

Types, Criteria and Characteristics of Educational Activities to Develop Students' Intellectual Abilities

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Abstract: The research analyzes all types and evaluation measures along with distinctive features of current educational approaches designed to develop student intellectual capabilities. Research investigates structured training sessions together with academic clubs and social organizations and innovative teaching methods because it recognizes the uncertainties about which instructional methods drive student engagement and learning success. A combination of qualitative and quantitative research methods applies theoretical components to lecture-based instruction and seminar delivery and practical activities and optional training. Educational settings that inspire active student participation lead to advancement of thinking abilities and problem-solving capabilities among students. Educational processes require modern pedagogical along with technological tools according to the study results. The study generates important findings which affect modern educational standards through guiding the development of new teaching curricula and instructor instruction programs.

Key words: educational process, lesson training, structure of educational training, training elements, training type, preparatory stages, types of training.

Introduction

Preparation for modern education is one of the main aspects of the development of students and their successful adaptation to modern society. In order to achieve optimal results and develop the potential of each student, it is important to organize student activities in various forms. One of the forms of organizing student activities is academic clubs and scientific societies. These groups unite students with common interests and worldviews, allowing them to jointly study various fields of knowledge, conduct scientific research and discussions, and participate in conferences and symposiums. Such forms of organizing student activities develop teamwork, critical thinking, and self-organization skills, as well as contribute to professional growth and broadening of the worldview. In addition to academic clubs, social forms of organizing student activities are also important. Student social organizations and student councils help develop student leadership skills, organize events, and protect the well-being and interests of the student community. They help to develop social responsibility, social activism, and interaction with other organizations.

Modern teacher training is a comprehensive system of methods and approaches aimed at training qualified and experienced teachers. It includes various types of education, assessment criteria, and features that are closely related to modern educational requirements and social development. One of the types of modern pedagogical training is academic education, which provides students with the theoretical knowledge and practical skills necessary for work in the field of education. In this case, the assessment criteria include the quality of professional training and the theoretical base, as well as the ability to apply this knowledge in practice.

Another type of teacher training is teaching practice, in which students have the opportunity to gain experience in a real educational environment. In this case, the assessment criteria may include the teacher's ability to adapt to different conditions, the ability to work with different age groups, and the ability to effectively manage the classroom.

Learning activities should be interesting and engaging - they should provide the student with the opportunity to improve their skills, knowledge, understanding, and worldview; they should include the material required in the curriculum; they should be understandable and easy to learn; they should be written in a manner that is appropriate for the abilities of students; they should provide exercises for all of them; they should be provided with examples, problems, and practical exercises that help the student understand the topic being taught; they should be theoretical and practical. It is necessary to have pictures and diagrams that help explain ideas, to take into account the national and cultural traditions and national values of our republic, and to ensure coherence with other disciplines.

Research on the problems of organizing training sessions in higher education institutions has shown that training sessions that use modern teaching and information technologies, are aimed at independent learning, and include a system of teaching and assessment of theoretical knowledge in practical skills can serve as effective teaching tools. Below we will consider some of these training forms.

Lecture training. In this case, the more theoretical part of the material of the subject being studied is presented. The presentation of the activity of students and the nature of the presentation is: informative, explanatory and conversational. The presentation form of the lesson corresponds to the goal if: new material is studied that is not closely related to the previous one, and the complexity of the material is considered for independent study.

Structure: informing about the purpose and objectives of the topic, implementation of the presentation plan, identification of basic knowledge and skills and their conceptualization, consolidation and application of the acquired knowledge, generalization and systematization of the learned.

Seminar training: this is a previously prepared and thought-out form of teaching and education on a specific topic, conducted in the form of a dialogue. Most of these exercises are conducted to review the material learned. The teacher prepares a series of questions on the topic in advance and distributes them among the students. They independently write down the answers to all the questions. After the student's speech, the class asks him questions on the topic. The teacher evaluates.

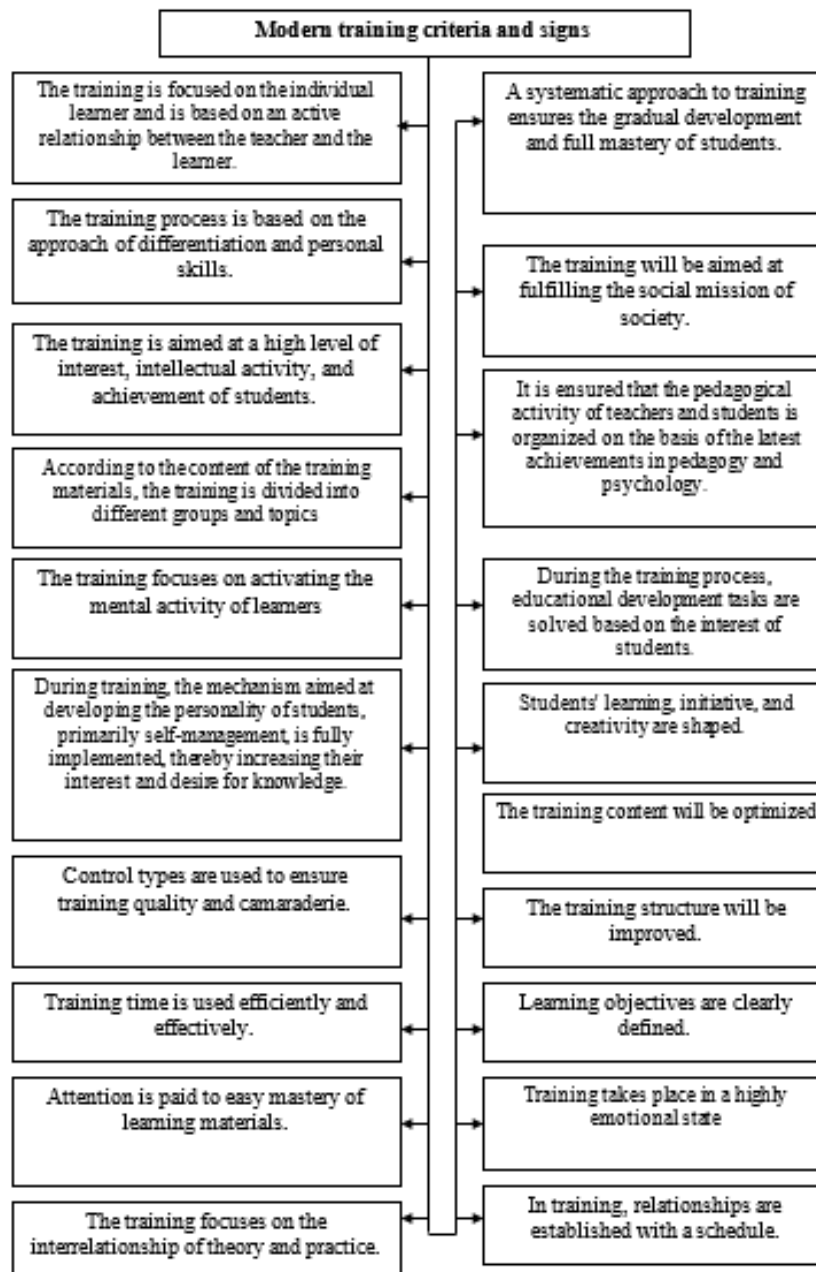
Optional training: this is training aimed at arousing students' interest in learning science, deepening their understanding of the content, activating cognitive activity, preparing them for independent life, starting work, and continuing their education. It is aimed at broadening students' worldview, shaping their personal qualities, and developing their creative potential. Thanks to this training, each student can self-identify, strive for self-knowledge, and manifest himself in specific work.

These trainings are aimed at performing a number of functions: subject-specific: aimed at increasing the level of learning of individual subjects by students, including successful participation in science olympiads, competitions, and centralized tests; developmental: focused on personal development, taking into account the passions, interests and needs of learners, participation in research and research activities; motivational: not only the study of certain subjects, but also the development of motivation in students to achieve achievements in socially significant work; corrective-stimulating: aimed at leveling the educational level of students, encouraging them to achieve the results of basic activities, ensuring the elimination of inadequacy; adaptive: allows students to develop the ability to quickly adapt to situations and conditions, social competence, and mobility; career-oriented: encourages students to help them in their professional self-determination.

Optional courses are conducted according to curricula that allow ensuring the implementation of consistency between subjects and optional courses, increasing the activity and independence of students, and developing their interest in knowledge. When determining the list of such courses, it is necessary to take into account not only the needs of students, but also the capabilities of their parents and the educational institution.

Methodology

In accordance with the objectives of preparing students for practical activities in accordance with regional conditions and taking into account specific conditions. The content of optional training courses is often of a practical nature. Depending on their types, the forms of work are determined. In our opinion, the most important pedagogical conditions for the effectiveness of these training courses are the arousal and support of students' interest in knowledge.



Practical training: this is a form of training aimed at connecting theory with practice, solving educational and practical knowledge tasks, and developing skills in using scientific, linguistic, technical and other literature. Its purpose is to strengthen the practical orientation of training. The main forms of their implementation are considered practical work. In this case, students have the opportunity to apply theoretical knowledge and skills in practice. As a rule, practical training is focused on the most basic topics, which are aimed at developing skills and qualifications for the practical application of theoretical knowledge.

An important condition for the effectiveness of these trainings is the preparation of students for them: studying literature on the topic, revealing the essence of the phenomena in the material being studied, mastering research methods, being able to design and model, and independently applying theoretical knowledge in practice. Training structure: informing about the goals and tasks of the practical subject, conducting the training, choosing the necessary materials, teaching materials and equipment, under the guidance of the pedagogue students' performance of work, completion of their practical activities.

Laboratory training: is a form of training aimed at in-depth study of the scientific and theoretical foundations of disciplines, mastering modern methods, and conducting experiments on special equipment and tools. In such training, students enter the process of learning phenomena, patterns, properties, and laws based on the experiments conducted. This allows them to master machines, processes, use equipment, diagrams, models, and measurement techniques in practice.

Results and discussion

The students' independent work involves the use of demonstration, practical, and research methods. In the course of work, the results obtained are analyzed, compared, and compared. After the end of the training, a group check is conducted. It can also be a self-test that allows students to develop their assessment skills. One of the important conditions for conducting laboratory exercises is the necessary equipment of the laboratory room, the provision of technical safety instructions for each task, and the implementation of tasks.

The dialogical form of the exercise: it is considered as a related type of speech or text. The main role in the dialogue is played by the situation, gestures, facial expressions, and intonation. It is characterized by a number of stylistic features: questions, exclamations, elliptical constructions, particles, and appeals. Dialogue is considered an effective way to develop students' speech communication.

The report form of the lesson: this is a form of public speech on a specific topic. In educational institutions, reports are used in the process of teaching various subjects, both in training sessions and in conducting optional classes. The report is considered a means of scientific development of students' speech. The process of preparing a report plays a key role in the development of students: identifying topics, collecting materials, drawing up an outline or plan, writing the text. Working on a report provides a high level of interest for students. Sometimes a report is prepared only in a short form, without preparing a full text. In this case, it becomes an effective tool for developing oral speech. Discussion of the report allows all students to be involved in the process, which in turn allows them to develop the skills of expressing their thoughts concisely and clearly.

The discussion form of the lesson: this is a process carried out by participants in the search for truth in the exchange of ideas and thoughts directed towards this goal. Its characteristic feature is that it involves an equal dialogue of its participants. In order for each student to become an active participant in the discussion of issues, it is necessary to form groups of no more than three (up to 10 people). The main thing is to choose the composition of participants, taking into account different levels of preparation and personal qualities. There are a wide variety of types of exchange of ideas in educational practice, namely, discussion forms: debates, round tables, disputes, etc.

The basis of the discussion session is the solution of controversial questions, problems, and tasks. When preparing for it, the teacher should formulate tasks that reveal the essence of the problems and ways to solve them. At the beginning of the session, the choice of topics is justified, the conditions for the discussion are clarified, and the most important aspects of the problems under discussion are highlighted. The main aspect of the discussion is direct interaction with its participants. The teacher is more likely to be the discussion leader, who uses various methods of activating students, and uses various phrases: "Good idea," "Interesting walk," "Let's think together," etc. In particular, special attention should be paid to the culture of discussion. The following rules will help to shape it: to state the subject of the

discussion when entering the discussion, not to exaggerate the tone during the discussion, to pose questions clearly and competently, to formulate the main conclusions.

At the end of the discussion, it is necessary to draw conclusions. In this case, it is necessary to evaluate the depth of the arguments, the correct expression of the skills of using the methods of proof.

The debate form of the session: this is a specially organized and clearly systematized process of open exchange of views between two parties on topical issues: in this case, the discussion is open and varied, participants can prove the correctness of their opinions, and there are mutual arguments. Verbal and nonverbal means used by the participants of the debate are used to obtain specific results, forming a positive impression on the students in transferring their personal situation to others.

The debate form of the lesson is a special preparation and organization of an open discussion on an important life or scientific topic by two or more participants who are firm in their views. The purpose of conducting a debate is to form a discussion assessment, to confirm a worldview position. This form is effective in the process of forming students' skills in expressing their point of view.

Conference: This is a meeting where a topical issue is discussed. It is used as a form of collective activity aimed at developing interest in knowledge and motivation for research activities. Conferences are held in educational institutions on various disciplines, areas, and problems. Keynote speeches are heard, participants present new information, and discussions are held. Sometimes a conference is held at the end of a training session on the study of subject areas. Therefore, it serves as an effective tool for enriching students' vocabulary, developing their speech, and basic business speech.

Homework: this is an independent form of students' work, carried out by them outside the classroom, without the guidance of a teacher. The importance of homework is that it develops independent thinking and action of students. The student works on the basis of the teacher's instructions, but he acts independently and individually, which in turn allows for the development of his thinking and helps to consciously master the educational material.

There are didactic requirements for homework. The assignment should be: not large in size, but meaningful, aimed at assimilation, consolidation, repetition, reflection, and practical aspects; be simple and understandable compared to what is done in a group; be based on the observations and ideas of students in the formulation of specific issues, examples, and statements, in writing essays, and in conducting practical work; provide methodological guidelines for the correct completion of homework; should be individualized, taking into account the readiness and capabilities of students; the teacher should check homework in a timely manner to ensure discipline and responsibility of students.

Consultation: this is a type of training session in which the teacher explains certain questions of the subject content to students. Consultation can be conducted individually or in groups, for one group or for students in different groups. As a rule, students themselves take the initiative in formulating questions for consultation. During their preparation for final exams, a consultation schedule is drawn up for the subject and subject sections. Consultations can be conducted by teachers before thematic and control work. In this type of training, work is carried out aimed at eliminating deficiencies in the knowledge and skills of students. The teacher systematizes the difficulties of students in their theoretical and practical work. On this basis, he determines the list of various tasks and training exercises to be performed during the consultation. Students, in turn, are accustomed to preparing difficult tasks and questions for the consultation. During the consultation, the teacher has the opportunity to identify the student's abilities, his active and passive sides, and to provide assistance to those who experience difficulties.

Independent work of students: is a learning and educational activity in which new educational material is learned, consolidated, repeated and generalized under the guidance and supervision of a teacher, according to the task. Many types of student work can be both independent and non-independent.

The announcement of a new topic can be organized in the following ways: a heuristic conversation based on independent conclusions, a presentation that demonstrates the independence of students in understanding and mastering the material, and reading and mastering training material without the help of a teacher.

During the training, the teacher organizes independent work for students, selects one or another form of presenting the material in accordance with the tasks and working conditions, and uses special collections of problems, exercises, and assignments for students, as well as workbooks for subjects.

Evaluation of educational activities

№	Evaluation Criteria	High	Average	Pact
1	Explain the topic of the training session.		+	
2	Apply the training steps.		+	
3	Clearly state the goals and outcomes of the training session.		+	
4	Use of modern pedagogical and information technologies and interactive devices in training.			+
5	Ability to conduct training in an upbeat spirit.			+
6	Encouraging learners to actively participate in training.			+
7	Ability to answer questions in detail.	+		
8	Speaking in a fluent, understandable voice.		+	
9	Applying the selected teaching methods, techniques, styles and tools.		+	
10	Selection of training tasks (oral questions, written work and tests).			+
11	Ability to explain the training topic.		+	
12	Appropriate examples are given at the right time.			+
13	Appropriate use of visual aids.		+	
14	Regular monitoring of the students' mastery of training materials.			+
15	Effective use of time.		+	

Modern pedagogical training also includes the development of professional competencies and skills. For example, such features as the ability to work with information technologies, the ability to think creatively and innovate, as well as the skills of organizing and planning the educational process. Another important feature of modern teacher training is the active use of interactive teaching methods. These include approaches such as problem-based learning, project-based learning, group work, and others that allow students to actively participate in the learning process and independently develop their skills. Thus, modern pedagogical training includes various types of education, assessment criteria, and features aimed at forming qualified teachers capable of working effectively in a modern educational environment.

Conclusion

Students benefit from their intellectual development and adaptability through different educational training approaches which combine lecture-based and seminar and optional and practical sessions. The research shows that blending contemporary instructional methods with interactive spaces enables better critical thought development alongside problem-solving expertise and higher student involvement levels. The application of technological resources and differentiated educational approaches enables better educational results to appear. The analysis demonstrates why educational standards must evolve as well as teachers need ongoing training development because new societal requirements emerge.

Scientists should conduct extended investigations to determine how these training procedures influence student results and career development readiness while studying the potential contributions of new technologies to educational instruction methods.

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