



## TO THE PROBLEMS OF COMPLETE ASSIMILATION OF EDUCATIONAL MATERIALS AT SCHOOLS

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Article history:	Abstract:
<b>Received</b> November 28 <sup>th</sup> 2020 <b>Accepted:</b> December 7 <sup>th</sup> 2020 <b>Published:</b> December 29 <sup>th</sup> 2020	The presented article discusses the issues of developing criteria for complete assimilation of educational material designed for secondary school classes. It also reveals social, mental and biological factors impeding the process of learning in the course of conducting activity.
<b>Keywords:</b> Teaching standards, complete assimilation, taxonomy of goals, biological characteristics, cognitive activity, differentiation of learning	

### 1. INTRODUCTION

Nowadays, the design of the educational process on a scientific and methodological basis is widely used, the latest pedagogical technologies are being introduced which make it possible for the teacher fully implement the educational process in accordance with this, making individual changes, amendments to it, exercising control over each stage lesson in developed countries.

The scientific design of teaching is occupied the central place in the system of teaching technology. When designing, taxonomy of the goals of the learning process is drawn up, a system of techniques is developed and tests are made up to control knowledge for a specific section.

### 2. LITERATURE REVIEW

Language teaching matters has widely been discussed by different scholars and educators such as Kathy Snow, Tess Miller, Jessica Watts, Janna Veselovska, I. Fridman, Y. Lerner and others. The main part of their investigation relates to the synthesizing the data and results in terms of challenges and achievements including assessment practices with the focal point onto the learners' culture, values, and worldview. Ganna Veselovska has worked out the principles of reconsideration of assimilation pedagogy in U.S. schools in the field of English teaching.

### 3. MAIN PART

In the practice of working on the design of complete assimilation, all educational content is divided into separate educational units:

- identification of the level of knowledge, abilities of pupils;
- development of a tuition project (lesson summary, tuition standards);
- taking into account the pace of the organization of tuition (the number of hours allocated to this topic in the curriculum);
- division into educational elements taking into account the content of educational material, accounting for the time required for complete assimilation, development of tests;
- selection of ways to encourage students;
- taking into account changes, amendments, additions made to the learning process.

Organizing the educational process is aimed at increasing the importance of complete assimilation of the material for a pupil, individualization of assimilation, and differentiation of teaching. The development of criteria for complete assimilation consists of the following components:

- familiarizing pupils with the concept of "complete assimilation of the material";
- specifying the goals of educational activities (based on comparing the goals of learning and its results);
- to provide students with the order of completing educational assignments;
- joint analysis with students of educational elements;
- familiarizing pupils with the conditions for active participation in educational activities. (after complete assimilation of the topics, a final grade is given; the mark of each student is put in accordance with a predetermined standard; the number of excellent marks is not limited; each student will receive any necessary help; after complete assimilation of the current topic the next one will be carried out);

- in the current control the final grade is not put (current and intermediate control perform the function of informing students about the stage at which full assimilation of the material is not bypassed);
- in case of difficulties alternative study assignments are prepared to help overcome difficulties, misunderstandings or mistakes.

In US schools, classes are conducted according to a strictly defined pattern: goal setting; information about new material (often verbally); organization of current control (diagnostic tests); clarification of the number of students who have fully mastered the material, making changes, additions, amendments to the learning process; execution of collections of diagnostic tests.

Conducting a lesson according to a strictly defined model leads to a noticeable weakening of interest in the subject being studied. This is the weak side of the technology of complete assimilation of the material in the USA and developed countries of the world. Complete assimilation is a didactic process associated with a large variety of factors. This can lead to difficulties to organize and control the educational process. Therefore in the process of research we paid special attention to the correlative relationship between the factors of complete assimilation that can facilitate this process.

Let's start with an analysis of the biological characteristics of the elements of complete assimilation. There are many factors that positively or negatively affect the complete assimilation of educational material by pupils. First, it is the abnormal development of the senses (vision, hearing). Secondly, defects in the central nervous system: a mismatch between excitability and inhibition. Another factor that impedes learning activity can be the student's health condition: colds, high fever, headache. Therefore, the correlation between biological characteristics can be the highest. The pupil's health condition can directly affect the process of complete assimilation.

Taking into account the biological characteristics of the personality, we will mark physical factors with the term "working capacity". In pedagogical practice it has been proven that working capacity is the key to achieving the highest results. The antipodes of working capacity - laziness, lack of desire can become the main reason for being behind the rest of the class. Working capacity is an indicator of the normal development of the higher nervous system, kinesthetic senses, students' health, sense organs (hearing, vision) in the article of correlation.

There are also mental factors that affect complete assimilation: poor memory, deficiencies in the development of mental activity, shyness, excessive excitability, impressionability. With a weakened memory, reinforcing exercises are carried out. To eliminate shortcomings in thinking, such types of mental activity as analysis and synthesis, comparison, congratulations to groups, the ability to draw conclusions are offered.

A pupil who is able to highlight the main and the secondary can recognize this educational material from the rest. So, we distinguish analysis and synthesis in cognitive activity as the leading processes. The ability to highlight the essential aspects of the object under study is an indicator of developed thinking. These are such types of mental activity as the ability to independently and competently formulate goals, the presence of critical thinking, the expression of one's own point of view, resourcefulness, and the speed of thinking. The skills of educational activities are varied: drawing up a plan (for writing, presentation; planning a work schedule); control over the results of their activities and the activities of classmates; guiding the advancement of learning activities; the choice of the pace of work (quick reading, solving problems, reading to oneself); the ability to write annotations to the read fiction and scientific work).

There is an inextricable link among the above skills. It is obligatory to instill these skills in pupils, the perfect mastery of which can fruitfully influence the process of mastering the material. In the process of educational activity, a pupil's attitude to the subject being studied, educational material, teacher, classmates is formed. Taking into account the attitude of pupils to the requirements set by the teacher, school staff and society we highlight one more feature. This is a "learning attitude". A pupil who understands the requirements of the school, the school team, who understands the aspirations of the teacher and the teaching staff, who knows how to determine the place of study in a person's life, forms the right attitude towards education.

#### **4.CONCLUSION**

The leading factor in complete assimilation is the intellectual development of pupils. The study of thought processes is considered one of the foundations of the element. The research obtained in the process of studying mental activity makes it possible to develop the ability to highlight the main and secondary features of each educational material.

Today, one of the urgent tasks of society is to improve the qualifications of teachers and educators. The head of our former state I.Karimov said about this "In my opinion, the main problem in the reform of the educational system is precisely the improvement of teachers' qualifications. We demand that the teacher provides modern knowledge to pupils. But before giving modern knowledge, the teacher himself must be armed with it". Only a teacher who is fluent in the knowledge of his subject, armed with modern methods and techniques of teaching and organizing educational activities can find the way to the mind and heart of the pupil. As the teacher's influence on schoolchildren is considered the leading factor while organizing and managing the educational process, the external factor is the most effective way to organize the educational process. Complete assimilation of the material is a complex pedagogical problem. This is a process associated with the level of economic development of the country, with the political, cultural, spiritual education of citizens, the level of teacher proficiency in teaching methods and techniques.

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