A NEW "PATH TO SUCCESS" METHOD FOR CONDUCTING OPEN SEMINARS IN HIGHER EDUCATION

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Annotation. In this article, the author shows and tests the new method "Path to Success", which is an innovation in the teaching methodology. This method It arouses students ' great interest in the subject, develops skills to work in a group, and is also focused on an individual and personal approach to each student.

Keywords: method, individual and personal approach, motivation, success, path, implementation.

Introduction. For the complex and specific educational process of higher education, such a theory of learning is necessary, which would be an indication of the development of modern innovative pedagogical technologies that allow directing its work towards solving modern learning problems.

Currently, higher education in Uzbekistan, including pedagogical schools, is steadily and consistently moving to a new quality state. Many important events of recent years in the life of higher education are connected with the development and implementation of a new, third generation of educational standards. New tasks of modernization of higher education arise and are being solved, as well as on the basis of humanitarization and informatization, the transition of students, regardless of the level of higher pedagogical education – bachelor's or master's-to a higher level of intellectual development.

In the education system of the Republic of Uzbekistan, new training technologies, innovations are emerging and on their basis - new curricula and manuals focused on the formation of a set of competencies among students. And a modern teacher should be ready to accept all these innovations, creatively rethink changes in the content of special (subject) education and apply them in pedagogical activities, and constantly improve their knowledge and skills in the field of pedagogy and psychology. All this and much more led to the need to make significant changes in the content and technologies of training bachelors and masters of pedagogy. Higher pedagogical education is actively moving to a level-based system of training future teachers.

When implementing the goals of teaching students in higher education in classroom classes, the following principles should be taken into account::

1) education-for life, for successful socialization in society and personal development,

2) various forms of organizing independent, meaningful activities of students - based on their own motivation and responsibility for the result,

3) assessment - to enable the student to plan their own educational results and improve them in the process of continuous self-assessment.

The approach to teaching based on the standards of the credit-modular system is opposed to the following inhumane provisions that existed at the higher school of teacher training:

• traditional subject-based reproductive "learning", which is based on the idea of transferring and assimilating knowledge (information);

• compulsory forms of organization of training sessions;

• vertical, hierarchically organized system of administrative management of the educational process;

• a selective and subjective marking system for assessing educational results ("residual" knowledge). The credit-modular system involves the transition: - from subject-based teaching and learning to integrative learning, a holistic educational process and continuous self-education, to self-realization, competitiveness in the educational sphere, the degree of social and professional mobility.

When planning the organization of the educational process and methods for implementing the competence approach as a fundamental principle of higher education, we should always remember that we remember 20% of what we hear, 40% of what we see, 60% of what we see + hear, and 80% of what we see + hear + do ourselves. In this regard, an effective organization of the educational process should be based on the needs of students, take into account their level and involve them in the decision-making process at all stages and levels of the learning process, use logic and sequence of tasks that ensure the consolidation of the new experience gained.

The practical part. Based on the above, in an effort to implement tasks to achieve the general education goal, I want to provide a new method that can be used in seminars and open lessons. This method is called the "Path to Success".

The name fully reflects the function of this technique, as well as the way it is implemented. So, let's analyze the word "path". The road always involves moving forward, when the person walking must take specific steps. The path is always an effort (the easiest way is to stay in one place without expending effort, without making an effort). Only by moving forward can a person expect success. So, we smoothly and logically approached the second word of the name of the new method - the word "success". In the dictionary **Ozhegova success**, **usp'eh**,- a, M. 1. Good luck in achieving something. Achieve ~a. Develop y. (maintain a high rate of advance; also trans.). 2. Public recognition. Noisy city. the performance. The book has y. 3. mn. h.

Good results in work and study. Good, bad ~and. **Progress** in music. This meaning of the word success is given by Ozhegov.

The teacher, when instructing the implementation of this method, should familiarize participants in the lesson with the etymology of the word path and success.

Description of the "Path to Success" method.

Students should be divided into teams (3,4 teams of 4-5 people, depending on the number of participants).

Method goal: to update the knowledge gained in previous lectures; to show that only those who walk, and not those who stand still, can eventually reach their goal.

Method tasks: Answer all questions.

Tools: in each "track" there are five numbered sheets of paper from one to five, with questions on the back. At the end of the "track" balloons filled with tinsel, confetti, you can put candy according to the number of team members, or a rolled-up signed certificate of honor.

Briefing session: There are three roads in front of each participant (four or five roads depending on the number of teams). The first most daring participant is given the opportunity to choose his own path, the last one will have to go along the remaining "road". Each player's move is a question that earns the team a certain score, depending on the degree of difficulty. The question must be read aloud and answered. The goal of the participants is to answer all the questions correctly and get the maximum number of points. At any time, everyone can collect their points and not participate in the further struggle for success, because in case of an incorrect answer to the question, all points earned are canceled.

Those who answered all the questions and reached the end will be successful!

This method was tested twice in open classes by Zulfiya Kholmuradovna Rasulova and Salomat Khushbakovna Khusanova.

On March 16, 2022, Rasulova Zulfiya Kholmuradovna held an open seminar session on the methodology of teaching Russian language and literature at the DIPP. Three versions of the "three roads" quiz questions were compiled.

1. Introductory question – What is your name? 10 points
2. Question of the first level of complexity - Who is the founder of the prose poem genre? 20 points
3. Question of the second level of complexity - What is the name of the graphic organizer "bundle", "constellation"? 30 points
4. Third level of difficulty question –

The poet did not value the love of the people

Rave praises and a minute's worth of noise

You will hear the judgment of a fool and the laughter of the crowd.

But you must remain firm calm and sullen

A. S. Pushkin

What kind of poem does I. S. Turgenev have in common with his idea?

40 points

1.   Question-motivation-I'm doing great! I went through a thorny path to success!

2.   The final step is to blow up the balloon and get pre-prepared certificates in the scattered confetti. If the certificates do not match the addressee, solemnly present them to your opponent.

Participants of the quiz 3rd year students of the evening department of the Faculty of Humanities and Social Sciences of the native language and Literature (Russian) direction successfully answered the questions, reached the end and received certificates of honor under the glitter of scattered confetti. The quiz was fun, and the participants and viewers got positive emotions.

On March 25, 2022, at an open lesson on the discipline comparative typology "Intellectual Game" conducted by Salomat Khushbakovna Khusanova, a first-year master's student of Kim M. A., the "Path to Success" method was tested for the second time on the topic "Spelling". Questions of three degrees of difficulty were also compiled: the first question is acquaintance, the last question is motivation, and the achievement of success itself. This time, in addition to the festive confetti, participants were presented with chocolates in the form of gold coins. The method was received enthusiastically by all participants, and interest in the discipline increased significantly.

Conclusion. Based on the results of studying the experience of conducting the "Path to Success" method among students of DIPP, the following conclusions can be drawn::

1. The interactive approach to classroom classes that is currently relevant in our time arouses students ' great interest in the subject, forms the skills to work in a group, and such a presentation of the survey of the studied material is focused on an individual and personal approach to each student.

2. The technology of implementing the above method makes it possible to optimally combine the traditional method and project-based training. Promotes optimal consolidation of knowledge, improvement of acquired competencies, and activation of students ' research activities.

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