

Standards of the academic methodology in English language teaching

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Abstract: The purpose of this article is to share the results of an investigation into how developmental didactics can help in the organization of sociology classes to promote the full development of students in the transition phase. It was carried out in higher education through a didactic formative intervention composed of adolescent students. This research led to the development of didactic principles aimed at guiding the organization of instruction aimed at the simultaneous development of teachers and students in the relationships they build in the classroom through pedagogical practices. These principles are more than prescriptive statements; they result from a theoretical elaboration of the teaching-learning development processes validated by practice in a specific concrete reality.

Keywords: Developmental didactics, didactic methods, cultural-historical theory, and dialectical logic are all examples of theoretical thinking

INTRODUCTION

Several studies in the academic environment of Uzbekistan have already revealed that instructors in the nation are looking forward to teaching techniques and practices that will keep them going through the obstacles of the classroom. This article presents the findings of a variety of Didactic Formative Intervention [10] studies that were designed in accordance with Cultural-Historical Theory and Developmental Education. The setting was Uzbekistan High School and its adolescents, or young people in transition. The purpose of the systematic investigation was to determine which developmental processes are more likely and appropriate for the transitional period. Following that, as a possible synthesis, teaching organization propositions were produced and realized in the form of principles and didactic activities that serve as guides for teaching practice. Developmental Education is guided by didactic concepts. Although many writers [4; 5; 6] have already a series of linked didactic principles from the framework of Cultural Historical Theory, it is worth noting that the assertions in this article consist of the formulation of practical principles for High School and University students. As a result, they are historically and socially placed. According to the literature, four principles guide the didactic action in the assigned context: 1. the class as a process of developing concepts; 2. teaching as an activity that fosters crises;

3. teaching practice and its power to establish new interests; 4. teaching in order to improve intellectual talents of self-awareness.

RESEARCH METHODOLOGY

Every stage of human growth is distinguished by a crisis phase. The adolescent stands out for its collection of crucial crises as well as the intensity of the development processes that are taking place throughout this time. The crisis threshold experience is also the experience of realization that a person has regarding the limitations of his/her ability to provide solutions to difficulties and obstacles. Furthermore, the crisis is a development element since it symbolizes an issue with a solution that is at a higher level in proportion to the subject's prior knowledge and abilities. Thus, resolving a crisis entails acquiring a new set of knowledge and abilities, i.e., transforming perspective knowledge and abilities into actual ones. The crisis is a separate aspect that facilitates growth while also promoting the required motives and motivations for conflict. Solving a crisis through the adoption of new cognitive-social content and the elaboration/transformation of behavioral processes is a sign of progress.

ANALYSIS AND RESULTS

Every development process is powered by the subject's intrinsic motives and interests. This indicates that there can be no continual growth process without the emergence of new interests and/or the rearrangement of old ones as its foundation. To fulfill one's potential for learning and development, one must have some form of interest. As a result, the internalization of new interests is a process that characterizes the transitional era. This is based on the adolescent's demand for confrontation with a new type of social connection during this period. In other words, it is appropriate for the instructor to consider creating an atmosphere that allows pupils to extend and develop their interests. Increased engagement in social circumstances is dialectically tied to the growth in conceptual thinking, resulting in the adolescent's interest in something other than his/her current experience. This condition improves in an atmosphere that promotes healthy learning processes and allows for the development of new skills and interests. The use of problematization stands out as an exceptional instructional tool. Problematization is important in this third premise as long as it can be employed as a motivator. The instructor creates and organizes problem scenarios, which provide the student with an external technique of internalizing and growing interest in the study and appropriation of school information. Problematization must be structured in such a way that pupils are capable of delivering suitable solutions to issues using scientific and school knowledge. The evolution of consciousness as a unique executive function has a social foundation since it is tied to the evolution of perception, idea creation, and conceptual thinking. Vygotsky explains how socialized language plays an important role in the organizing and production of cognition. By socializing their internal language, toddlers become aware of their own thoughts and begin to

establish verbal thinking. Following that, in the transitional stage, verbalized thinking plays a critical role in the development of logical thinking by transforming concrete experience into an object of knowledge. It should be highlighted that the process of awareness growth is inextricably linked to the elaboration of ideas in a language in both cases. Every instructional technique meant to necessitate knowledge appropriation from the verbal application of meanings and sensations produced in the classroom permits thought realization. The growth of intellectual capacities and self-awareness can only occur if the student realizes his or her society's cultural legacy and participates in its manifestation through appropriation. The verbal elaboration of these meanings and senses is a safe way for appropriation. Didactic actions serving as guidelines for the Developmental Education The systematization of didactic principles has also permitted the systematization of five didactic actions that integrate them: 1. diagnosis as starting point and process of teaching-learning-development, 2. problematization as a generator of contradiction: propelling crisis and the emergence of interests, and being the driving force for the formation of concepts, 3. collective activity, 4. the patent consciousness in the intentional use of conceptual meanings and 5. generalization as an objectification of the concept for itself. It is feasible to purposefully arrange instructional activities that will provide the ideal learning environments and enable development as long as the instructor is aware of the range of real and prospective talents of his or her pupils. The skills that make up the Zone of Proximal and Real Development are constantly changing and are not immediately apparent. The instructor can identify the information and skills that the pupils have already learned from the initial diagnostic and may then organize the teaching activities. The instructor may then increase the likelihood that potential skills and knowledge will materialize through ongoing diagnosis. A technique called problematization provides continual diagnosis in the form of appropriate inquiries (idem) and problem scenarios. It is the responsibility of the teacher to continuously assess pupils' changing interests and behavioral patterns since these changes are an indication that developmental processes are at work. In order to accomplish a transference "from the course of action to the language system, reproducing it in the imagination in a way that is able to represent it in words," consciousness refers to the purposeful application of appropriate conceptual meanings. The dialectical relationship between the action elaborated in the concrete reality, the integrated elements, and the development of human senses is what gives rise to consciousness. The ability to purposefully apply suitable conceptual meanings is made possible by this procedure. When it comes to the internalization process, Vygotsky shows that language - whether used in a social setting as a method of communication or used privately as a way of thinking - walks hand in hand with the potential of understanding meanings. As a result, "the key determinant for the formation of logical thinking in the transitional age" is the

linguistic socialization of the mind. Additionally, the deliberate use of one's own senses developed via study and the assimilation of academic and scientific information enable the development of conceptual thought and idea formulation.

CONCLUSION

The idea alters an adolescent's entire thought process by providing him or her with tools for in-depth knowledge, genuine understanding, as well as skills for self-comprehension. This is accomplished by demonstrating to the learner how logical structures work. Given that the idea has a broad meaning, the notion can be described as a phenomenon of mind. The capacity of deliberate usage may be developed by the learner through knowing his or her reality, or the generalization of it, through the critical experience of seeing their own limitations, by dealing with challenging situations, and also by being aware of the meanings of concepts. The notion already exists independently of student appropriation, but once it achieves a superior capacity to generalize its meaning, it becomes a tool of the student's thinking, acquiring its own existence. The ability to generalize allows the student to extrapolate the limits of reproduction of a memorized meaning, allowing him/her to comprehend his/her reality as well as the phenomena he observes, mediated by scientific concepts. Although presented separately, these principles and didactic actions, in general, constitute a set of practices that are deeply guided by Cultural-Historical Theory. They enable the successful implementation of a teacher's practice-theory unit with the goal of promoting students' learning and development.

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