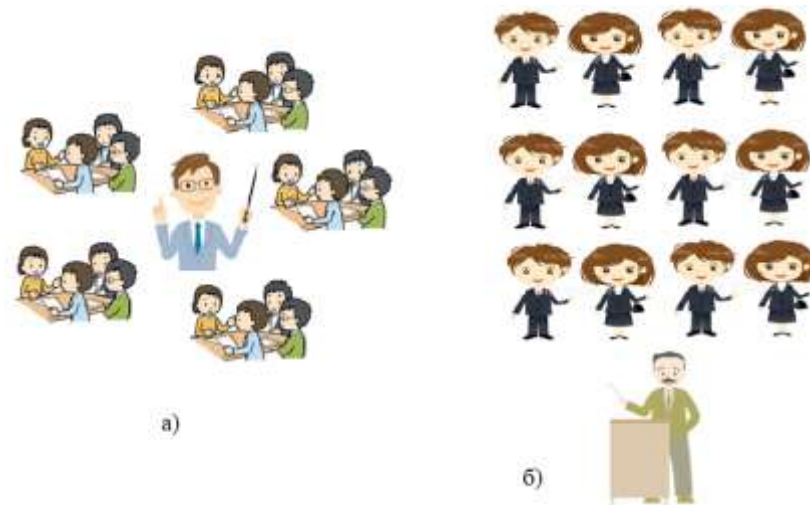


Figure 1. Classification of education by categories:
 a) student-centered learning; b) training, teacher oriented.

Students are mainly formed as inactive listeners, because the educational processes do not encourage them to be active (classes are organized mainly in the form of lectures). In such a system of education, students do not develop the ability to think independently, express themselves, enter into discussions, take a critical approach to problems, and make independent decisions.

It would be correct to say that student-centered learning is the opposite of teacher-centered learning. In this system, education requires an approach from the point of view of students, and not from the point of view of the higher education institution, organization or teachers who control education. While higher education institutions, their controlling organizations and teachers are the organizers of

educational processes, they mainly perform the functions of coordinators, that is, curricula, in particular what, how much, how and how a student should study, are formed with a deep analysis of interests, needs, specialties and needs of the labor market, that is, "bottom up" (bottom up). At the same time, the teacher is not considered as the only source of knowledge. Students are actively involved in the educational process. The education system is aimed at developing students' potential for independent thinking, the ability to share their knowledge with others, and make decisions for themselves [4]. The differences, advantages and disadvantages of teacher-centered education and student-centered education can be expressed in the form of the following table (table1)

Table 1

Differences, advantages and disadvantages of teacher-centered education and student-centered education

| Subjects | In teacher-centered education | In student-centered education | Note |
|------------|--|--|------|
| Teacher | -leader; | -not a leader | |
| Student | -source of knowledge; | -director to the source of knowledge; | |
| university | -determining the content and scope of the transferred knowledge; | -forming the content and scope of knowledge based on requirements; | |



From the above data and the analytical table, it can be concluded that in student-centered education, the content and scope of knowledge that a student must master in the field of science is determined not only from the point of view of the teacher, but also on the basis of the wishes and requirements of the student. , is also determined on the basis of proposals from specialists of organizations - employers. At the same time, the teacher becomes not a source that gives knowledge to be mastered in the subject, but a subject that determines how the student will act so that this knowledge is mastered, that is, the trajectory of the student's movement.

Student-centered learning is reflected in the following provisions of the ECTS credit-module system:

-The concept of study time is determined not by the time spent by the student in the lesson, but by the total time spent by him on the study and study of the subject. At the same time, a student's education is measured not on the basis of the hours that the teacher spends on "teaching", but on the basis of the hours that the student spends on "teaching". In this case, the so-called "credit-hour" is used, which is equal to 25-30 academic hours. One credit covers the total time that the student spent in the classroom and outside the classroom to study the subject.

- Curricula and curricula are formed on the basis of the exact learning outcomes expected from education. That is, a higher education institution in the process of creating curricula and curricula raises questions about what a student should know, understand and be able to do at the end of a given curriculum, and forms curricula based on the answers to these questions. Educational processes are organized more purposefully. At the same time, the activity of a higher educational institution is evaluated not by what students have been "taught", but by what students have "learned" from them. It also notes that the task of higher education institutions is not only to provide students with knowledge, but also to develop their skills and abilities.

-Students receive their own curriculum, having the right to choose subjects at a certain level. Thanks to this property in education, students get the opportunity to delve deeper into the subjects and areas of interest to them, effectively use the student period, fully realize their potential and make their own decisions [4].

CONCLUSIONS AND OFFERS.

In order to improve the organization and effectiveness of educational activities in student-centered learning, I would like to note the following as recommendations.

In the process of passing the training sessions, teachers should be guided by and achieve:

- achievement of a student-oriented orientation of learning in the organization of training sessions (lectures, practical classes, seminars, laboratory classes) and setting the goal of the lesson;
- rejection of the teacher's leadership in the classroom and the achievement of student leadership, their activity;
- so that students can learn to work on themselves independently, they need to draw and direct a "trajectory of movement in learning" so that they can study the subject;
- strict adherence to the principles of transparency, fairness and impartiality in assessing students' knowledge;
- to achieve the formation of the necessary educational and methodological support for the organization of independent work of the student;
- encouraging and motivating students.

The role of teachers in organizing and improving the effectiveness of teaching and educational activities in student-centered learning based on the credit-modular learning system is of paramount importance and requires great experience, knowledge, skills and creativity from them.

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