

## Organization of Extracurricular Activities on the Basis of Pedagogical Technology

**Nigora Adizova Bakhtiyorovna**

Associate Professors BuxDUPI

**Mustafayeva Ogiloy Mustafo kyzy**

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### Annotation

The following article describes the pedagogy that has been widely used in the world for educational purposes, creating development tools, the issues of learning stages of these methods according to their characteristics on the basis of a comparative analysis.

**Keywords:** educational technologies, the taxonomy of pedagogical aims, cognitive sphere, taxonomy of Benjamin Blum, active teaching methods, modern education, knowing, comprehension, the use, analysis, synthesis, assessment.

The development of society is inextricably linked with the development of science and technology, education. In the lower stages of human civilization, the activity aimed at educating the individual is organized on the basis of simple, very simple requirements, but today the educational process is based on very strict and complex requirements. The need to eat is on the agenda. In particular, the need to train a qualified specialist who can work with complex equipment, fully understand the nature of the production process, the ability to positively solve problems even in emergencies, also organizes the educational process on the basis of a technological approach. Therefore, the range of tasks of the developing education system is expanding in close connection with social development. Naturally, the task is to make effective and efficient use of the achievements of modern science and technology. At the same time, the social life of the Republic is flooded with large-scale and rapid information. Prompt receipt, analysis, processing, theoretical generalization, summarization and delivery of information to the reader is one of the most pressing issues facing the education system. The application of pedagogical technology in the educational process, in particular in language education, will help to positively address the above-mentioned problem. Defining the essence of new pedagogical technologies and creating its theoretical basis; - development of its principles; - selection of effective ways to apply pedagogical technologies in practice, etc. To achieve this goal, it is necessary to create a new model of education. The implementation of the model is inextricably linked with the technologicalization of the educational process. Choosing active teaching methods in the learning process. The selection and implementation of elements of educational technology should take into account the learning activities of learners. The simple rule in practice is to testify to this that in the first 20 minutes of a theoretical lesson, learners are given new knowledge, and then the knowledge imparted through discussion, small group work, and other similar non-traditional methods should be reinforced. If several sensory channels are used together in the perception of knowledge, the process of data transfer from short memory

to long memory is accelerated, which is the basis of cognition. Methods such as reference text, problem situations, and teaching others allow 90 percent of the information studied, analyzed, and discussed to be memorized independently. The above data show that when traditional methods are used in the classroom, the highest rate of information retention of learners is 30%. When non-traditional methods are used, their level of information acquisition increases. The purpose of any education is to develop knowledge and skills to apply it in practice, and to develop the necessary personality traits and guidelines. According to experts, the survey was conducted among teachers as a result, a review of the literature, programs, textbooks, and teaching practices revealed that most of the learning objectives are related to the cognitive field. For the same purpose, the taxonomy of learning objectives has emerged as a result of fundamental research in world pedagogy. It is recognized as one of the best ways to set learning goals. Taxonomy is one of the most important factors in improving the effectiveness of both theoretical and practical educators. The sooner Uzbek teachers adopt this method, the more they will contribute to the harmonization of the education system of the Republic with the best practices of world pedagogy. Today, as in all disciplines, active work is being done to bring native language lessons in line with modern requirements, to teach on the basis of modern teaching methods. However, the content, methods and tools of education "develop students' competencies of creative, logical, figurative and associative thinking, reasoning, correct and fluent expression of the product of thinking in oral and written forms in accordance with the conditions of speech" Ensuring the effectiveness of education by organizing it in terms of achieving consistent and systematic, clear practical results remains a pressing issue. Based on the above problems, in this article we aim to recommend a number of methods and techniques for teaching mother tongue lessons using the taxonomy of learning objectives (B. Bloom's taxonomy). The lowest stage of the cognitive field is called "knowledge". It means someone remembers facts and principles. At this stage, the person can remember, name and tell what they have learned. At the stage of "understanding" conclusions are drawn, the current situation is analyzed and the circumstances related to it are identified. At this stage, the principles and rules will be studied. In the "Application" phase, what has been learned is summarized and applied in a variety of ways. The stages of "analysis" and "synthesis" allow an individual to analyze a given situation, to connect facts and principles with their knowledge of the field of study, and thus to identify a wide range of connections. "Evaluation" is the highest stage. It allows an individual to evaluate situations that relate to certain values, as well as to create assessment tools to make decisions and solve problems. viewed as a variable, the "creativity" in its taxonomy is focused on the development of thinking. When comparing taxonomies created in the cognitive realm, it must be acknowledged that no more perfect Blum taxonomy has been created in this realm. B. Blum's taxonomy shows that the process of reflecting knowledge is gradually improving at each stage. If the cognitive stage represents the initial representation of information, the comprehension stage represents a higher stage. Understanding the essence of the material comes at a later stage (application, analysis, synthesis, evaluation). The top stage of reflection is evaluation. Creating a solid and reliable system of learning objectives is not just an abstract task of interest to theoretical scholars. Creating a clear, orderly, and hierarchical set of goals is critical, especially for practicing educators. The reasons for this are: 1. Focusing on the learning process. Using taxonomy, the teacher can define not only the learning objectives, but also the main tasks, the order and course of further activities. 2. Clarity and transparency of teacher-student collaboration. Clear learning objectives allow the teacher to explain to

students the main directions of their overall activities, to discuss them, and to ensure that they are clear and understandable to both volunteers and stakeholders (parents, supervisors). 3. Create a standard for evaluating learning outcomes. Learning objectives that are clearly articulated through the results of the activity allow them to be evaluated reliably and objectively. Such a standard does not have to be created by the teacher alone. It is also advisable to create it in collaboration with students (democratic).

Criteria for student feedback can be internal (structural, logical) or external (depending on the purpose). These criteria can be set by the student or the teacher. This category means having all the previous (5) learning objectives and in addition being able to evaluate them based on clearly defined criteria. Evaluates the logical structure of the material in the form of a written text, evaluates the relevance of the conclusions to the given forms, evaluates the importance of this or that activity based on internal criteria, evaluates the importance of this or that activity based on external criteria. It is well known that setting learning objectives in accordance with the didactic objectives of the lesson prepares the ground for determining the effectiveness of education and eliminating shortcomings. Each science teacher should define the learning objectives based on the content of the topic and organize the lessons accordingly.

The conclusion is that the definition of learning objectives according to Blum's taxonomy in the educational process, the use of non-standard test tasks in monitoring and assessing the level of achievement of learning objectives by students, ensures the validity and comprehensiveness of control. As in all disciplines, the expected result can be achieved by teaching students in their native language and reading lessons on the basis of best teaching practices, modern pedagogical technologies and various interactive methods. In addition, it is a requirement of this period that the teacher demonstrates various aspects of professional skills in modern education.

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