

IMITATION PARADIGM AND ITS PLACE IN EDUCATION

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Abstract:

In this article, future primary school teachers are given ways to properly organize a lesson and some recommendations. Ways to develop the conditions for preparing future primary school teachers for constructive pedagogical activity are shown. Information about the imitative paradigm and its application to education is provided.

Keywords: constructive, Learner, process, skill, experience, motive, skill, mindset, personality.

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One of the main categories of the cognitive paradigm is the educational activity of students. The educational process is also aimed at reflecting the state of scientific knowledge and methods of its development in educational programs and textbooks.

The main criterion for determining the quality and effectiveness of education consists of knowledge, skills and qualifications formed in the minds of students. Personal development indicators of students are not taken into account. Therefore, the main focus is not on developing a person, but on arming him with information. Development of students is considered as one of the secondary tasks in educational activities, its main goal is to master certain knowledge and methods of activity.

In the context of the cognitive paradigm, pedagogy based on its rules is interpreted as "knowledge-based", imperative, traditional pedagogy. Education based on the cognitive paradigm is called "memory education" because the focus is on developing memory rather than teaching thinking.

A person-centered paradigm. Changes and developments in education have created new approaches within the cognitive paradigm. These approaches made it possible to solve creative problems in education, to establish independent activities of students, to implement problem-based education, and to solve the problems of organizing specialized education. Such changes in the field of education in the 80s of the 20th century led to the emergence of an individual-oriented paradigm.

The researches of pedagogues such as V.F.Shatalov, Sh.A.Amonashvili, E.N.Ilyin, S.N.Lisenkova, I.P.Volkov, who conducted research on problem-based education, innovative ideas of education, became the basis for the development of the person-oriented paradigm of

education. Their research served to theoretically base and put into practice didactic concepts such as problem-based education, programmed education, learning optimization, developmental education aimed at forming practical knowledge in the teaching process. The systems aimed at the development of practical aspects of education by these pedagogic scientists had an instrumental basis and were distinguished by their accuracy and integrity. This approach helped to develop students' activity and independence, which are unique and unique personal characteristics.

The essence of the pedagogy based on the person-oriented paradigm is defined by the consistent attitude of the teacher towards students as an independent and responsible person, the main subject of the educational process.

Analysis and results. The analysis shows that communication in cognitive pedagogy is carried out through educational goals, content, form, methods and tools. That is, the relationship between the teacher and the student is carried out on the basis of one-sided influence in the "subject-object" format. In education based on the person-centered paradigm, there is a direct interaction between the teacher and students, and it is aimed at the implementation of the learning material based on independent activity. YA teacher-student relationship takes place in the "subject-subject" format.

In person-oriented education, each student has his own vector of development, which is not based on the knowledge received from the teacher, but is built on the basis of the movement from the student to the teacher.

A functional paradigm. N. A. Alekseev, E. F. Zeyer identify another important function along with the cognitive and person-oriented paradigm of education. According to this paradigm, the society's social order for education plays a leading role. This comes from the point of view that education is a unique socio-cultural technology, that is, the function of education is synchronized with the function of society, and the personnel prepared as a result of education should serve society. Accordingly, he should train the necessary personnel for the society.

Summary. In particular, M.M. Bakhtin and V.S. Bibler developed the dialogic concept of culture and education. According to this concept, the interaction of representatives of different cultures is the main form of the creation and existence of cultures and a didactic condition of education [4, p. 90]. The dialogic concept of culture and education gives rise to the following basic values of culturally oriented education:

- man as the main subject of culture, personal life and individual development;
- education as an environment of cultural development;
- creativity and communication - as the main condition for human existence and self-development in the cultural and educational space.

A simulation paradigm is a method that allows you to create models to create an idea of how real-world processes actually occur. Such a model can be created to study a specific process

or a specific part of it. Imitation paradigm allows to collect information about this process, create adaptation, diagnose and forecast this process by simulating pedagogical situations.

Literature

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