

**OPTIMIZING THE CONTENT OF CHINESE TEACHING IN HIGHER  
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**Abstract.** This article aims to ensure high-quality learning of educational material, and on the other hand, modern trends in optimizing the educational process, which does not require a lot of time and financial costs, do not negatively affect the health and mental well-being of educational participants, and problems are considered. Optimizing the educational process requires a conscious choice of the most optimal option of directions and methods that provide maximum efficiency in the current conditions in solving the set tasks. The accumulated experience of well-known linguodidactics and pedagogues was analyzed to justify the concept of optimization. Ways and principles of optimizing the content of Chinese language education in higher education are considered.

**Keywords.** Chinese language, Higher education, optimization, modernization, optimization, trends, optimal option, optimization criteria, educational process, method, teaching technologies, efficiency.

**Introduction.** In the world, several researches are being conducted in the leading higher education institutions and research centers of Europe, China, and Russia to understand and improve the theoretical basis of optimizing the content of foreign language education, especially Chinese language education.

In recent years, the world pedagogical community has been actively discussing the issue of increasing the effectiveness of education and bringing it to a level that fully meets the needs of the time.

At a time when Uzbekistan-China relations have reached a high level, have become systematic and intensive, cultural-humanitarian, scientific-educational relations are expanding, it is connected with the identification and practical implementation of approaches aimed at optimizing the content of teaching Chinese, one of the most complex languages. It explains the necessity of theoretical and practical research on the problem of "optimization of education" to

solve research problems.

Optimization in pedagogy is a unique, irreplaceable process of pedagogical innovation. In this regard, we agree with the opinion of D. K. Bartosh about effectiveness: "...in today's era, the effectiveness of education should be considered ... as bringing its results closer to the results that are optimal for today" [2] In other words, effective education must fully fulfill the social demand of the society. It is for this purpose that the optimization of education, and the development of methods and technologies that can bring it to a new level forces today's researchers to constantly search for new methods and approaches.

**The main part.** In the modern educational paradigm, optimization is an important step in raising the educational process to a new level of quality through acceleration and efficiency in education, modernization, and transformation.

The idea of optimization or activation started its initial process from the system of general theories, cybernetics. In the scientific and educational literature, the term "optimization" means a sequence of actions, an appropriate process of work to achieve a certain goal, this process allows obtaining high-quality and accurate results. Optimization is always a choice, which is what many people do in their daily lives and careers.

In general, "optimization" can be understood as positive events and news happening in various aspects of society.

The development of the scientific idea of the optimization of the educational process was initiated in the 70s of the XX century by academician Yu.K.Babansky. According to Yu.K.Babansky's theory, the process of optimizing education consists of a set of methods aimed at choosing the most optimal option from among its main components: tasks, methods, tools, forms, etc. [1]

The most important factors of this theory for the practical work of teachers are as follows:

1. To determine the essence of the concept of optimizing the educational process
2. Description of methodological bases of optimization
3. Determination and justification of the criteria for the optimization of education
4. Development and description of the system of methods of optimization of education.

**Literature analysis and methodology.** The issues of optimization in pedagogy were studied in different periods and focused on different pedagogical objects. In the 60s of the XX century, I.T. Ogorodnikov the possibility of optimal combination of different teaching methods; Starting from the 1970s, Yu.K.Babansky used the principles of optimizing the educational process in his scientific works; I.M. Cheredov researched the issues of the principles of optimal

adjustment of different forms of education, while V.P. Bepalko, A.G. Molibog and others researched the optimization of the lesson structure, S.F. Zhukov on the psychological-pedagogical conditions of the optimization of the educational process, B.Ye. Starichenko and others on the optimization of the methodological system of education.

Although this concept is actively and continuously studied in modern scientific-pedagogical research, we are witnessing the fact that no definite conclusion has been reached about its content.

The lack of a single interpretation of this term in didactics does not allow for a qualitative analysis of the results of the activities of educational subjects and an objective assessment of their actions related to the optimization of this process. At the same time, the issue of optimality criteria remains open. In this regard, we should focus on defining and justifying the concept of "methodical system optimization".

Currently, most researchers are based on the optimization criteria proposed by Yu.K.Babansky, Ye.G.Azimov, A.N.Shukin, and others. These include:

- compliance of the educational results with the requirements of the science program, as well as with the maximum potential of each learner's development;
- compliance with the teacher's and student's study time and work with the current standards;
- use of effective educational technologies and their variability;
- activation of psychological reserves of the learner.

In the studies we reviewed in the field of foreign language teaching methods, it was shown that the content of the concept of optimization is multi-component, and the amount and content of these components, and their approaches, vary depending on the characteristics of the social and educational situation.

In solving these problems, the improvement of teaching forms and methods has a special place.

In the methodology of Chinese language teaching, it is necessary to follow the principle of orientation from the teacher to the learner, to strengthen their cooperation with the audience, to guide them to independent learning, to conduct evaluation training, to learn the language it is required to develop enthusiasm, initiative, creativity, and innovation ability.

Chinese researchers such as Yanmei Zhao, and Zhufen Yang show the use of educational psychology as a theoretical basis in classes as a factor for optimizing the content of Chinese language education.[15] They distinguish the following from the main factors affecting language

learning: motivation 33%, ability 33%, intelligence 20%, and others 14%. [9] That being said, a strong desire to learn, a clear goal, and an activity-oriented subjective motivation are essential for success in Chinese language education.

Gao Yunhong said that learning begins with reflection, thinking begins with doubt, and interest begins with questions. [3] It is for this reason that the researcher recommends the use of tasks aimed at students to perform problem-based tasks to optimize education.

Modern researchers such as Liao Yinghong., Wang Yanbo, Sun Hongyan., Wu Jianhong, and Jiang Xiaojie [12,14,13,15,11] have previously expressed unanimous opinions on the measures to optimize Chinese language and literature education in the age of the Internet + they push According to them, these days traditional teaching methods in education should be transformed by integrating modern network technologies into education. This, in turn, makes it possible to eliminate certain limitations of time and space in the educational process.

Ye. N. Kolpachkova's research on the topic of optimizing Chinese language education in modern educational conditions emphasizes that step-by-step teaching of the Chinese language combined with innovations in educational technologies gives effective practical results at all stages of education. The development of the creation of electronic educational complexes that complement traditional teaching and methodical support allows for to expand of the possibilities of mass teaching of the Chinese language. [7]

Especially during the worldwide coronavirus pandemic, the education system felt a great need for optimization. Issues related to the optimization of the design of the virtual audience in the distance learning environment, the use of task-based learning methods, and the transition from passive to active learning were intensively discussed.

**Discussion.** Optimizing the process of Chinese language education in higher education institutions implies the following:

- 1) planning the educational process by improving the content of curricula and programs, teacher's pedagogical skills, teaching forms and methods;
- 2) by expanding the capabilities of the teacher through the active use of educational technical means, innovative teaching methods, and information technologies.

In the process of summarizing and analyzing the current experience, it became clear that now the students do not receive information (knowledge) directly from the teacher, but the referral of the teacher, they acquire theoretical knowledge and practical skills and competencies by working independently with educational resources under the guidance and supervision.

The availability of optimization options, their selection, and their quantitative and

qualitative dimensions help clarify the subject and object of optimization research. This dimension corresponds to the methodological requirements of the optimization of the pedagogical system:

1. Covering the full optimization of the entire system.
2. To pay attention to choosing the optimal option when choosing a system of all laws of the educational process.
3. Taking into account the sequence of options for optimizing all aspects of the system.
4. To solve the problems related to the fact that optimization of innovation processes is a continuous activity, it has very highly defined tasks and continues with perfect technologies [9].

According to Yu.K.Babanskiy, the aspects of the system, the efficiency, the quality of solving educational tasks, as well as the use of time, the efforts and aspirations of pedagogues and students to solve this problem, are important criteria for optimizing the educational process of a modern school. can be obtained. The scientist says that successful teaching is an indicator of effectiveness, which affects the education and development of students. In the concept of Yu.K.Babansky, the quality of education and upbringing is defined as the compliance of the results with the set goals, and meeting the requirements, and it is also emphasized that these results correspond to the high-level capabilities of the learners in a certain period of development.

The tasks of optimization in the educational system should be solved in the following cases:

- in cases where the unsatisfactory result of the current educational process is clear;
- it is manifested in the occurrence of changes in cases where certain parts of the pedagogical system are related to external conditions (reworking the program based on changes in the theory and practice of the subject, revising the conditions of teaching ribbing;
- in the development of a new (sufficiently updated) system of the educational process.

Optimization in the first and second cases is characterized by the analysis of the current process, the evaluation of its indicators, and the adoption of decisions based on practical experience. In the optimization of the third case, there is a task of synthesis, in which decisions are made based on the experience in practice (at the university, in the country, abroad). That is why this situation is considered more complicated, but in the context of language education reforms, this situation is occurring more than in previous years.

It is necessary to approach the optimization of the educational process based on the following principles:

1. Systematicity, which implies interdependence in the comprehensive development of all aspects of the educational process.
2. The existence of clarity implies the set goals, which take into account the real conditions.
3. The size that does not allow one component to develop hypertrophically, that is, at the expense of others.

Based on the above, optimization is taken about a specific indicator, which implies a specific task, or their joint consideration is also considered. For this, it is necessary to clearly define something, what should be optimized and what dimension is taken or a certain set of dimensions is taken and it is also necessary to pay attention to its optimal value.

It is self-evident that there is a need to develop criteria and indicators, dimensions (descriptions) related to optimization.

In pedagogical literature, the term "criterion" gives the meaning of the term "indicator" in some places. For example, the concept of "level of goal achievement" is often used as an indicator of optimality.

It can be said that the formation of the optimality index or its selection is the main issue, in which it is appropriate to continue the educational process and to carry out this task to improve it. Therefore, it is more correct to choose it (indicator) when the pedagogical system has been thoroughly studied and to direct it to the realization of the main goal.

In the above-mentioned literature, which we reviewed, there are different views and points of view on the optimization of the educational process. Some authors believe that it is most important to divide the teaching time rationally; others consider volume, systematicity, consistency, and validity of knowledge; and the third category of experts considers the ratio of correctly completed assignments by students to the proposed assignments and this is the degree of mastery of the material (in which the works considered satisfactory consist of 70% of the correctly completed works. At the same time, due to the difficulty of quantitatively and objectively evaluating the optimization of education, many do not consider it a realistic reality.

When we consider the main principles of optimization in high school, we can include the following:

- optimization of educational goals;
- optimization of educational content;
- optimization of training plans and programs;
- optimization of the time spent on learning subjects, subjects (courses);

- optimization of students' cognitive and understanding activities (attracting, and interesting students, (choosing teaching methods and tools; training in independent learning methods with the help of activation of cognitive and understanding processes: paying attention, understanding, thinking, memory).

The first step in optimization is to define and formulate goals. The next step is very important - optimizing the content of the study.

In the practice of educational institutions, the following criteria for optimizing educational content are used more:

1. The criterion of the integrity of the content of the educational subject implies that the comprehensive development of the person reflects the requirements of time and space and the main directions of modern science and education.

2. The criterion consists of the elements of scientific and practical importance of the educational subject, which helps to determine the main and important components.

3. A multifactorial criterion that determines the compliance of the content of the educational subject with pedagogical and psychological conditions and requirements. This criterion can be presented as a combination of many additional criteria:

- the criterion of compliance of the content of the educational subject with the state standards;

- the criterion that the content of the educational subject corresponds to the level of preparation of the educational group;

- the criterion of matching the content of the educational subject with the time allocated for its study;

- the criterion of matching the content of the educational subject with the capabilities of the educational material base.

While doing the optimization of the educational content, you should not rely on the things prepared by others.

First, life and society will change, and new information, evidence, industrial technologies, and opportunities will appear.

Secondly, requirements for learners and their composition will also change.

Thirdly, it will be necessary for someone to develop new programs, textbooks, and training manuals for new areas and specialties.

**Results.** Therefore, the determination of the content of education is carried out based on the goals set forward, by studying materials related to science and introducing the content of

related sciences. As the main documents, it will be possible to receive the program, thematic plan, textbooks, study guides, lecture texts, methodical developments, and other forms of manuals that reflect the content of educational subjects. In determining the content of education, following the principles based on the methodology and rules mentioned above will lead to the expected results.

The following can be included in the principles of formation of the content of training sessions:

- the principle of compliance with educational goals;
- the principle of scientificity in the content of the selected material (rules, evidence, scientifically proven ideas in the content of educational materials);
- the principle of replacing outdated rules and arguments with new modern views;
- the principle of relevance to the content of practice and professional activity;
- the principle that the content is based on personal experience (if the explanation of the material can help to convey it to the learners and help to remember the content).

Having studied the content and topics of education, the teacher must analyze the volume of the material, the time spent on it, the methods that facilitate the transfer of the material and its mastery, as well as the importance of the learning groups in mastering the educational material. It will be very important to consider their capabilities, their ability to receive and master the material, and the capabilities of the educational and material base to implement these processes.

Thus, the optimization of the educational process requires the teacher to abandon some of the outdated methods used so far, to work independently and creatively. This process requires reconsideration of the measures that can be implemented and can lead to effective results in the teacher's activity.

This implies that the teacher, without exhausting himself too much, conducts free activities aimed at achieving the set goals within the time allocated for training sessions.

**Summary.** Let's clarify one thing: the pedagogical system is a system optimized only for the proposed or existing conditions. The fact that pedagogical systems are growing or open, the movement of other (new) evidence or other conditions disturb the balance in optimization; the system remains unoptimized, and a new stage of optimization begins. Optimization occurs based on the selected task and according to the attitude towards it, therefore it is always clear; it cannot be "at all". Research needs to understand what is optimized in the system for the intended purpose.

Based on the above considerations, we can say that the optimization of the methodological



system in the educational process is a process of changing the components of the system, the interaction between them, and the relations with the external environment, which in these conditions and standard or less ensures the maximum achievement of the educational goal with the expenses. The presented concept makes it possible to distinguish the goal, object, and criteria of the optimization of the educational process. Therefore, the optimization of the educational system means updating, reorganizing, and reconstructing the methodical system, bringing it into the best condition for solving educational problems, taking into account the existing specific conditions.

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