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PSYCHOLOGICAL AND PEDAGOGICAL FOUNDATIONS OF IMPROVING COMPETENCIES IN TEACHING PHYSICS.

Abstract: *This article reflects on the psychological and pedagogical foundations of improving competencies in teaching physics.*

Keywords: psychological and pedagogical aspects, method, psychological characteristics, temperament.

In order to determine the main directions of the formation of general competencies on the base and subject, analyzing the concepts of education and education, we found that considering its psychological and pedagogical aspects is an urgent problem. Educational content is the most important element of the educational system. It should be noted that at present, the content of education cannot fully respond to the development inherent in the future of the personal development of students. According to Bakhmutsky's theory, the content of Education has to be changed in accordance with the development of society at a time when society is developing with the current intensity; he said. Pedagogical scientist A.V.Khutorsky argues that the results of student assimilation of educational content are determined by the way in which students use their acquired knowledge in practice.

At present, it is in etmok that educators create a method that is in accordance with the requirements of the Times. Both the object and the subject of the educational process are considered students. Each student is characterized by its following individual psychological characteristics:

in order to be treated according to the character of students, psychology has the following; when working with choleric, it is impossible to speak rudely, get angry, because they have a negative response reaction; it is necessary to ask sanguinics new more complex, interesting questions with non-stop problems that concentrate their opinion; phlegmatics should be actively involved in the learning process, students of this type You should not fight them, speak the tone of voice louder.

From this, it should be remembered that temperament is a condition associated with the nervous system of students. This is the gift that nature has given to man. The conclusion is that students of different temperaments master learning materials in different ways, think and research differently, go on to study science in depth. So, in order for teachers to actively master the educational programs of students, it is necessary to have different methods, exercises adapted to their temperament.

A well-known Polish psychologist about Temperament, its types and components, professor ya.Strels wrote of temperament that " when we are interested in the temperament of a person, we argue that his description and behavior, that we ask questions in the form of answers behave in any situation, how he performs actions, how his reaction goes, which should be a question-answer corresponding to his qualities. In psychological and pedagogical science, each student has its processes corresponding to L.S.Vigotsky, S.I.Galpern, A.A.Leontev, A.A.Montevs show that a person's personal qualities are intensively formed. The cognitive processes listed below respond to the positive and negative outcome of educational processes. In the speech direction S.I.Galpern and N.I.Jenkins engaged.

The student's speech is formed in the process of contemplation, while contemplation develops when he communicates with the people around him through speech. So, speech is a form of thinking.

The teaching tools of the cognitive process are as follows:

written products (working program, textbook distribution materials); electronic products (slides and presentations); instructional products (posters, whiteboard); audiovisual (audio and video cameras) these teaching tools affect students and lead to deep assimilation of educational materials.

Hence, the formation of competencies regarding science determines the content and quality of the educational system. There are different activities with students in education. The 3 approaches that analyze student activities can be understood as follows.

1. Psychological approach A.N.Leontev, D.B.In research work of elconins.
2. Pedagogical A.G.Arushakova, E.S.Kurbyanova, F.A.In Sokhin Affairs.
3. Methodological S.V.Dimitriev's research work was shown [55].

The functional aspect of education is the acquisition by students of various knowledge, skills and qualifications and their focus on gaining experience in communicative-speech, creative, scientific, practical activities. Thus, its content on educational activities will focus on the concept of competence and competence", which is new to pedagogy [10-34]. Competence activity-competence is manifested in achieving the effective application of the acquired knowledge, skills and qualifications of students in their activities. Hence, one component of Science – specific competencies is an active approach. An active approach involves a number of problems.

Goal setting includes the following:

- prognostic (the ability to determine the content of a text on the basis of its individual statements, title); interpretation (transfer of the author's hidden thought into a different form of the content of the text); analytical (marking connections between elements of the text with meaning); assessment (the ability to assess the activity of its own reading, research, aspiration).

Hence, the current learning process cannot be imagined without a competency approach. In order for students to feel the need to consciously analyze, model, conduct research, in the field of education, it is currently high in providing students with knowledge based on a competency approach in education. If a competency approach is aimed at the development of an individual (student), he will be able to independently organize educational activities. As the basis of a competency approach in teaching, the following content of psychology-pedagogy disciplines can be based.

- the educational activities of students will have a systematic description; the structure of educational activities will be organized by Motive, demand, purpose, conditions of activity, control of results; the educational process will have a cyclic description; together with the teaching activities of the teacher and the educational activities of the student.

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