COMPETITIONS AND COMPETITIONS AS EDUCATIONAL TECHNOLOGIES

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Abstract

The article is devoted to the analysis of the effectiveness of contests and competitions as an educational strategy for identifying and supporting students' talents.

Key words

competition, competition, olympiad, educational technologies.

The study of the concept of "talent" and the mechanisms of its identification, development and support has recently become widespread and is typical not only for pedagogical research, but also for works in the psychological direction. Despite the fact that there is still no clear understanding of the term talent, L.S. Vygotsky, S.L. Rubinstein, B.M. Teplov, N.S. Scientists such as Leit believe that talent depends on a combination of a number of factors and can be developed [1, 5, 7, 3].

Talent can be viewed from different angles: intellectual abilities, genetic predisposition, age characteristics, but the ideal form of identifying, developing and supporting gifted individuals remains in the field of debate.

A lot of attention to the forms of talent identification is widespread in various psychological and pedagogical works, because it is directly related to the development of the learner, pedagogy and must respond to the problems of society. Competitions, contests and Olympiads are one of the forms of such educational technologies today.

Let's turn to the explanatory dictionary of the Uzbek language to determine the terminology and establish relationships. According to the explanatory dictionary of the Uzbek language edited by A. Madvaliev (2006-2008) [9]: competition is a dispute, competition, competition. It's a competition to get better results. For example, a shooting competition. Running competition. Competition (competition) is a competition aimed at distinguishing the best participants and the best works. Olympiad - competitions, competitions - in the field of sports, art or some knowledge. Interestingly, only the term "Olympics" refers to competitions in various fields of activity: sports, science and art.

Based on the definitions, we can conclude that contests (contests) and Olympiads are a type of competition, so let's take a closer look at this phenomenon in education.

Competitions are an important method of organizing the activity of the educational team. The method is based on the comparison of character traits, the scope of certain activities, the level of development of certain skills, and the results of the work performed. Competition is used both as a method of pedagogical influence and as a means of organizing various forms of student activity [6]. Competitions are held to encourage the achievement of educational results, as well as to motivate educational activities.

At the moment, many competitions are held among education hunters. Competitions are held both in educational halls (grades, scores, ratings, analysis of educational results) and outside the educational institution (additional education, sections, Olympiads, creative contests, sports competitions, etc.). It should be noted that different types of competitions have different goals and methods of implementing the competitive component. If competition within the audience can be simply a confirmation of reinforced material and can be used in various forms or not, then, for example, competition in football is an integral part of the activity as a whole.

However, despite the popularity of competitions and their variety, it should be noted that this method has its drawbacks. A.M. Yakhina and A.V. Gizatullina expressed an important opinion in her research. In their article, "During the organization of a lesson in a classical style in a modern educational institution, the element of competitiveness has the character of uncertainty even in the mode of work such as frontal inquiry. In such a situation, students who are shy (unconfident), inert type of nervous system always experience negative emotions and fall into a failure situation because they do not have time to answer the teacher's question on time or compared to other students. . This will have a negative impact on all their activities" [2. page 14]. Based on this, we can conclude that competitive types of assessment or determination of students' abilities are incorrect in determining the general quality of knowledge, skills and qualifications, as well as cause inconvenience in their use.

In fact, even if the competition is temporary, it can be demotivating for students who fail. V.E. As Mikhailichenko noted in his monograph known as "psychology of personal development", under the influence of repeated failures, if the teacher does not help in time, the student may develop the motivation of defeat. This means that before starting a task, the learner is confident that they will not fail.

This situation can be crucial in identifying gifted students. And we run the risk of losing focus on students who may show extraordinary abilities on their own.

In our opinion, competitions are a limited educational technology that cannot be applied to all students in the same way, and especially to determine their talent.

D. Hetty defined the solution to this problem with the term "formative assessment" [8]. This technology makes it possible to evaluate the student's progress and identify difficulties during the process, not at the end of the training, not according to the results of any competition. Formative assessment provides feedback not only to the student, but also to the teacher, which makes it possible to adjust teaching methods and forms and adapt them to a specific student.

However, Olympiads are still one of the most popular types of competitions among students. The first Olympiad for schoolchildren was held in 1962, but the format of the Olympiad has not changed much for several decades, which is the main problem of the Olympiad and competitions in general as an educational technology. The educational process, forms and methods of learning educational materials are changing, educational materials are being changed, but the styles and form of the competitions remain unchanged. In our opinion, this problem is very urgent and requires serious changes.

Classical Olympiad for students is a competition to assess knowledge in a specific subject. If we follow a person-centered approach, then this format is not only irrelevant, but also useless, because knowledge of this or that subject does not correspond to a complete understanding of processes and phenomena.

Thus, in conclusion, we can emphasize that in accordance with the purpose of science Olympiads, as well as taking into account the diversity of educational technologies, it is the most effective for the development of students' experience of creative activity, creative thinking and effective cooperation skills. it is necessary to choose educational technologies that have opportunities. Competitions can create motivation not only in the short term, for example, during a competition or Olympiad, but also in the future, especially if the student does not achieve the goal he set for himself, or on the contrary, lose it.

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