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ХОРАЗМ МАЪМУН АКАДЕМИЯСИ**

**ХОРАЗМ МАЪМУН  
АКАДЕМИЯСИ  
АХБОРОТНОМАСИ**

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**Бош муҳаррир:**

*Абдуллаев Икрам Искандарович, б.ф.д., проф.*

**Бош муҳаррир ўринбосари:**

*Ҳасанов Шодлик Бекпўлатович, к.ф.н., к.и.х.*

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## LEARNING STYLES AND EXPERIENTIAL LEARNING THEORY

*G.Sh.Sharapova, katta o'qituvchi, Buxoro davlat universiteti, Buxoro*

*M.I.Rasulova, o'qituvchi, Buxoro davlat universiteti, Buxoro*

**Annotatsiya.** Ushbu maqolada boshlang'ich sinf o'quvchilari ishtirokidagi tadqiqot natijalari muhokama qilinadi. O'quv uslublarini tadqiq qilish uchun ushbu masalalarning bir nechta natijalari ko'rib chiqilgan.

**Kalit so'zlar:** o'quv tizimlari, o'quv uslublari, metakognitiv, umrbod o'rganish, individual tasavvur, qaror qabul qilish imkoniyati, mas'uliyat.

**Аннотация.** В данной статье будут рассмотрены результаты исследования с участием учащихся начальных классов. Несколько результатов этих вопросов были рассмотрены для исследования стилей обучения.

**Ключевые слова:** системы обучения, стили обучения, метакогнитив, обучение на протяжении всей жизни, индивидуальное воображение, возможность принятия решений, ответственность.

**Abstract.** This article discusses the results of a study involving elementary students. Several results of these issues have been considered for research into learning styles.

**Key words:** learning systems, learning styles, metacognitive, lifelong learning, individual imagination, opportunity of decision, responsibility.

Students' singular learning systems have been recognized as significant abilities to prevail in school as well as significant for deep rooted learning. Learning styles are frequently added to the idea learning procedures. Finding a meaning of learning methodologies is no simple undertaking. However, it is frequently emphasized that students need to develop their own learning, become selfsufficient, acquire awareness, and have good "tools" for lifelong learning, among other things. New socio-social examples strength school to apply instruction not similarly as conveying data or as abilities educating, however as an activity pointed mostly at advancing the capacity of figuring out how to learn. This outcomes in a more checked consideration towards instructing strategies that enact the students' functional what's more, experiential aspects and encourage their ever-evolving independence. The instructive projects planned and executed by educators ought to foster in the students the capacity to manage issues, stress decisive reasoning, animate individual imagination, opportunity of decision and responsibility. The school, in this way, brings to the table every understudy a large number of chances for the improvement of the scholarly abilities that will permit him to live in a palatable way in the quick and later on and, simultaneously, to be acknowledged as a remarkable individual. The creation of individualized programs that are geared toward the acquisition of knowledge and skills, particularly basic skills, with the goal of enhancing the student's originality, autonomy, and communication skills is necessary for instruction that is geared toward the promotion of students' meaningful and motivated learning. The adaptability of learning programs and the importance for students of social contributions are the constitutive highlights of instruction project qualified as "customized". Knowledge of the understudy individual is a needful essential for viable instructive work; It is impossible to plan adequate educational activities without having a clear understanding of the characteristics of the students in the class because a student's success is not only determined by his or her cognitive abilities but also by various aspects of his or her personality. Teachers are able to develop a better awareness of all students' expertise and, as a

result, encourage the creation and implementation of personalized educational interventions when they are aware of the students' style preferences and learning needs. Instruction that is adjusted to the pace of learning, the learning preferences of the students, and their particular interests. In a climate that is completely customized, the learning targets and content as well as the strategy and speed may all change (so personalization envelops separation and individualization).

A few understudies' troubles are started from befuddle between the educator's approach to instructing and the approach to learning of the understudy, and from the demeanor, both of instructors and students, to confound the disparity of styles with the absence of scholarly capacities. The examination [8] has identified as ideas of learning style, of learning methodologies and scholarly capacities are effectively misjudged and has attempted to explain their implications. As previously stated, style generally refers to a person's preferred method of doing something. Specifically, learning styles include a normal tendency, a propensity to learn with a particular goal in mind. The styles are individual contrasts in normal ways of coordinating and handling data; so are steady and are frequently liberated from any basic assessment. Procedures are intentionally controllable, versatile, modifiable and fluctuate as indicated by the specific circumstances that step by step face. Learning systems' significance has likewise been featured by global studies, that have focused on the requirement for students to foster their capacity to learn, to become autonomous, to become mindful of their own mental working and to figure out how to dominate the "instruments" fitting for a deep rooted learning. The report of PI has shown that understudies having well developed capacity to selfdeal with their own learning can choose the suitable learning results, utilizing their insight and abilities on centering and recognizing most valuable systems for various errands.

The expertise alludes to how much an individual can follow through with something. Scholarly abilities come straightforwardly into play while performing homework; We say that one student is better at verbal reasoning, another is better at math, another is better at spatial perception, and so on. Learning styles are a person's individual and habitual way of organizing information. They are grouped with intellectual abilities and motivations. they are a specific method for managing issues and errands, a steady and extremely durable demeanor to utilize a particular class of procedures. The reasonable advancement of learning styles depends with the understanding that style and knowledge are two unique develops. The primary distinction lies in the fact that, in contrast to intelligence, which consists in the production of such processes and elaborations, learning styles refer to a preference for using particular processes when processing information. The distinctions in learning results frequently are not connected with various degrees of scholarly capacities, but rather to their approach to utilizing, contingent upon the learning style of every understudy. Zhang, Sternberg, and Rayner have recently posited the idea of learning styles as an interface between intelligence and personality that is distinct from and interacting with intelligence and personality. The instructor needs to deal with these distinctions, since, in such a case that he confounds builds considerably unique, he could minimize understudies having a gaining style not quite the same as his own, confusing them with understudies with restricted capacities.

As has been mentioned numerous times, each person's learning style is how they learn and process information. Among all current learning styles groupings we feel that Kolb order is the one especially consistent to school world. Kolb's model, which serves as a reference for research on learning styles, has piqued the interest of researchers and been widely used by educators. Experiential Learning Theory (ELT) is the name given to the theoretical framework within which Kolb's classification of learning styles is based on experience. Kolb uses the analogy of how an accurate modeling of reality progresses from concrete experience to active experimentation to describe learning styles. The author has written about the idea of experiential learning, a process in which learning comes from both grasping and changing experience. This hypothesis is diverging from different speculations expecting that the understudy is as a "clean slate", that inactively



catches the ideas and their connections. As per Kolb, learning is the consequence of a roundabout cycle that starts with the substantial experience and increments with intelligent perception prompting plan of conceptual ideas and speculations having the objective of making of speculations testable through activity. The activity is a chance for new encounters and the recursive cycle begins again at a high level of intricacy. Following the actions to be taken, the four steps are listed and arranged according to succession and temporal logic. The subject should complete at least some of the four steps for complete learning.

According to ELT, learning is the process by which experience is transformed into knowledge. The ELT model depicts Reflective Observation (RO) and Active Experimentation (AE), two dialectically related modes of transforming experience, and two dialectically related modes of grasping experience—Concrete Experience (CE) and Abstract Conceptualization (AC). These four steps complement one another: Each step feeds the next, so no one is effective on its own for the learning process. Each step includes a similar significance inside the general cycle and requires various abilities what's more, skills that understudies should have the option to apply contingent upon the circumstance. The four stages of learning are substantial for the entire course of life, starting with learning in kindergarten.

Kozhevnikov arrived at the resolution that styles, albeit moderately steady, are flexible, it can change as indicated by various natural and situational needs and can be adjusted by life encounters. Depending on the student's accentuation of one of the four steps, the four learning styles are based on genetic, environmental, or experiential factors. Styles include: Divergers have major areas of strength for a capacity, are great at seeing things according to alternate points of view, are inventive, also, function admirably with individuals. The ability to construct theoretical models, preference for inductive reasoning, and preference for dealing with abstract concepts characterize assimilators. Each framed learning style offers benefits for highlights referenced above, yet if at least one processes are conveyed extravagantly, they become counterproductive to learning objectives themselves.

Kolb has created, approved and updated throughout the long term a self-evaluation survey, the Learning Style Stock (KLSI), that can be utilized as a device to concentrate on the qualities of person learning styles. This instrument has been planned not so much for particular or unfair extensions, but rather as a method ready to give a significant self-investigation and to start the conversation that perceives the uniqueness, intricacy and fluctuation in individual ways to deal with learning. The KLSI has been planned as an instructive apparatus to improve understudies' mindfulness on their way of learning and the uniqueness of their way to deal with the review. Expanding consciousness of how they learn, understudies' capacity on metacognitive control of their own way of learning is gotten to the next level. By along these lines, understudies can screen and choose the best learning strategies in various circumstances. The apparatus can advance exchange among instructors and understudies about styles, their disparities, their improvement and more viable learning modalities. From an operational point of view, it is appropriate to present the inventory to the students as an experience rather than as a test or assignment to better understand how each student learns. The inventory results and related profiles ought to be used as a starting point for investigating their learning mode. Instructors should realize the learning styles of their understudies and act with the objective that everybody knows about their own style.

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## **JAMIYAT MA’NAVIY YANGILANISHIDA MILLIY – MA’NAVIY MEROS MODERNIZATSIYASI**

***I.Yo. Tairov, katta o‘qituvchi, PhD, Farg’ona davlat universiteti, Farg’ona***

***Annotatsiya.*** Ushbu maqolada milliy-ma’naviy meros va uning jamiyat ma’naviy yangilanishi va yuksalishidagi o‘rni va ahamiyati, shu jumladan mamlakatimizda olib borilayotgan islohotlar yoritib berilgan.

***Kalit so‘zlar:*** milliy-ma’naviy meros, ma’naviyat, madaniyat, milliy taraqqiyot, jamiyat rivoji, milliy qadriyatlar.

***Аннотация.*** В данной статье освещается национально-духовное наследие и его роль и значение в духовном обновлении и подъеме общества, включая проводимые в нашей стране реформы.

***Ключевые слова:*** национально-духовное наследие, духовность, культура, национальный прогресс, развитие общества, национальные ценности.

***Abstract.*** This article highlights the national-spiritual heritage and its place and importance in the spiritual renewal and rise of society, including the reforms carried out in our country.

***Keywords:*** national-spiritual heritage, spirituality, culture, National Development, development of society, national values.

Mamlakatimizda milliy-ma’naviy meros, milliy qadriyatlar, milliy til, moddiy va ma’naviy madaniyatni asrab-avaylash hamda yanada rivojlantirish davlat siyosatining asosiy ustuvor



**(+998) 97-458-28-18**