

PRACTICAL MECHANISMS OF APPLICATION OF CONTEXTUAL TEACHING MODELS IN PEDAGOGICAL HIGHER EDUCATION

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Abstract. This article studies the theoretical and practical aspects of the application of the contextual learning model in the modern education system, the main features and advantages of contextual learning, including linking theoretical knowledge with practice, increasing student interest, introducing a person-centered educational approach and strengthening professional training, didactic and methodological aspects of the contextual learning process, the advantages of interdisciplinary integration and the stages of its implementation in practice. The role of this approach in training competitive personnel in the labor market is also emphasized. The article is of great importance as a scientific basis for the implementation of innovative methods that serve to improve the pedagogical process and improve the quality of education.

Keywords: contextual learning, theoretical knowledge, practical skills, person-centered education, professional training, interdisciplinary integration, modern pedagogy.

PEDAGOGIK OLIY TA'LIMDA KONTEKSTUAL O'QITISH MODELLARINI AMALIY QO'LLASH MEKANIZMLARI

Annotatsiya. Ushbu maqolada zamonaviy ta'lim tizimida kontekstual o'qitish modelini qo'llashning nazariy va amaliy jihatlari, kontekstual o'qitishning asosiy xususiyatlari va afzalliklari, jumladan, nazariy bilimlarni amaliyot bilan bog'lash, talabalarning qiziqishini oshirish, shaxsga yo'naltirilgan ta'lim yondashuvini joriy etish va kasbiy tayyorgarlikni kuchaytirish, kontekstual o'qitish jarayonining didaktik va metodik jihatlari, fanlararo integratsiyaning afzalliklari va uni amaliyotda amalga oshirish bosqichlari o'rganiladi. Ushbu yondashuvning mehnat bozorida raqobatbardosh kadrlar tayyorlashdagi roli ham alohida ta'kidlanadi. Maqola pedagogik jarayonni takomillashtirish va ta'lim sifatini oshirishga xizmat qiluvchi innovatsion usullarni joriy etish uchun ilmiy asos sifatida katta ahamiyatga ega.

Kalit so'zlar: kontekstual o'qitish, nazariy bilimlar, amaliy ko'nikmalar, shaxsga yo'naltirilgan ta'lim, kasbiy tayyorgarlik, fanlararo integratsiya, zamonaviy pedagogika.

ПРАКТИЧЕСКИЕ МЕХАНИЗМЫ ПРИМЕНЕНИЯ КОНТЕКСТНЫХ МОДЕЛЕЙ ОБУЧЕНИЯ В ПЕДАГОГИЧЕСКОМ ВЫСШЕМ ОБРАЗОВАНИИ

Аннотация. В данной статье рассматриваются теоретические и практические аспекты применения модели контекстного обучения в современной системе образования, основные особенности и преимущества контекстного обучения, включая связь теоретических знаний с практикой, повышение интереса студентов, внедрение личностно-ориентированного подхода к обучению и укрепление профессиональной подготовки, дидактические и методические аспекты процесса контекстного обучения, преимущества междисциплинарной интеграции и этапы её реализации на практике. Также подчеркивается роль данного подхода в подготовке конкурентоспособных кадров на рынке труда. Статья имеет большое значение как научная основа для внедрения инновационных методов, способствующих совершенствованию педагогического процесса и повышению качества образования.

Ключевые слова: контекстное обучение, теоретические знания, практические навыки, личностно-ориентированное обучение, профессиональная подготовка, междисциплинарная интеграция, современная педагогика.

INTRODUCTION. The modern education system is a decisive factor in the development of human capital and requires the training of globally competitive personnel. In such a situation, the introduction of new pedagogical technologies, including contextual learning models, in the educational process is of particular importance. The contextual learning model allows students to transform their knowledge from theoretical knowledge into practical skills, which plays an important role in bridging one of the urgent problems of today - the gap between education and production. This approach involves linking the educational process to the life experience and socio-professional activities of students, which increases their interest and serves to effectively assimilate knowledge. Therefore, the study of the theoretical and practical aspects of contextual learning is an urgent issue in improving pedagogical activity.

LITERATURE ANALYSIS AND METHODS. In the pedagogical process, the contextual teaching model is one of the effective methods of combining theoretical and practical knowledge in the modern education system. This model, by inextricably linking theoretical knowledge with real-life practice, helps to activate students' participation in the educational process and develop their creative thinking skills. The importance of contextual teaching, on the one hand, is manifested in the opportunities for implementing innovative approaches to modern education in practice, and on the other hand, in improving the quality of education and forming students' professional competencies.

This approach helps to improve the didactic and methodological aspects of the educational process, creating an interesting and meaningful learning environment for students. [1] This ensures not only the consolidation of students' theoretical knowledge, but also the development of their practical skills in solving real-life problems. At the same time, identifying problems that arise during the introduction of contextual learning into the educational process and proposing effective solutions to them will create the basis for its more successful application in pedagogical activities.

The developed model and its implementation methodology serve to improve the modern educational process and also provide opportunities for adaptation to other curricula. This is an important step towards eliminating the gap between education and practice.

The contextual learning model is a pedagogical approach that aims to transform theoretical knowledge into practical skills in students by linking the educational process with real-life situations. [2] The theoretical basis of this model is based on the principles of constructivism, that is, knowledge is acquired not only through listening or memorizing, but also through active participation and problem solving. The essence of contextual learning is to put students at the center of the educational process and encourage self-development. In this approach, the process of acquiring knowledge is organized in such a way that it is inextricably linked with the daily life and future professional activities of students.

The theory and practice of contextual teaching and learning (CTL) have deep roots in the works of several influential psychologists and educators. Jerome Bruner, a prominent figure in educational psychology, emphasized the importance of scaffolding and the spiral curriculum, where learning builds on previous knowledge through contextual experiences. [3] Jean Piaget's theory of cognitive development also significantly influences CTL, as it highlights how children construct knowledge through interactions with their environment. Piaget's stages of development stress the need for teaching strategies that are developmentally appropriate and contextually relevant. [4] Lev Vygotsky introduced the concept of the Zone of Proximal Development (ZPD) and underscored the role of social interaction in learning. [5] His ideas about learning through cultural and social contexts are foundational to CTL. John Dewey, an advocate of experiential learning, argued that education should be grounded in real-life experiences, promoting the idea that students learn best when they see the connections between knowledge and their own lives. [6] Lev Vygotsky introduced the concept of the Zone of Proximal Development (ZPD) and underscored the role of social interaction in learning. His ideas about learning through cultural and social contexts are foundational to CTL. John Dewey, an advocate of experiential learning, argued that education should be grounded in real-life experiences, promoting the idea that students learn best when they see the connections between knowledge and their own lives. Albert Bandura's social

learning theory, which emphasizes observational learning and the importance of modeling, also supports the principles of CTL. Howard Gardner's theory of multiple intelligences encourages educators to use diverse methods to cater to different learning styles, further enriching contextual learning approaches. [7]

ANALYSIS AND RESULTS. In pedagogical theory, the contextual learning model was formed on the basis of many years of research and practical experience. This model is a synthesis of approaches such as the person-centered approach, activity-based learning, integrative pedagogy, and constructivism. The person-centered approach plays an important role in the formation of the main principles of the contextual model, since in this model the educational process is adapted to the individual needs and interests of students. Activity-based learning, on the other hand, involves directing the educational process to practice and ensuring the active participation of students. [8]

The contextual learning model offers a number of advantages in the modern educational process:

1. Connecting theoretical knowledge with practice. Students get the opportunity to apply the theoretical knowledge they are learning in real-life situations. This helps them better understand the educational material.

2. Increasing interest and participation. The contextual approach increases students' interest and makes them active participants in the educational process. This, in turn, increases the effectiveness of education.

3. Developing problem-solving skills. This model teaches students to think independently and make decisions in problem situations, which strengthens their professional readiness.

4. Person-centered education. The contextual model allows you to adapt education to individual needs, which helps each student achieve their abilities and goals.

5. Strengthening professional preparation. Students strengthen their knowledge through practical experience, increasing their competitiveness in the labor market.

Due to these advantages, the contextual learning model is emerging as an effective approach to developing the education system and ensuring the professional and personal development of students. At the same time, the successful application of this model is important in strengthening the integral connection between education and production.

The practical mechanisms of the contextual learning model are important in aligning the modern education system with the needs of students and the real demands of society. These mechanisms organize the pedagogical process in such a way that students apply theoretical knowledge in practice and prepare for their professional activities. The main factors for the effective use of contextual learning are specific methods, interdisciplinary integration, and effective communication between teachers and students.

Various pedagogical methods are used to introduce contextual learning into the educational process. One of these is the problem-based learning method, in which students are presented with educational materials in the form of real-life problems. Students have the opportunity to apply their knowledge and skills in the process of solving these problems. For example, in economic lessons, students are involved in drawing up real business plans or conducting financial analysis. This serves not only to consolidate theoretical knowledge, but also to form professional competencies. [9]

Another effective method is the use of role-playing games and simulation technologies. This method allows students to test theoretical knowledge in practice by modeling real professional situations. For example, for medical students, simulating the process of treating a patient, and for engineering students, modeling technological processes plays an important role in imitating real-life conditions.

In addition, the organization of project activities is widely used in contextual learning. Students are tasked with working in groups, creating independent projects to solve complex problems. This method helps not only to deeply master knowledge, but also to develop communication skills, critical thinking, and teamwork skills.

Interdisciplinary integration is important in contextual learning, which reveals the connections between different disciplines and makes the educational process more meaningful. Through interdisciplinary integration, students have the opportunity to combine knowledge gained in different disciplines and apply it to solving complex problems. For example, by integrating ecology and economics, students can develop projects on sustainable development. This approach helps students develop multifaceted thinking.

Among the practical results of interdisciplinary integration, one can highlight factors such as students' systematic understanding of knowledge, the development of the ability to adapt theoretical concepts to real-life situations, and the strengthening of professional skills. Scientific research shows that students who receive education based on an interdisciplinary approach have higher competitiveness in the labor market.

CONCLUSION. The role of the approach in improving the quality of higher education is also manifested in establishing effective communication between students and teachers. The interactive and person-oriented organization of the educational process helps to develop trusting communication between the teacher and the student. This, in addition to making the educational process interesting and effective, also serves to in-depth mastery of educational materials by students. This ensures the continuity of the quality of education and the supply of personnel ready for the labor market. In general, the contextual teaching model offers new theoretical approaches and innovative practices in the modern education system. The successful application of this model serves to improve the quality of higher education, strengthen the professional training of students,

and expand the opportunities for applying their knowledge in real life. As a result, students acquire not only theoretical knowledge, but also important skills such as independent decision-making and problem solving, which forms them as competitive personnel in the labor market.

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