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MMIT'23

International Conference

Tashkent International University of Education
25 May 2023, Tashkent, Uzbekistan www.mmit.uz

PROCEEDINGS

of the MMIT'23 International Conference

**TA'LIMNING ZAMONAVIY USLULARI VA INNOVATSION TEXNOLOGIYALAR:
HOZIRGI HOLATI, DOLZARB MUAMMOLAR VA YECHIMLAR**

**MODERN METHODS AND INNOVATION TECHNOLOGIES IN EDUCATION:
PRESENT STATUS, IMPORTANT QUESTIONS AND CHALLENGES**

**СОВРЕМЕННЫЕ МЕТОДЫ И ИННОВАЦИОННЫЕ ТЕХНОЛОГИИ В
ОБРАЗОВАНИИ: ТЕКУЩЕЕ СОСТОЯНИЕ, АКТУАЛЬНЫЕ ВОПРОСЫ И
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USING THE INFORMATION RESOURCE CENTER TO CREATE INDEPENDENT EDUCATIONAL ASSIGNMENTS

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Abstract: the higher education system in the world is important because it is based on the independent activity of students. In the scientific literature on language teaching in developed countries, special attention is paid to the content and effectiveness of independent educational tasks and independent educational tasks, and in the educational process, questions, rapid question-and-answer game technologies, task and text analyzes and exercises are effectively used from independent educational tasks. In the international experience, the educational tasks focus on effective communication. The independent learning assignments used in practice are developed based on certain criteria established in advance.

Keywords: *IRC, HEI, linguistics, teaching, independent studies.*

In Uzbekistan, there is also a reform in the process of transition to the module-credit system in HEIs. In order to be ready for this, it is necessary to develop the skills of independent work in students. Linguistics is based on the methodology of mother tongue teaching, language-didactic competence approach, and development of linguistic competences and improvement of speech competences are planned during the lesson. Based on international experiences, the skills of (listening and understanding), (speaking), (reading) and (writing) are developed based on specific requirements for language learning. In our opinion, it is appropriate to use this approach a little more creatively in mother tongue teaching. Because, as carriers of the language, students come to the Higher Education Institution with certain speaking skills and competences. Students develop only some skills from the subject of their mother tongue (since they are the carriers of the language), mainly improving their linguo-didactic skills is our main task. In particular, teachers of language and literature can read, speak and write in their L1, listening and understanding a text or conversation. In such a situation, the didactic task of the mother tongue teaching methodology should be to improve students' ability to understand what they hear, to speak fluently and logically like a literary language, to read and understand the text, and to write correctly and meaningfully.

In the years of Independence of the Republic of Uzbekistan, to improve the organization of the library network taking into account modern requirements, to satisfy the intellectual needs of the growing young generation, to preserve cultural, spiritual and moral values, to establish new information centers, and to provide the population with more extensive and systematic information in order to create the necessary conditions, on June 20, 2006, the Decision of the President of the Republic of Uzbekistan "On the organization of providing the population with an information library" No. PD-381 was adopted. With this decision, the following are the main tasks of the information resource centers [1].

- development of reading culture in supporting regular education and independent education of students of higher education institutions and the population using modern information technologies;
- promotion of national spiritual and moral values on a large scale;
- to ensure enjoyment of the cultural and historical heritage of the people;
- to create an opportunity for the creative growth of a spiritually rich and harmonious person;

- to provide information services to the population based on new information technologies (electronic databases, Internet resources);

- development of cooperation with educational institutions, local self-government bodies, national cultural centers for joint implementation of cultural, educational, informational and other programs and projects.

Information-resource centers are separate components of educational institutions that cover educational, scientific, spiritual and educational fields, and actively participate in the development of these fields [2, p. 96]. A convenient opportunity for students in the IRC is important for the effective use of all programs, textbooks, and educational programs.

- today's information resource centers are required to maintain traditional librarianship and work in accordance with the information age:

- performs the task of providing information to the educational, scientific and spiritual-educational activities of higher educational institutions, as well as supporting regular education and independent education of independent educational activities;

- promoting national spiritual and moral values on a large scale, ensuring enjoyment of the cultural and historical heritage of the people, creating an opportunity for the creative growth of a spiritually rich and harmonious person;

- providing information services to the population based on new information technologies (electronic databases, Internet resources);

- we can connect with higher education institutions, local self-management, independently managed HEIs for joint implementation of cultural, educational, informational and other programs and projects.

Order No. 483 of the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan dated November 19, 2021 "On the organization of a short-term training course for trainers on the organization of educational processes based on the module-credit system for managers and pedagogues of higher educational institutions." Order No. 01-387 "On ensuring the implementation of Order No. 483 of November 19, 2021 of the Ministry of Higher and Secondary Special Education" is being widely implemented in the higher education system [3, p. 120].

Libraries of educational institutions play an important role in the development and preservation of the spiritual culture and spiritual consciousness of the nation, and in the promotion of literature and reading. Its purpose is not only to collect books, publish and distribute books, but also to preserve scientific ideas and values, to pass them on from generation to generation and to a wide readership [2, p. 95-96].

We will consider several aspects necessary for providing high-quality information-library services for the library of a modern educational institution. The most important thing is that it is necessary to create favorable conditions for the users of the Information Resource Centers. Information-resource centers differ from ordinary libraries, because the literature in its fund must correspond to the direction of higher education, it must be filled with the maximum number of different literatures related to the training of specialists, based on the direction of higher education. It is important to take steps to fully digitize the site, fund, and create an electronic database that is easy to use for users of information resource centers, that is, students, and to create an electronic database that allows remote access.

Information resource centers must be equipped with modern technical tools. Since the users of the information resource centers are mainly students, they can always have independent education, write written works, so it is necessary to provide additional guidance (printing, scanning, copying of texts, making a bibliography, etc.) Also, librarians are ready to help students should be and be polite. The main principle of information-resource centers is to provide information resources to users anywhere, in any form and at any time.

The tasks assigned to the libraries of higher educational institutions, i.e. IRC, are to contribute to the development of students' potential, scientific thinking, and the comprehensive improvement of the society's outlook [2, pp. 95-96]. Librarians of the information-resource center should know how to provide modern services to modern users using innovative methods, take into account the interests of representatives of other cultures, religions, and nationalities, and take into account the psychological and individual characteristics of students when providing information-library services to young people.

The test is both down-to-earth and authentic owing to its cost-effective administration and apparatus of the task outside the classroom. On the other hand, the analysis part focuses on instability and the need for positive washback as the two main shortcomings of the current test. Moreover, the test does not have clear, in-depth instructions which would lead the author to the right way in the writing process [4, pp. 93-97].

The information needs of first-year students who have just arrived at a higher education institution are very different from those of graduate students. It is important to constantly support students in independent work and personal development, as well as to reveal the creative potential of students, to reveal their interest in their profession and professional subjects outside the scope of study [5, pp. 211-243].

Undisclosed connections and relationships between the goal of organizing independent educational work and the methods of its implementation, and the development of independent educational abilities and skills [6, pp. 60-65].

Today, extensive seminars and trainings are being conducted in higher education institutions to introduce such an exemplary system. If we pay attention to the analyzes within the framework of the research, it is the IRC that has several advantages in moving to the modular credit system based on its rich resources.

We are witnessing the introduction of the modular credit system in the USA. The principles of the US academic credit system are also at the core of the ECTS module-credit system. The modular credit system was first introduced in the USA in the second half of the 18th century. By 1869, Charles Elliot, one of the most advanced thinkers of that time, was elected president of Harvard University. At Harvard University, students have the opportunity to choose and study the subjects of their interest from among the subjects offered in the curriculum. The student had the opportunity to develop the program of study in a certain sense. The list of university subjects begins to be occupied by economics, the labor market, and subjects that meet the needs of students. In order to attract students to their subjects, teachers begin to try to improve the methodological quality of textbooks and lessons and to improve independent educational tasks [3, p. 120].

In conclusion, the need for textbooks and the didactic educational process in the conducted classes have a positive effect on the students' activity. Quality increases. After abandoning strict academic programs, a number of questions begin to arise in front of the university. Based on what criteria students can transfer from course to course or graduate.

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