

METHODS FOR ORGANIZING AND CONDUCTING EXPERIMENTAL WORK

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Kalit soʻzlar:

kredit-modul tizimi, individual oʻquv faoliyati, pedagogik model, talabalarning mustaqil ishi, normativ-axborot taʼminoti, tashkiliy-metodik taʼminlash, kadrlar bilan taʼminlash, individual taʼlim, reflektiv yondashuv, monitoring va baholash, taʼlim standartlari, murabbiylik, innovatsion usullar, korrelyatsiya tahlili, regressiya tahlili, Talabani t-testi, ANOVA, huquqiy taʼlim.

Ключевые слова: *кредитно-модульная система, индивидуальная учебная деятельность, педагогическая модель, самостоятельная работа студентов, нормативно-информационное обеспечение, организационно-методическое обеспечение, кадровое обеспечение, индивидуализация обучения, рефлексивный подход, мониторинг и оценка, образовательные стандарты, наставничество, инновационные методики, корреляционный анализ, регрессионный анализ, t-критерий Стьюдента, ANOVA, юридическое образование*

Keywords: *credit-modular system, individual learning activities, pedagogical model, independent student work, regulatory and informational support, organizational and methodological support, staffing, individualized instruction, reflective approach, monitoring and assessment, educational standards, mentoring, innovative methods, correlation analysis, regression analysis, Student's t-test, ANOVA, legal education*

Abstract

This study presents a pedagogical model for organizing students' individual learning activities within the credit-modular system of higher education. The aim of the study is to test the effectiveness of the developed model, which is designed to create a flexible and individualized educational process based on a reflective approach.

The model includes three key support components: regulatory and informational (educational standards, electronic resources, monitoring systems), organizational and methodological (individualization of learning, methodological support, flexibility in module selection), and personnel (mentoring, advisory support, implementation of innovative methods).

Quantitative methods (surveys, academic performance analysis, correlation and regression analysis, Student's t-test, ANOVA) are used to evaluate the results, in combination with qualitative methods (interviews, observation, content analysis).



It is expected that the research results will confirm the effectiveness of the proposed model in terms of increasing students' independence and awareness of their learning activities within the credit-modular education system.

The methodology for organizing and conducting pilot studies within the framework of the model for organizing students' individual learning activities in the credit-modular system involves a comprehensive approach to investigating the impact of this model on students' learning activities at selected universities in Uzbekistan.

The aim of the study is to verify the effectiveness of the proposed pedagogical model, which is focused on creating conditions for the formation of an individualized and flexible educational process based on a reflective approach. The research objectives include:

- Determining the influence of regulatory and informational support on the organization of students' individual work.
- Examining organizational and methodological support as a key factor contributing to the flexibility and adaptability of the educational process.
- Studying the role of staffing in supporting students' independent and conscious learning activities.

Regulatory and informational support includes educational standards, regulatory documents, monitoring and assessment systems, as well as electronic resources. During the experiment, these conditions will be used to establish the foundation of the educational process. At each stage of the study, data will be analyzed and collected on how the use of educational standards and regulatory documents contributes to the structure and consistency of learning.

Monitoring and assessment systems will provide feedback to students, allowing them to adjust their learning activities. It will be important to observe and document how the availability of electronic resources (such as libraries and educational platforms) affects the effectiveness of students' independent work and their ability to achieve their goals.

Organizational and methodological support is aimed at creating an environment that fosters active and independent student learning. Individualized learning is a central element in this component. As part of the experiment, students will be given the opportunity to select modules and courses that correspond to their level of preparation and interests.

The impact of methodological support, including recommendations and consultations, on the effectiveness of educational activities will be investigated. Through observations and interviews, we will assess the extent to which the assessment system promotes an individualized approach to each student, allowing them to understand their strengths and areas for improvement.

Staff support includes mentoring, advisory support, and encouraging instructors to adopt innovative teaching methods. During the experiment, the impact of instructors'



qualifications and their ability to adapt modern technologies on student success in personalized learning will be assessed.

At each stage of the experiment, observations will be conducted to determine how mentoring and advisory support from teachers help students overcome learning difficulties and develop a deep understanding of the material.

Both quantitative and qualitative methods will be used to evaluate the model's effectiveness:

Quantitative methods:

- Surveys of students and teachers for quantitative analysis of learning outcomes
- Analysis of student performance (grades, course completion, and progress).
- Comparative analysis of data before and after the model's implementation to assess changes in academic outcomes and student satisfaction.

Qualitative methods:

- Interviews with faculty and students to gather in-depth information about the model's impact on the learning process.
- Observation of students' learning activities to analyze their engagement and participation.
- Content analysis of student and faculty feedback to identify patterns in the perception of the new learning conditions.

To process quantitative data, a correlation analysis method will be applied to identify the relationship between the model's conditions and student outcomes. Regression analysis is also planned to assess the impact of each model element (regulatory and informational, organizational and methodological, and staffing support) on learning outcomes. The statistical significance of the changes will be tested using Student's t-test and analysis of variance (ANOVA), which will allow for an objective assessment of the impact of the experimental conditions on academic achievement.

The results of the study will reveal the extent to which the proposed model contributes to improving students' independent and conscious learning activities.

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