



EPISTEMOLOGICAL FOUNDATIONS OF STUDENTS' MASTERY OF EDUCATIONAL MATERIAL BASED ON MIXED TEACHING TECHNOLOGY

Muqaddas Rakhimjanova

Namangan State University Methodology of teaching social and humanitarian sciences (fundamentals of spirituality),

2nd year master's student.

muqaddas.dilmurad.qizi@mail.ru

Abstract: in this article, new methods of mixed education based on the technologies, methods and epistemological foundations of students' mastery of subjects were highlighted.

Key words: epistemology, technology, educational materials, blended learning.

One of the most important issues of today is to increase the level of knowledge of young people, to develop methods and technologies. That is, it should be convenient and easy for the students who are mastering the methods, educational materials, and how to learn the issues studied in each subject.

The introduction of mixed teaching technologies and the use of interactive methods develop the lesson. We can see this through the following example:

The main trends of lesson development are clearly expressed in lesson requirements.

Modern classes should be able to meet the following requirements:

the advanced achievements of science, the use of pedagogical technologies, the organization of lessons based on the laws of the educational process;

ensuring optimal proportions of all didactic principles and rules in the lesson;

to create the necessary conditions for the thorough assimilation of knowledge by students, taking into account their interests, abilities and requirements;

establish interdisciplinary connections that students understand;

relying on previously learned knowledge and skills, as well as the level of development of students;

motivating and activating comprehensive development of the individual;

logicality and emotionality of all stages of educational activity;

effective use of pedagogical tools;



formation of necessary knowledge, skills and abilities, rational methods of thinking and activity;

creating the need to constantly enrich existing knowledge;

carefully design, plan, diagnose and anticipate each lesson.

Each lesson is aimed at achieving the following three main goals: teaching, education, development. Taking this into account, the general requirements for the lesson are clearly expressed in didactic, educational and developmental requirements.

Didactic (or educational) requirements include clearly defining the educational tasks of each lesson, enriching the lesson with information, optimizing its content taking into account social and personal needs, introducing the latest technologies of perception, different forms, methods and views. appropriate use, a creative approach to the formation of the lesson structure, the use of various forms of independent activities of students together with collective activity methods, providing operational feedback, implementing practical control and management, conducting the scientific goal and the lesson skillfully such as providing.

The educational requirements for the lesson include determining the educational possibilities of the educational material, activities in the lesson, forming and setting educational goals that can be clearly achieved, defining educational issues that naturally arise from the goals and content of educational work, educate students in universal human values, form important vital qualities (diligence, orderliness, responsibility, discipline, independence, ability to perform work, attentiveness, honesty, etc.), pay attention to students, and pedagogy is to follow the requirements of etiquette, to cooperate with students and to be interested in their success.

Developmental requirements that are always implemented in all classes include the formation and development of positive qualities of educational and learning activities, interest, creative initiative and activity in students, studying and taking into account the level of students' perceptive abilities, "close zone of development" planning", organization of educational activities at the level of "surpassing", encouraging new changes in development, anticipating "leaps" in the intellectual, emotional, social development of students, starting school such as operational restructuring of educational activities based on taking into account the changes.

Non-standard lessons. In the middle of the 70s of the 20th century, the risk of a decrease in the interest of students in activities in national schools was determined. In order to solve the problem, special attention was paid to the organization of non-



standard classes. A non-standard lesson is an improvisational training session with a traditional structure.

The analysis of pedagogical literature showed that there are dozens of types of non-standard lessons. Among them are "giving" lessons, practical games, press conferences, creative reports, competitions, KVN-type games, contests, theatrical lessons, binary, computer lessons, fantasies, "courts", search for truth, "paradoxes", auctions. , dialogues, etc. are prominent.

Blended teaching technology is available in all European countries, and this technology is important because it does not distract students from the lesson, as well as their epistemological understanding of subjects.

Ibn Sina, Beruni, and Plato, Augustine, T. Hobbes, and J. Locke clarified the thoughts in this regard.

In conclusion, it should be said that it serves as a new methodical guide for the understanding and mastering of sciences through mixed technology and epistemology.

List of used literature

1. J. Tashkulov., N. Yusupova. Islamic jurisprudence. - Tashkent. "Tashkent Islamic University", 2014.
2. Charles R. Muslim right. - M.: Izdatelstvo inostarnoy literatury, 1959.
3. www.ziyouz.com
4. <http://khabar.uz>