

REZYUME. Maqolada pedagog kadrlarni tayyorlashda kasbiy odob-axloqning ahamiyati ko'rib chiqilgan. Muallif pedagogik etikani o'ziga xos xususiyatlari, maqsadi va vazifalarini, pedagog shaxsiga qo'yiladigan axloqiy talablarning axloqiy va huquqiy asoslarini ochib beradi. Shuningdek, maqolada har bir pedagog o'z kasbiy faoliyatida inobatga olishi lozim bo'lgan aksiomalarga e'tibor qaratilgan.

РЕЗЮМЕ. В статье рассматривается значение профессиональной этики в подготовке педагогических кадров. Автор раскрывает особенности, цель и задачи педагогической этики, моральные и правовые основы этических требований к личности педагога. Также в статье обращается внимание на аксиомы, которые должен учитывать каждый педагог в своей профессиональной деятельности.

SUMMARY. The article examines the significance of professional ethics in the training of pedagogical personnel. The author reveals the features, purpose and objectives of pedagogical ethics, the moral and legal foundations of ethical requirements for the teacher's personality. The article also focuses on the axioms that every teacher should take into account in their professional activities.

MODULE AS AN IMPORTANT FACTOR OF STUDENT'S INDEPENDENT WORK MANAGEMENT

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Tayanch so'zlar: didaktika, intellektual, motivatsiya, innovatsiya, tasnif, differentsiatsiya, integratsiya, dinamizm.

Ключевые слова: дидактика, интеллектуал, мотивация, инновация, классификация, дифференциация, интеграция, динамизм.

Key words: didactics, intellectual, motivation, innovation, classification, differentiation, integration, dynamism.

The system of independent education provides very wide opportunities. Students in the process of their cognitive activity, along with educational material received from teachers, use additional information. This information appears to them as the fruit of self-awareness and independent education. Despite the great importance of the educational material sent by the teacher, the information acquired by the student in the process of self-awareness is more productive. The content of independent education is much broader than the content of education. In the process of independent education, the student has the right to choose the content of education. It reflects the goals and objectives of the student in mastering certain knowledge and skills.

The purpose of the study: the development of scientific and methodological materials for independent education, which, in turn, it has various didactic capabilities, namely:

- increases (strengthens) the knowledge, skills and abilities of the learner;
- activates the main ideas, concepts, processes related to the processes being studied;
- transmits the studied material;
- expands the amount of knowledge of the student;
- forms the practical skills and abilities of the student;
- manages the teacher's learning activities and the cognitive activity of the student;
- stimulates a scientific approach to the of new material for independent education [1].

The materials of independent education used in the system of independent education assume various tasks. Among them, we can list the tasks of self-determination, management, control, informational, cognitive, educational, intellectual, developmental, motivational, stimulating, innovative and other tasks.

The materials of independent education are classified according to several criteria [2]:

1. By the nature of the educational material: knowledge and information obtained from textbooks, educational and methodological manuals; additional material; standard texts of lectures, etc.

2. According to the volume of educational information: the full volume of the studied questions, information on the subject of the discipline. Information technology-related material.

3. By the term of use: handout for one-time use. The material used in the classroom repeatedly.

The material of independent education, communication between students and the teacher are the leading components in the process of independent education. The degree

of interaction of these two components contributes to the equation of models of open education [3].

This activity will be effective under the following circumstances. The student's activity will be effective if he can independently use educational and training materials, distinguish and analyze them. At the same time, the following skills of the trainee are important:

- work with scientific documentation, identification of originality in its content, classification of the studied phenomena and factors;
- analysis of educational material, identification of leading ideas and their argumentation (justification);
- systematization of educational material, identification of the main components, determination of pronounced connections between them and their didactic capabilities;
- regulation (ordering) of the process of using the material of independent education, their replenishment and updating [4].

It should be taken into account the fact that many students have not previously faced the problem of independent work and the material of independent education. The materials of independent education, unlike textbooks, educational and methodological manuals, are complex by the nature of the structure. As practice shows, many trainees in the learning process cannot objectively assess their skills of working with material for independent education. This assessment is always personal (subjective). A serious problem arises – how to ensure the objectivity of this process. In our opinion, there is a solution to this problem – it is necessary to develop, define, justify and apply criteria for assessing students' skills with material for independent education. Certain criteria should be dynamic and flexible. Each student chooses criteria in accordance with their readiness for self-assessment, organization and correction of their activities [5].

The criteria for assessing the level of mastery of students' skills of independent work with the material of independent education look like this:

- the highest level – the student has mastered the educational information transmitted in lectures and practical classes on the subject, is inclined to consolidate and expand the scope of this information. He is familiar with the electronic textbook and other literature available in the center of information and resources of the educational institution, has the skills to draw the necessary material from them and perform independent work correctly and in full;
- high level – the student has mastered the educational information transmitted in lectures and practical classes on

the subject, but is indifferent to the consolidation and expansion of this information, is familiar with the literature available in the information and resources center of the educational institution, sometimes devotes time to this;

- intermediate level - the student partially possesses the skills of independent work with the material for independent education, i.e. is not familiar with electronic literature available in the center of information and resources of an educational institution, audio, video materials, materials, partially possesses the knowledge and skills to perform independent work [6].

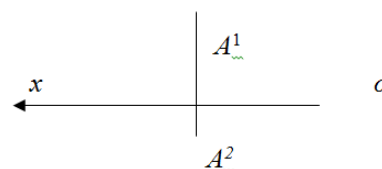
The material for independent education is the main link of independent education. Their completeness and practicality largely determines the effectiveness of the educational process. In these conditions, it is important to enrich the material for independent education on an ongoing basis.

The first link in the chain of cognition of any subject or phenomenon, including educational material, is the perception of the studied material. The student perceives the material on descriptive geometry mainly through visual and auditory analyzers, since the student simultaneously explains the theoretical material, demonstrates its spatial scheme, and graphic actions for practical implementation in projections, i.e. in conventionally flat images. At the same time, the students' minds reflect mainly the current properties and signs of the phenomena being explained. With the development of the topic, the content and related graphic images are mutually replaced [7].

Now traces of the perceived phenomenon remain in the student's mind, i.e. separate ideas about the properties and signs of the material being explained. For example, the position of a point in space is explained in connection with the nature of its location on octants. But the representation of the point projections in relation to the projection axis remains in the students' minds, and the student tries to memorize them. This simultaneous perception of the material of the topic under study and its primary awareness, scientific understanding of the true essence, causes and effects is carried out with the help of thinking, since it is impossible to achieve this only with feelings. The more representations in the student's mind were formed with the help of perception, the more accurate and transparent they are, the more material for thinking. Representations in the student's mind are perceived by auditory analyzers, since the teacher, explaining the theoretical position, simultaneously connects it with the spatial scheme, understanding of the material in projections, and his spatial imagination. The student must have an irritated imagination that provides a complete representation of geometric formations occurring in space, not to lose sight of any part of them [8].

By repeated actions of the student with the application of knowledge in practice, his knowledge is deepened, skills and abilities are formed, creative abilities and talent are developed. In each regular exercise, the student discovers new facets of the material being studied and realizes it more deeply. The importance of independent education in solving these problems is important - it is the right organization and the right choice of material [9].

The level of complexity and difficulty of independent work should have the character of growth and development, thereby ensuring different thinking and mental independence of the student. Independent work should combine the setting of creative tasks and creative activity through analysis in exercises. For example, it is required to determine from a given horizontal and frontal projection of point A in which quarter of space it is located [10].



The problem is solved in the following logical way:

1. The point can be located in any quarter of space, i.e. A (1,2,3,4).

2. The frontal projection of point A can be below the projection axis x, i.e. A (3,4).

3. The horizontal projection of point A1 is located above the x axis, which means that according to the movement of the plane of horizontal projections H around the x axis, it is located in the 3rd quarter, i.e. A(3).

Following such a reflection, the student can easily solve such problems.

Now we will place the frontal projection of point A2 in the x axis as in the previous example A1 was placed in the x axis. This state of affairs requires a creative approach from the student. In the previous examples, the distance of the point from the projection plane did not matter much, it was not even remembered. In the new examples (tasks), the issue of the remoteness of a point from the projection planes comes to the fore and becomes relevant. By solving new problems, the student determines the position of a point in part of the projection plane. The total number of such positions is 26, the student receives ample opportunities for the formation of skills and abilities. Taking into account the tasks assigned to independent education, the topics should be chosen as follows:

1. Tasks similar to those proved during practical classes, or such tasks, the way of solving which is similar to those previously shown.

2. The introduction of individual theoretical knowledge into practice.

3. Announcement of the main information on the topic, their generalization and formulation of conclusions.

4. Additional topics that are a continuation of what has been passed, but easy to understand.

5. Topics designed to expand what has been passed.

6. Tasks that require a creative approach.

Below is a diagram of a modular system for preparing independent education material.

The module is a relatively small part of the material of independent education, which consists of the presentation of some interrelated ideas, proofs, phenomena. Most often it is educational, methodological and managerial information. The trainee can study them in a short time. This is explained by the possibility of concentration of attention in the intensive process of cognition.

The modules are related to a number of factors: the intended training material, quantitative characteristics of the contingent, the purpose of training, form, method and content. They can be multiplied or decreased due to these factors. Usually, modules are combined according to the individual sections of the training course.

Structural components (components) of the module:

1. Instructions, ways of independent education, goals and objectives of the educational material.

2. The content of the educational material to be assimilated by the learner.

3. Independent tasks, practical tasks to consolidate the acquired knowledge, skills and abilities.

4. Criteria for self-assessment by trainees in order to verify the results of independent education.

5. Methodological material that ensures the quality of independent teaching (manuals, instructions, recommendations).

6. Sources of educational and methodological information used in the process of independent learning.

The main characteristics of the module:

- independence – the module as a structural unit, has a private content of education that differs from others;
- limited time to implement the goals and objectives of the module;
- dynamism – the ability to quickly change the component of the module in accordance with the goals and objectives of independent education;
- components of the module – differentiation and integration of structural components, their implementation of a kind of practical task;
- interdependence and interrelation of the module components: each of which is interconnected by location in the module structure;
- the effectiveness of studying independent educational material due to its relatively smaller volume;
- the ability to assess the learner's cognitive activity;

- integrity, the need to use a set of structural components that reflect the functions of the module;
- the module can be presented in any form: printed, audio recordings, computer programs, etc.

The technology of creating a modular independent education material is based on the gradual inclusion of all components of the material.

The material of independent education developed on the basis of a modular system differs from the traditional educational material, first of all, by the presence of didactic and methodological components indicating the management of the educational process and teaching of methodological methods and effective forms of independent cognition.

Thus, the modulated material for independent education is considered as an important factor in the control and correction of the student's independent education.

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- REZYUME.** Maqolada talabalarining mustaqil ta'limi uchun modulli materiallarni ishlab chiqish muhokama qilinadi. Talabalarining mustaqil ishlarini bajarishda o'qituvchining uslubiy funktsiyasiga katta e'tibor beriladi.
- РЕЗЮМЕ.** В статье рассматривается разработка модульных материалов для самостоятельного обучения студентов. Большое внимание уделяется методической функции преподавателя при выполнении самостоятельной работы студентов.
- SUMMARY.** This article discusses the development of module materials for independent education of students. Much attention is paid to the methodical function of the teacher when performing independent work of students.

CONTENT AND FORMS OF TEACHING GERMAN IN KARAKALPAK GROUPS OF ACADEMIC LYCEUMS

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Tayanch so'zlar: akademik litseylar, ta'lim tizimi, dasturlarni ishlab chiqish, kommunikativ metodlar.

Ключевые слова: академические лицеи, система обучения, разработка программ, коммуникативные методы.

Key words: academic lyceums, teaching system, development of programs, communicative methods.

A foreign language is part of the basic cycle of humanitarian disciplines studied at many levels of education, including at the stage of academic lyceums. This means that future specialists of various profiles study foreign languages. Professional training not only in the linguistic field, but also in various fields: military, medical, legal, economic, engineering, construction, involves mastering universal general cultural competencies, including the ability to participate in communication in a foreign language. N.D.Galskova notes the increased "demand for the mass character of foreign language and intercultural competencies, which has forced methodologists to constantly search for new methodological approaches and technological solutions" [1:13].

The content and form of teaching a foreign language are important components of the foreign language teaching system. "The teaching system is a complete set of components corresponding to a certain methodological concept; it determines the goals, content, principles, methods, techniques, methods, means, forms of organizing teaching and is in turn conditioned by them" [2:40].

The content ensures the goals of teaching and represents a multi-aspect, multi-level education. As L.P. Vladimirova notes, "the content of teaching foreign languages as a methodological category answers the question "What to teach?" [3:110]. I.L. Bim also offers a general interpretation of the concept of teaching content: "what to teach students, on what basis to educate them, carry out their education and

development" [4:58].

The selection of the content and forms of foreign language training is a pressing issue in the development of programs, subject plans, and the compilation of educational and methodological complexes in a foreign language. Due to the specificity of the discipline "foreign language", there is always a problem of choosing what and how it is appropriate to study in the course of study. As a rule, the professionally oriented focus of foreign language training in academic lyceums sets the vector of training. However, the choice of specific components of the content of foreign language training remains a controversial issue. As T.S.Serova rightly notes, "the following problematic questions arise: on the basis of what technologies, integration at what level, on the basis of the content of what disciplines is it possible to form a professional categorical-conceptual apparatus" of specialists in "a certain specific field of activity" [5:74].

The content of training also depends on the goals of training, i.e. social order (connection of training with life), the level of development of methodology, development of training tools, and level of training of teaching staff. In addition, it is influenced by the material base, training conditions, understanding of the specifics of a foreign language as a subject, the degree of its assimilation.

The problem is complicated by the fact that no balance has been found between traditional methods (of a grammar-translation nature) and communicative methods (developing foreign language speech skills). One extreme is