THE ESSENCE OF "FULL ASSIMILATION" TECHNOLOGY

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Annotatsiya. *Ushbu maqolada o'quv jarayonida to'liq o'zlashtirish texnologiyasidan foydalangan holda barcha maktabo'quvchilari uchun muvaffaqiyatga erishish holatini yaratish haqidagifikrlaryoritilgan.*

Kalit so'zlar: *ijodkorlik, to'liqo'zlashtirishnita'minlash, ta'limjarayoni, kamsitish, tanishish.*

Аннотация. *В данной статье речь идет о создании ситуации успеха для всех школьников путем использования технологии полной ассимиляции в процессе обучения.*

Ключевые слова: *творческие способности, обеспечение ассимиляции, образовательного процесса, различения, знакомства*

Annotation. *This article deals with the creation of a situation of success for all school children by using full assimilation technology during the teaching process.*

Keywords: *creative abilities, to ensure the assimilation, educational process, discrimination, familiarity.*

Technological creativity of a teacher is not a new phenomenon. Over time, everyone chooses the right method for themselves. Each technique always contains elements of technology. But today there are a lot of educational technologies used. How to choose yours among them?

Knowledge of modern pedagogical technologies and the ability to navigate their wide range is a condition for the successful work of a teacher today. And this is understandable: after all, any technology, first of all, answers the question: how to achieve the planned result?

Every teacher searches for such pedagogical technologies that contribute to the development of students' creative abilities.

We adhere to the following "guidelines" that best suit the specifics of children's education in our practice:

Universal talent of children: there are no untalented children, but there are those who have not found their business yet.

Mutual superiority: if someone does something worse than others, then something must turn out better – this "something" needs to be looked for.

The inevitability of change: no judgment about a child can be considered final.

Success breeds success.

The main task is to create a situation of success for all children in every lesson, especially for those who are not sufficiently prepared: it is important to make them feel that they are no worse than others.

There are no incapable children: if everyone is given time corresponding to their personal abilities and capabilities, then it is possible to ensure the assimilation of the necessary educational material.

In recent decades, changes in the nature of learning have occurred in the context of global educational trends that have been called "megatrends." These include:

• the mass nature of education and its continuity as a new quality,

• significance both for the individual and for social expectations and norms,

• orientation towards a person's active development of methods of cognitive activity,

• adaptation of the educational process to the requests and needs of the individual,

• orientation of education to the student's personality, providing opportunities for its self-disclosure.

The most important feature of modern education is its focus on preparing students not only to adapt, but also to actively master situations of social change.

The system of complete assimilation of knowledge is an organizational and methodological system of individualized training. It arose from the successful experience of the teaching staff of a small school in the town of Winnetka, near Chicago.

The purpose of this system is to create psychological and pedagogical conditions for the complete assimilation of the required educational material by every student who is willing and able to learn.

This technology was developed by American psychologists **Jonathan Carroll** and **Benjamin Bloom** in the 1960s. They identified three groups of learning goals: cognitive, affective and psychomotor. The working hypothesis was based on the assumption that ***all students are able to fully assimilate the necessary educational material under conditions optimally selected for each child.*** The teacher must determine what exactly the full assimilation of knowledge consists of, and what results should be achieved by everyone. In other words, the teacher creates a standard for the complete assimilation of knowledge in a unified form using a hierarchy of pedagogical goals.

Let's consider **the categories of goals of cognitive activity:**

knowledge: the student reproduces specific facts, terms, theories, concepts, principles, procedures;

understanding: the student explains the connections between phenomena, transforms educational material from one form of expression to another (for example, from text to drawing and vice versa);

application: the student uses the acquired knowledge according to the model in a similar or modified situation;

analysis: the student identifies essential features, reasons logically;

synthesis: the student writes a creative essay, proposes an experimental plan, solves problematic problems based on knowledge from different fields;

evaluation: the student evaluates the value of the learning material to achieve a specific goal.

The theoretical basis for this technology is presented in the works of Mikhail Vladimirovich Klarin. (Klarin M.V. Pedagogical technologies in the educational process. – M, 1989.)

The authors of the technology, as a working hypothesis, accepted the assumption that a student's abilities are determined not under average, but optimally selected conditions for a given child, which requires an adaptive learning system that allows all students to fully master the program material.

J. Carroll drew attention to the fact that the learning conditions are always fixed (the same study time for everyone, the method of presenting information, etc.) in the traditional educational process. The only thing that remains unfixed is the result of learning. Carroll proposed making the learning outcome a constant parameter, and the learning conditions variables, adjusted to each student achieving a given result.

This approach was supported and developed by B. Bloom, who proposed the student's ability to determine the pace of learning not under average, but under optimally selected conditions for a given student. B. Bloom studied the abilities of students in a situation where time for studying the material is not limited. He identified the following categories of trainees:

• **low-ability**students who are unable to achieve a predetermined level of knowledge and skills, even with large amounts of study time;

• **talented** (about 5%), who are often able to do what everyone else cannot cope with;

• students who make up the majority (about 90%), whose **ability** to acquire knowledge and skills **depends on the expenditure of study time.**

These data formed the basis for the assumption that with proper organization of training, especially when strict time frames are removed, about 95% of students will be able to fully master the entire content of the training course. If the learning conditions are the same for everyone, then the majority achieves only "average" results.

We see the **advantages** of the technology under consideration in the fact that students are forced to constantly make decisions themselves. This prepares them for independent living. Technology stimulates the maximum disclosure of abilities and creative potential of the individual, and implements a humanistic approach. The learning process using this technology fits into both the cognitive and personal paradigm, relying on the uniqueness, originality of the student, and allows optimal use of the help of the teacher and classmates.

The essence of the technology of "full assimilation" lies in this. According to scientists, depending on their intellectual abilities, different students need different amounts of time to master the same educational material. However, the traditionally organized educational process ignores this reality and requires that all students learn all the material by a given deadline, the same for everyone.

But many do not have time to learn, and therefore not everyone fully assimilates the material. Lack of time is the main reason for "lame" knowledge. As a result, it is necessary to individualize classes so that each student receives as much time as necessary to fully master the material. It turns out that everyone should have their own pace of assimilation, which will eliminate differences in knowledge and achieve complete assimilation by 95% of students.

The purpose of such training is to create a system of psychological and pedagogical conditions that make it possible to work in a single class team with a focus not on the "average" student, but with each individual, taking into account individual cognitive abilities, needs and interests.

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