

THE IMPORTANCE OF VITAGEN EDUCATION IN THE EDUCATIONAL PROCESS

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Abstract

This article discusses the active interest of the student in the introduction of innovations into the educational process, the conceptual rules of life education technology, the transformation of life experiences into educational values, reliance on the individual's consciousness, his ideas about the versatility of the educational process, and life information consisting of several stages of life experience.

Keywords: Vitagen, innovative process, experience, interactive education, educational technology, cognitive interest, communication culture.

Introduction

One of the unique modern approaches to improving the effectiveness of education is an innovative approach, which involves the development of collaborative activities of teachers and students based on the selection of forms, methods and tools in organizing educational processes, taking into account the mutual compatibility of forms, methods and tools. In the modern educational process that meets the requirements of world standards, along with traditional lessons, technologies such as explanations, lectures, practical and laboratory exercises, game technologies, problem solving, case studies can also be effectively used to improve student knowledge.

Usually, innovations introduced into the educational process are met with active interest by the learner, especially if these innovations are interactive and in the form of games. At the same time, the use of scientific and technical achievements in the lesson process can dramatically expand the capabilities of the educational process. In organizing the educational process based on an innovative approach, its main component was interactive educational methods.

Life experience is information that is not experienced by a person, but is associated only with his consciousness. Life experience is information that a person (including a student) has experienced, felt, thought, learned and stored in long-term memory, which is personally significant for him. Russian educator A. S. Belkin developed and tested the educational technology "Vitagen".

Vitagen education is education based on the actualization of a person's life experience, his personal and intellectual potential for pedagogical purposes. Life experience is of great importance in Vitagen education. However, it is necessary to distinguish between life experience and life experience. According to A. S. Belkin, these are completely different concepts with different meanings. Life experience is vital information that is not independently acquired, but is based on a person's understanding of certain aspects of life and activity.[1]



Vitagen–vita (Latin) life, genesis-to be born (to be formed), that is, born from life. Vitagen education is education based on the actualization (demand) of the life experience of a person (student), the use of his mental (intellectual) and psychological potential for educational purposes. The goal of education focused on vitagen (life experience) is to reveal the intellectual and psychological potential of a person. Life experience is information that is not experienced by a person, but is associated only with his consciousness.

Life experience is information that a person (including a student) has experienced, felt, thought, assimilated and stored in long-term memory, which is personally important for him. Russian pedagogue A. S. Belkin developed and tested the technology of vitagen education. Vitagen education is education based on the realization of a person's life experience, personal and intellectual potential for pedagogical purposes. Within the framework of vitagenic education, life experience is of great importance. However, it is necessary to distinguish between life experience and life experience. According to A. S. Belkin, these are completely different concepts with different meanings. Life experience is vital information that is not independently acquired, but is based on a person's understanding of certain aspects of life and activity.

The main tasks of Vitagen educational technology:

- formation of life-adapting competencies in students;
- ability to adapt to modern living conditions;
- development of self-esteem and the ability to form discipline;
- development of an understanding of the multifaceted nature of the educational process.

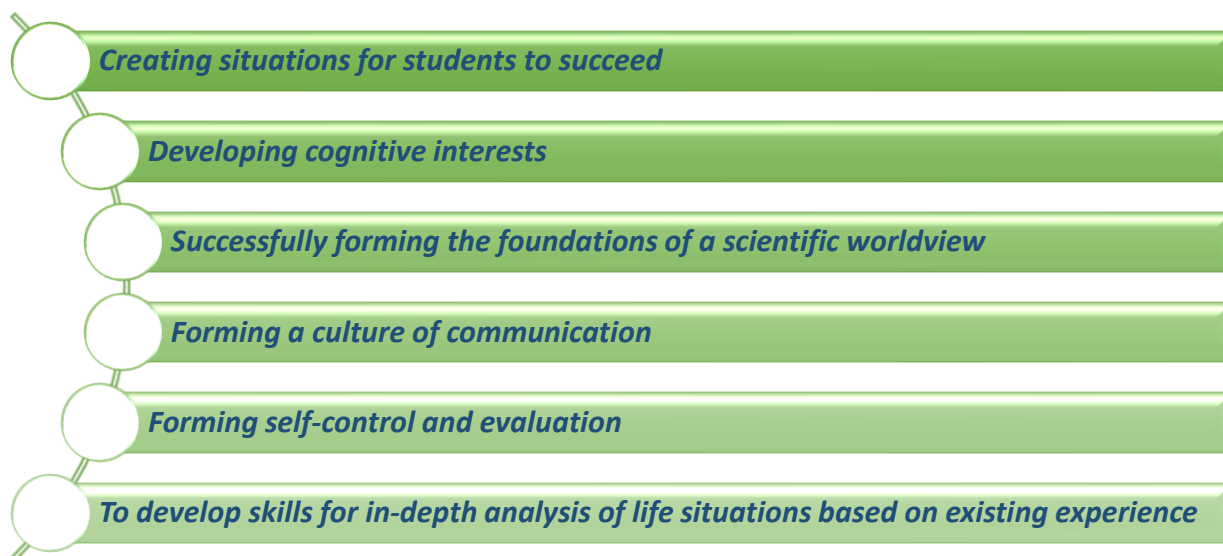
The conceptual principles of Vitagen educational technology are as follows: holographic consciousness - each person is considered as a set of many aspects of development (action). The basis of any education is human life (vita). This consists in identifying and developing all the abilities of the child to successfully solve pedagogical tasks.

The effectiveness of the educational process largely depends on the cooperation of the teacher and the student. It is based on the life experience of the individual as a teacher and student. Transformation of life experience into educational values. Based on the unconscious of the individual, his ideas about the versatility of the educational process, the transition of vital information into life experience is carried out by passing through several stages:

- evaluation and filtering of the received information (i.e., from the point of view of the personal significance of the received information);
- determination of understanding and memorization of information;
- an important condition for the transformation of vital information into educational values is a valuable attitude to knowledge;
- a valuable attitude to knowledge
- the first and main condition for the transformation of educational knowledge into value.[4]



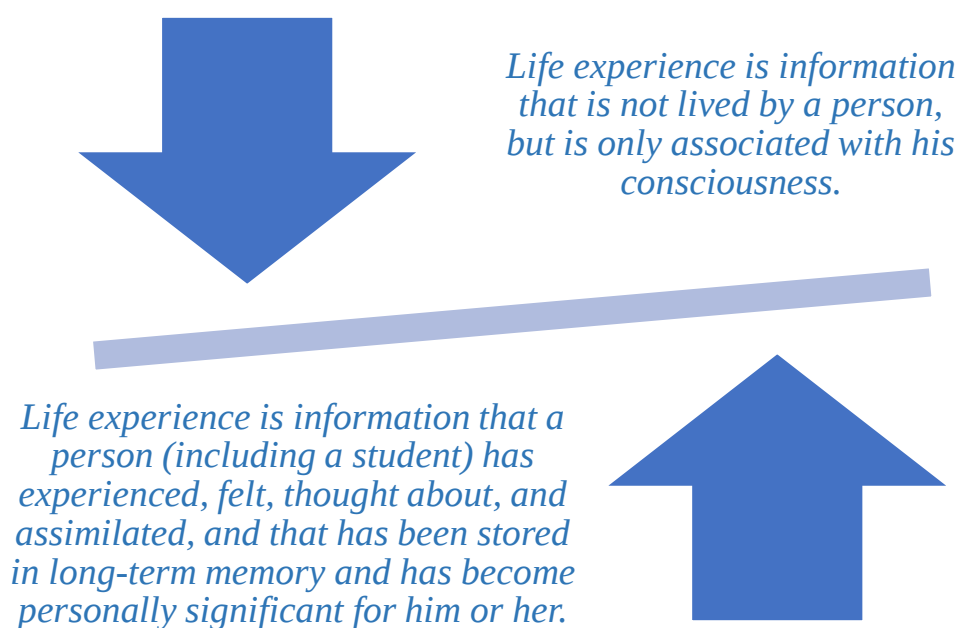
Implementation of Vitagen technology



Vitagen educational principles: Relying on the teacher's life experience is the main way to transform knowledge into value.

- Life experience gives a person the opportunity to realize his potential abilities in the educational process.
- Life experience should be used in a multidimensional way.
- Activation of the student's intellectual potential should be carried out on the basis of respect for the individual.

Difference between concepts



Ways to implement Vitagen education:

Determine the content of the Vitagen experience using visualization.

Determine the Vitagen experience through various surveys

Determine the Vitagen experience through confirmation by all participants in the educational process.

Analyze the Vitagen experience. Reveal its nature and scope, establish the relationship between them.

Determine the basis for classifying the Vitagen experience, classify it. Combine information specific to Vitagen in various fields of knowledge.

Determine the possibility of targeted pedagogical influence on the formation of integrated knowledge, skills and relationships.

Determine the conditions for using Vitagen experience in building scientific knowledge in various fields.

Broaden students' worldviews by involving participants with high life experience in the educational process. [1]

The role of the student

The student is an equal participant in the learning process, that is, not only an objective, but also a subject of cognitive activity.

Vitagenic pedagogy is a pedagogy based on the use of students' life experience. Vitagenic education is a practical way to establish real cooperation between teachers and students, to combine learning and independent work, to transform subject-object relations into subject-subject relations.

Life (vitagenic) experience is vitagenic information that has become the property of a person, is stored in long-term memory reserves, and can be relevant in adequate situations (when required). Vitagenic experience is a set of thoughts, feelings and actions experienced by a person that are associated with perceptual memory, emotional memory and behavioral memory and have sufficient value for him. Vitagenic education is a teaching method based on the actualization of a person's life experience and his intellectual and psychological potential for educational purposes.

Stages of transformation of vitagenic information into vitagenic experience:

- the first stage - primary perception of undifferentiated, undifferentiated vitagenic information;
- the second stage - evaluative filtering (a person initially determines the significance of the information received in phylogenesis, that is, from a universal gnostic position, and then in ontogenesis, that is, from a position of personal significance, the sorting of information occurs ontogenetically);
- the third is the guiding stage (a person, spontaneously or consciously, determines the approximate - storage period for remembering certain information, the storage period is determined by the significance of the information, its orientation to a vital and practical goal - this also determines the degree of assimilation of the information).



Levels of information assimilation:

Level 1 - operational (slow, "allows you to remember in any situation, this information is of the least importance in the development of the individual in the educational process);

Level 2 - functional (allows you to remember information for a long time - used in competitive conditions);

Level 3 - support (keeping it in memory for a long time, is of the greatest importance in self-development in the educational process).

Levels can interact, move from one to another and have different levels of importance.

Although Vitagen education originated in medical pedagogy, the possibilities of using any of the methods of education are expanding. Therefore, it can be an important approach to developing the speech potential of future teachers with higher education. Developing students' communicative competence expands their opportunities to create effective educational dialogue with students or listeners in the future. Each person has the opportunity to share their life experience with others seeks to fully reveal when faced with a situation. Relying on life experience in education is one of the ways to attract the attention of the student. Clarification of life experiences allows you to determine the student's abilities and aspirations. The teacher's correct understanding and assessment of the internal capabilities of each student or pupil increases the opportunity to choose the right approach that will help him choose the right profession in the future. The teacher's attention to the preparation of educational resources to enrich the content of lessons and activities is also a necessary condition. Nowadays, when creating educational resources, great attention is paid to their content and structural design. Creative actions in creating educational resources are called pedagogical design and help the student to learn the information he is learning in an understandable and interesting way.[5]

In conclusion, it is worth noting that introducing future teachers to various methods of organizing and managing pedagogical processes, forming their professional and social competence, arming them with the secrets of professional skills, and forming a methodology for working with pedagogical innovations are important factors in increasing the effectiveness of education. Thus, it becomes clear that the social competence of a future teacher, formed at the theoretical level, along with all other types of competence, develops in the field of professional activity.

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