

"SINGAPORE" TECHNOLOGY IN THE EDUCATIONAL PROCESS

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ABSTRACT: The article examines various aspects of the Singapore teaching technology in the creative teaching process in physics classes.

KEYWORDS: Singapore educational technology, quality of education, competence, competence approach, creative, education, educational process, students.

INTRODUCTION

In the current era, the problem of forming a free, independent, creative thinking person requires the organization of educational and educational work in educational institutions based on the modern advanced pedagogical technologies of foreign countries recognized by the world. Such a process is not easy, because it is necessary to adapt the foreign experience to the local conditions and turn the education system into a strictly scientifically based pedagogical system. Cooperative learning method (Singapore teaching method), which is widespread in the world education systems, is one of the advanced educational methods - it is a great option of cooperative learning, which connects different education systems. Five structural bases of such cooperative learning options can be distinguished:

1. Positive interaction. The group tries to work in a unified state, focusing all the team's energy on achieving a common goal.
2. Feeling of personal responsibility. Each member of the group feels personally responsible for achieving the goal.
3. Pupils' interaction.
4. Step-by-step formation of communication skills.
5. Communication skills.

The main form of work of this methodology consists of working in groups (communities), because in such conditions, the environment is created for students to develop the skills of working with their peers, to communicate in a group, and to develop the skills of working in a team [1].

Working in groups makes studying a fun activity. The system allows students to contribute to the development of society and achieve success by forming teamwork and cooperation, effective communication skills. In addition, the Singaporean methodology creates conditions for students to acquire critical and creative thinking skills in order to find solutions to problems and develop new ideas in a new, changing world that is not similar to the current era.

In addition to working in a team, students should all express their thoughts orally or in writing when answering questions, and help those with shallow knowledge. No student should be left

out of the game. In addition to developing students' speech, updating what has not been memorized, and strengthening what has been learned, it helps to awaken the feeling of tolerance and respect for each other. In such training, there are no leaders, everyone has equal rights. Students also like this method. And it helps teachers to check the knowledge of all students during the lesson, to allocate time correctly (see Figure 3.3.1).

This system is also suitable for teaching teenagers and young students, because it is based on a combination of teaching, academic, training, game materials in different forms (structural, exercises). In this structure, a great deal of attention is focused on listening and supporting one's partner, forming listening to everyone, paying attention to the team (class) [2]. The training process is based on the exact implementation of the instructions and step-by-step implementation. This leads to being attentive and bringing the action to an automated level, becoming disciplined.

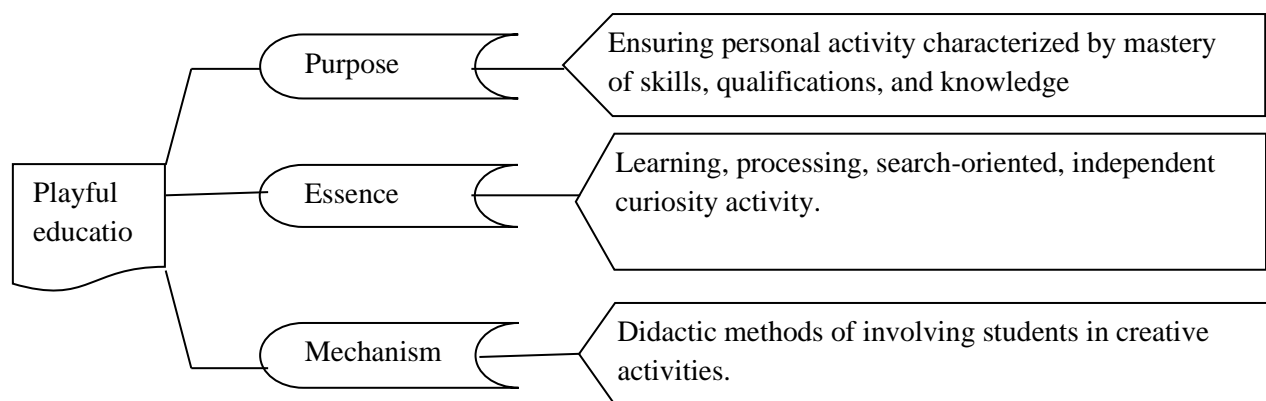


Figure 3.3.1. Game-based teaching method

The method of cooperative education, in contrast to traditional group work, does not mean the formation of a simple group, but the formation of a team among students, the result of which depends on the individual share of each member who closely interacts in order to achieve the goal.

The core values of the holistic education model in the Singapore education system are: self-awareness, self-regulation, responsible decision-making, holistic education, socialized consciousness, relationship management, skills and competence [3]. They are formed in the following groups:

- communication and information skills, cooperation;
- civic literacy, global awareness (globalized consciousness) and cross-cultural skills and competence;
- critical and inventive thinking.

The main participants of the model are:

- interested citizens;
- active sponsors;
- independent learners;

- a confident person.

Why are values at the center of the holistic education model?

Knowledge, skills and competence depend on the formed values that define the individual person and his character. Values form the core of holistic education and shape individual actions, attitudes, and confidence [4].

The Singapore education method has its own advantages:

- more than half of the students of the class learn to speak and listen at the same time, to correct the mistakes of others, thus to supplement and organize and strengthen their own knowledge;
- during training, the activity of each student increases sharply, mainly this is manifested in performing the role of "teacher";
- each student is in the center of the question, he is required to communicate in order to teach his partner what he knows, thereby creating conditions for a positive attitude to the educational process;
- education is undoubtedly interesting and productive for every student, and the quality of knowledge in the subject increases dramatically;
- students develop communicative quality, creative thinking, they learn to criticize and accept criticism, to cooperate;
- any activity evokes a positive feeling in itself and fills the game and leads to an interesting situation.

Despite the advantages listed above, the Singapore education method also has some disadvantages and risks:

- this method should be taught to students first. For this, the teacher needs to find time to teach the methodology during the training. If this condition is not followed, working as a group will be ineffective;
- Singapore's education system is static. It is patented, so it should be said as it is written. It is not possible to adapt it to other languages (most pedagogues have difficulties in this regard). The system cannot be adapted and changed to our mentality;
- organization of group work requires special skills and actions from the teacher.

As a general conclusion, we can say that the priority principles of the Singapore education system are: cooperation in education, individual approach, comprehensive development of the learner, high levels of knowledge of teachers, equality and mutual trust. In Singapore, the entire education system and the teaching profession are respected.

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