

The role of feedback in pedagogy and its importance.

D.O.Shokirova, Independent researcher of the Shahrisabz branch of the Tashkent Institute of Chemical Technology

Abstract: In this article, the role of feedback in pedagogy and its importance is discussed in detail, and the effective results of using it in the course of the lesson are mentioned.

Keywords: creative, critical, feedback, evaluation, constructive feedback, opinion, feedback, idea, information.

As we know, methodology consists of a number of methods and is an integral part of pedagogical activity. Methodology is a part of the process of explaining the lesson, in order for the methodology to be complete, it is necessary for the teacher to choose the methods correctly.

The teacher unknowingly uses some method in explaining any lesson. In this case, an experienced teacher knows how to integrate several educational methods in the course of the lesson and can use educational tools correctly. The teacher's choice of educational methods for students based on the nature of the subject is a guarantee of quality education [3]. Therefore, the role and importance of feedback in pedagogy is very important.

Feedback from research is a method of analyzing pedagogical results. As we all know, this pedagogic communication is considered as a key process in assessment and teaching. We can say that feedback on the expected result compared to the result obtained in the evaluation process has a special place in self-evaluation. This will contribute to the future development and attempt to use the data obtained in practice.

Feedback is a product of observation, analysis and reflection [pages] Psychologist G.M.Andreeva identified two types of feedback: creative or critical, that is, in creativity, it consists in supporting the student's activity in the lesson and answering questions [1]. In criticism - the answers given by the student are said to consist of correction and criticism. R.Verderber and K.Verderber - views positive thoughts as a means of showing results through support and praise. According to them, the results of many studies aimed at showing negative actions of critical feedback and constructive criticism have been positive[2]. It is known that students absorb the knowledge given through feedback quickly and effectively, but in some cases, the actions in the lesson passed through critical thoughts are constructive.

In the course of education of specialized sciences, it is an important problem for the students of the initial stage to engage in educational activities in conditions that are new to them. For example, not being able to listen to and absorb new science lectures, not being able to properly plan educational activities, not being able to use the literature related to the recommended specialty subjects correctly, lack of will, lack of time not being able to divide the brain and others. We believe that starting from the first lectures, we should draw students' attention to the organization of higher education, the structure of the subject course, the specific aspects of mastering these subjects, and the organization of independent education [4]. Higher education requirements for students: how to prepare for lectures and practical sessions, what to pay attention to in the process of independent education and how to plan it, how to work with the literature of fundamental and specialized sciences, evaluation system, etc. we need to understand. Teaching students to properly distribute and plan the educational load is one of the important problems.

The development of students' acquired knowledge in the educational process can be based on three different ideas:

- creative thinking - constructive, based on positive strengths. It shows that the teacher has achieved a high result in creating a normal environment for demanding students during the lesson;
- critical comments - raises constructive and topical issues and discusses individual mechanisms of the educational process, considers ways to regulate and improve them. This type of question-and-

answer is relevant by asking high-level questions about personal aspects and finds and identifies ways to solve a problem;

- strict feedback - creates issues that allow a deep and wide understanding of activity and activity results. It also helps students build positive relationships with each other for effective feedback, and promotes humility and self-confidence.

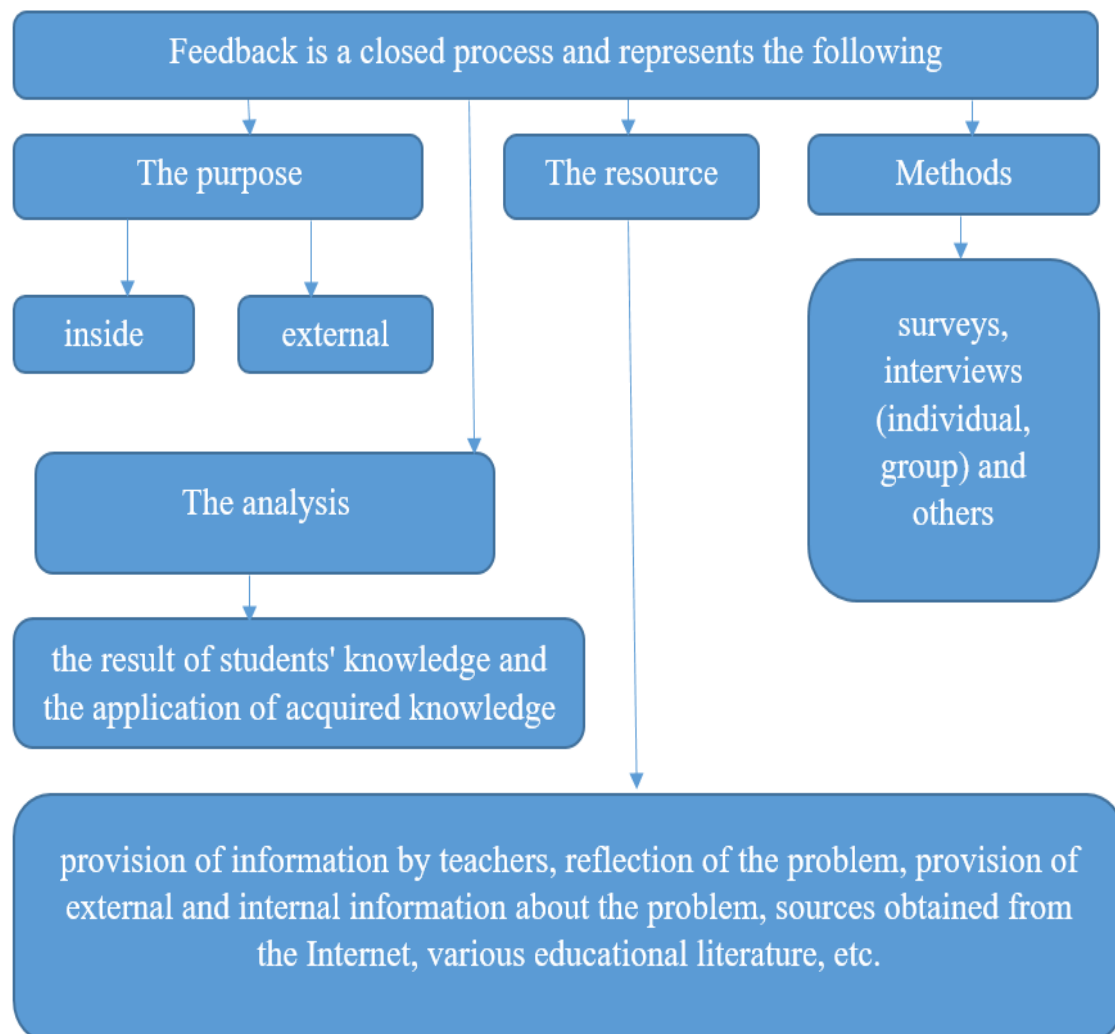


Fig. 1 Structural structure of feedback.

Feedback is a closed process and represents the following (Figure 1):

1. Purpose: internal and external.
2. Source: providing information by teachers, reflecting the problem, providing external and internal information about the problem, sources from the Internet, various educational literature, etc.
3. Methods: surveys, interviews (individual, group).
4. Analysis: the result of students' knowledge and the application of acquired knowledge.

The factor that determines the effectiveness of feedback is its timely implementation. That's because after a while, feedback loses its value.

For example, if the teacher does not give feedback at the end of each lesson, then the student will not fully remember the information. Therefore, if the teacher does not have enough time to receive written feedback, it is necessary to analyze and discuss the data. If so, a verbal comment can be made. This is necessary for the teacher to plan the next lesson, and through feedback on that lesson, mistakes and shortcomings are identified [3].

Recently, the evaluation of teaching and learning quality is based on student satisfaction with the process and is determined by learning outcomes. This assessment is given through feedback to each lesson.

At the same time, providing effective feedback is the essence of the program. The ability to ask questions that lead to critical thinking is essential. In the development of this cyclical process, the continuous communication between the teacher and the student is effective only if it is strong, and this is the main task of the program.

The teacher should have his share in this. During feedback, it is better for the teacher to show an example of being able to ask open constructive questions with his actions. In order to control the lesson, the teacher conducts a conversation with the students through pre-structured questions during pre- and post-lesson feedback.

The goal of the teacher is to conduct the lesson based on the initial conversation, to get information about the characteristics of the lesson and teaching. Through feedback and questioning strategies, teachers are given more opportunities to analyze, reflect on, and reflect on their experiences in professional learning environments. Positive feedback based on mutual respect and understanding is essential to receive fair and unbiased feedback during formative assessment[7].

To summarize the above, the following are of particular importance in providing truthful feedback:

- the relevance of feedback to the topic and purpose of the lesson;
- focus on achieving the set goal;
- disclosure of information about the successful aspects of the completed work;
- influencing the improvement of the student's work;
- directing the student to independent work and thinking;
- presentation of steps to success;
- the comment should be clear and appropriate;
- clear presentation of proposals;
- positive, constructive thought.

One of the important aspects of a modern pedagogue is the ability to implement a creative approach while having independent thinking. Without a creative approach, not a single discovery, the further development of the sciences that form the basis of specialization, and the growth of professional skills are possible.

References

1. Андреева.Г.М Социальная психология сегодня: поиски и размышления. М., 2009.
2. Вердербер.Р, Вердербер.К. Психология общения. – СПб.:прайм-ЕВРОЗНАК, 2003
3. Turdiyev S. R. Didactic principles of guiding theoretical knowledge from steam science into practice //ACADEMICIA: An International Multidisciplinary Research Journal. – 2021. – Т. 11. – №. 10. – С. 1597-1601.
4. Турдиев, Ш. Р. (2019). ТАЪЛИМ ЖАРАЁНИНИ ТИЗИМЛИ ЁНДАШУВ АСОСИДА ПЕДАГОГИК ТЕХНОЛОГИЯЛАРДАН ФОЙДАЛАНГАН ҲОЛДА ТАШКИЛ ЭТИШ. *Современное образование (Узбекистан)*, (12 (85)), 31-36.
5. Turdiyev, SH R. "MODELLAR XARAKTERI VA MODELLASHTIRISH JARAYONLARINING TARKIBIY QISMLARI." *E Conference Zone*. 2022.
6. Razzoqovich, T. S., & Uktamovich, S. A. (2021). IMPROVING THE LEARNING PROCESS AND INFORMATION LEARNING SPACE USING GOOGLE'S CLOUD SERVICES International conference on multidisciplinary research and innovativ.
7. Турдиев Ш. Р., Кельдиярова М. Г. Организация в процессе обучения учебно-исследовательской работы студентов //Вестник науки и образования. – 2020. – №. 5-2 (83). – С. 21-25.