

**UDC: 37.31.99**

**FEATURES OF CREATION OF CONVERSATIONAL SITUATION IN  
THE PROCESS OF STUDENTS' MULTILATERAL COMMUNICATION**

**Abdullajonov M.**<sup>1</sup> *Teacher of department of foreign languages, faculty of agro  
engineering and hydro melioration,  
Andijan Institute of Agriculture and Agro technologies,  
Andijan, Uzbekistan*

**Abstract:** This article examines the problem of introducing a constructive approach to education as a leading principle of pedagogy. The essence and general principles of a constructive approach are analyzed. The article summarizes new material on the topic under study, new concepts are introduced into scientific circulation: “foundations of constructiveness”, “constructive personality”, “constructive skills”, “constructive activity”, “constructive approach”, “principle of constructiveness”. The methodological principle of pedagogy, which is currently applied, is substantiated. On the basis of historical graphic and empirical research, the author identified the basic patterns of the constructive approach and indicated its implementation through educational organizations. The characteristic features of constructive learning are highlighted and described. The opinion expressed by the author will be of interest to specialists in the field of education who want to improve the quality and efficiency of work. This problem has been little studied today and requires further research.

**Key words:** Pedagogy, constructive approach, methodology, education, educational environment.

A principle in science is some definite inner conviction and basic rule of the scientist's activity, which he is guided by. Analyzing the various classifications of the principles of science, it is easy to see that methodological ones are the determining factor among them. Methodological principles play an important role in the analysis of scientific phenomena, the assessment of scientific concepts.

Methodological principles cannot be constructed by themselves and do not tolerate arbitrariness. Based on the object, subject, goals and tasks of scientific knowledge, they show their characteristic features. For example, the general methodological principle in pedagogy is based on the dependence of the scientific approach to education on the political, economic life of the state and the position of society in the whole world. Currently, many scientists are fascinated by the study of the principle of constructiveness in pedagogy and the development of the theory of a constructive approach in education:

- a constructive approach in education is a methodological concept for the organization of a stable, continuously changing rational space that provides electivity to all participants in the educational process on the path of self-development, continuous cognition and transformation of the surrounding world;
- a constructive approach in pedagogy is such an attitude of a person to reality and activity in it, in which she, knowing this reality, makes an attempt to change it so that it becomes useful for the person; - a constructive approach in the formation of ecological education is a system of such actions, with the help of which reality is cognized in the process of all-round development of the subjects and objects of these actions;
- a constructive approach in the architectonics of a lesson is a symbiosis of deductive and inductive methods of constructing a lesson through its constructs;
- a constructive approach in the formation of reflection is a system-structural methodology of the cognitive and creative activity of a student, contributing to the formation of both differentiated and integrative aspects of the components of constructive competence;
- the constructive approach of social cognition is the structuring of all information about the world for the purpose of cognition, etc.

Let us define here the principle of constructiveness as a requirement: the leading construct of any relationship in pedagogical processes and education is the upbringing of a constructive personality based on its individual, potential, cognitive features and capabilities. We see the implementation of the principle through a constructive approach, the methodological provisions of which are defined as follows:

- each system that arises during constructive activity can be explained as a part of it;
- constructive activity cannot be independent of the interaction of all its subjects;
- the goals of activity are nothing more than constructs, which also change in the process of constructing objects of knowledge and their transformation;
- the subjects of constructive activity come to a consensus regarding the object under discussion in the process of generalizing their experience;

Analyzing various concepts in pedagogy, one should point out the following definitions of the key concepts of a constructive approach.

The foundations of constructiveness is a polysemic concept, it is a combination and sublimation of concepts such as:

- 1) constructive skills;
- 2) constructive thinking;
- 3) the ability for constructive activity.

A constructive personality is a person capable of adequate rational analysis of data, of constructing systematic concepts, of expedient-ergonomic activity, of assessing real limitations of applicability and schemes (that is, a person with

developed constructive thinking and constructive skills, a person with the foundations of constructiveness).

Constructive thinking is a socially conditioned mental process of searching for and discovering a new one, carried out to achieve a particular cognitive-transforming goal, through active involvement in expedient activities aimed at solving problems (problems) of a functional nature.

Constructive skills are defined as automated components, realized and developed in the process of experience, actions, ready for their appropriate reproduction in an unforeseen situation.

Empirical studies of the laws governing the formation and implementation of a constructive approach point to the existing laws of a constructive approach in education:

- a) the law of conscious need, according to which activity takes on meaning only if there is a need for it;
- b) the law of goal-setting and potential opportunities, according to which learning becomes meaningful if it corresponds to the potential capabilities and personal goals of the subject;
- c) the law of program-targeted motivational management of learning, according to which learning takes place inside the motivational field of the subject and is based on his individual trajectory of cognition;
- d) the law of electivity, according to which the principle of the existence of choice is implemented: the learning environment, the form of obtaining information, the method of control, the pace of learning, etc.;
- e) the law of preservation, according to which the presence of health-preserving technologies is necessary in the educational space;
- f) and the law of the transition of quantitative phenomena into qualitative ones, according to which there is a synchronization and structuring of all

innovative processes in the educational space of the subject, the effectiveness of constructive activity is achieved at a high level of development of the foundations of the subject's constructiveness;

g) and the law of unity and struggle of opposites, according to which constructive learning is achieved through the synchronization of various innovative and traditional teaching methods, acting discretely.

It should also be noted that a constructive approach is a methodological principle in pedagogy that allows you to organize a stable, continuously changing rational educational space, ensuring the implementation of general principles for all its components in the process of continuous development and transformation of the surrounding world.

#### **Literature:**

1. Gulomjonova M. A special approach to the individual characteristics of students in foreign language teaching. //Economy And Society. № 11(78) - S.: 2020.
2. Kiryigitov B., Nosirova M. Introduction & Purpose of the project: software facilities in translation. International conference., 2016, p.268.
3. Mukhitdinova F.R. Creative qualities of the students in the system of higher education. //Economy And Society. № 11(78) -S.: 2020.
4. Nosirova M.K. Formation of foreign language communicative competence of students in the framework of modular program. International scientific journal. Economy and society. № 6(73) -s.: 2020.
5. Nuriddinova Yo. The assistant Learner motivation and interest in language learning. International conference., 2016, p.436.
6. Usmonova Sh. Study of scientific technical transfusion in non-linguistic educational university. International journal. Moscow.2019.