

Elective Courses in Modern Educational Process

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Abstract:

The article describes approaches, principles and content of elective courses. Professionally-oriented teaching increases the quality of foreign language acquisition, enhances the development of students' personality and improves motivation and interest. The authors suggest creating an elective course for future guides on the basis of local lore.

Keywords: teaching foreign languages, elective courses, local lore.

Introduction

This article analyzes the organization of teaching to students a foreign language as part of elective courses in modern educational process and their impact on the quality of education and the choice of future profession, preparing a comprehensive personality development of students, aimed at socially popular choice of profession, on the one hand, and abilities, aptitudes of a personality, on the other hand. The paper reflects the functional mechanism of organizing elective courses in foreign languages on the formation of socially oriented individual students through the influence on the social competence. The author generates and presents principles of pedagogical organization of socially oriented elective courses in foreign languages, A foreign language culture is that part of the general culture of mankind that a student can master in the process of communicative foreign language education in cognitive (culturological), developing (psychological), educational (pedagogical) and educational (social) aspects” For the modern multilingual and multicultural development of schoolchildren by means of foreign languages, the teaching of integrative humanitarian disciplines in a foreign language is characteristic. This becomes especially relevant at the third stage of education, when the linguistic and sociocultural knowledge acquired earlier is systematized, knowledge about the linguo-stylistic and linguo-cultural variability of English speech in the conditions of official and informal communication is deepened, and the ability to use a foreign language as a tool for intercultural communication is developed. The tasks and content of foreign language educational communication of high school students at school vary depending on the profile of the educational institution and are expanded by teaching a number of subjects or individual sections in English.

Thus, we are talking about elective courses, which play an important role in the system of profile education at the senior school level. As a participant in the experimental site, some teachers set themselves the task of developing an elective or optional course program. But as practice has shown, not everyone knows the difference between an elective course and an optional one. I will try to clarify this issue, taking as a basis the program of the elective course.

Unlike elective courses that have become familiar to teachers, elective courses are required for high school students and are on the schedule along with core subjects. In accordance with the “Concept of specialized education at the senior level of general education” approved by the Ministry of Education, differentiation of the content of education in senior classes is carried out on the basis of various combinations of three types of courses: basic, specialized, elective. Each of the three types of courses contributes to solving the problems of specialized education. However, it is possible to single out a range of tasks that are priority for courses of each type.

ISSN 2792-3983 (online), Published under Volume: 1 Issue: 8 in February-2022

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Basic general education courses reflect the invariant part of education that is mandatory for all schoolchildren and is aimed at completing the general education of students. Profile courses provide an in-depth study of individual subjects and are primarily focused on preparing school graduates for further professional education. Elective courses are aimed primarily at meeting the individual educational interests, needs and inclinations of each student. It is they, in essence, that are the most important means of building individual educational programs, since they are more connected with the choice of the content of education by each student, depending on his interests, abilities, future life plans. Elective courses, as it were, compensate in many respects enough limited **opportunities** for basic and specialized courses to meet the various educational needs of high school students. Elective courses solve the following tasks:

- implement individualization of training;
- Create conditions for the student to establish himself in his choice of the direction of further education associated with a certain type of activity, or refuse it; to help a high school student who has made the initial choice of an educational area for more thorough study, to see the variety of activities associated with it. According to the purpose, these courses can be divided into several types, some of them can be, as it were, a “superstructure” of specialized courses and provide an increased level of study of a particular subject for the most capable students. An example of such elective courses would be "Fundamentals of Economics and Business" for classes with in-depth study of economics. Other electives should provide interdisciplinary connections and provide an opportunity to study related subjects at the profile level (“Let me tell you all about...”). Another type of elective courses can be focused on the acquisition by students of educational results for successful advancement in the labor market, for example, "Business English".

To understand the structure of this or that elective course, let us dwell on one of them in more detail. The main goal of teaching English within the framework of this program involves the interconnected communicative and sociocultural development of schoolchildren by means of a foreign language. This elective course allows you to see the role of the subject "foreign language" in the education of a future citizen of the world, able to represent his country, his land, region, as well as to assist foreign guests during their stay.

Another advantage of this program is that it allows you to establish interdisciplinary connections, as it involves addressing relevant socially and personally significant topics related to all humanitarian subjects. Thus, the opportunity is provided for the interaction of a foreign language teacher with teachers of other subjects. The program is modular. Teaching is topic-based, using authentic texts and a system of exercises in listening, reading and writing. Any topic contains a cultural module that correlates with the life. Studying according to the program of this elective course, students form the skills of using a foreign language to talk about famous people, about the traditions and customs of the past and present. The teaching of the course is based on the idea of the fullest possible involvement of the student in the learning process, that is, teaching is based on a communicative approach. However, one should not think that with this method the whole thing comes down to communication, because the word "communicative" is far from being a synonym for the word "conversational", it rather emphasizes active interaction, bidirectional movement and in many cases really implies active communication. However, in general, communication between people can also occur through text, through video and audio materials, while reading books, writing letters, listening to music, or simply during exercise. What is important is not the form of communication, but the presence of interest in feedback.

Along with the communicative method, the lessons use the technology of critical thinking, which involves "learning in cooperation" (co-regulatory learning), which is one of the main functions of the formation of universal educational activities for the Federal State Educational Standard. The purpose of learning in cooperation is not only the acquisition of knowledge, skills and abilities by each student at a level corresponding to his individual characteristics of development. Schoolchildren learn to work, study and create together, realizing that learning together is not only easier and more interesting, but also more effective, because by joint efforts knowledge gaps are more easily eliminated and a favorable psychological atmosphere is created.

The teacher turns into a partner who is always ready to help in the process of cooperation, he is not afraid to delegate some of his powers to the students, since in this case there is a sense of collective interest and responsibility for the overall result. Collaborative learning as a technology provides for a set of certain techniques, united by the common logic of the cognitive and organizational activities of students. Our students are different: some quickly grasp the teacher's explanations, easily master lexical skills and communication skills, while others, due to their psychological characteristics, need more time to comprehend and assimilate the material. If the guys are combined into small groups (three to four people) and given one common task, having spoken out the role of each student in the group, then a situation arises in which everyone is responsible not only for the result of their work, but, most importantly, for the result of the work the whole group.

The main techniques of this method:

- ✓ team learning (student team learning);
- ✓ "saw" (jigsaw);
- ✓ "Learning together" (learning together).

An integral part of teaching English in this elective course is the project method. The course consists of 16 topics, each of which ends with the defense of projects. The project can be done individually, in pairs or in small groups of students. The implementation of such projects gives students the opportunity to generalize the lexical and grammatical material, including it in their own context. At the heart of the project should be a problem and a clearly defined goal in relation to finding a solution to it. On the day of solving the problem and achieving the set goal, students need not only to speak English as a means of communication and generalization, but also to use their knowledge and skills acquired in the study of other subjects,

Independently deepen their knowledge and improve interdisciplinary general cultural skills, without which the high-quality implementation of the project is not possible.

Adding role-playing games and musical accompaniment to each lesson to the learning process not only increases the efficiency of assimilation of information, but also makes learning interesting and exciting.

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ISSN 2792-3983 (online), Published under Volume: 1 Issue: 8 in February-2022

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