



EDUCATION AS THE GOAL AND CONTENT OF THE PEDAGOGICAL PROCESS

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The main task of higher education in Uzbekistan is the formation of broad-profile specialists who combine deep fundamental knowledge and detailed practical training. A teacher, regardless of his scientific knowledge in his specialty, starting the educational process, must possess the necessary pedagogical minimum, a certain amount of pedagogical and psychological knowledge, technology and teaching methods.

The education of a person is a characteristic, an indicator of a certain level of mastering by a person of systematized knowledge and related methods of practical and cognitive activity, value orientations and relationships, i.e. the presence in a person of a certain individualized socio-cultural appearance.

“Recently, the idea of independence of upbringing from politics and ideology, the deduction of the goals of upbringing from universal moral norms, the laws of life, needs, rights and freedoms has been approved in world pedagogy. When formulating the global goals of education, it is necessary to proceed from the awareness of universal human values” writes TA Yuzefavichus.

General human values are recognized values that are accepted and developed by all people in the context of any socio-historical changes in the civilized development of mankind. In the educational process, such universal values as Life, Goodness, Truth, Beauty (Harmony), should underlie the value attitude of a person to the world, which is formed in this process. Education is part of the process of personality formation. Through this process, society transfers knowledge and skills from one person to another. In the learning process, certain cultural values are transferred to the learner; the learning process is aimed at the socialization of the individual.

The functioning of education as a social institution and the pedagogical process is determined by the content that should become the property of the individual. The content of education is understood as that system of knowledge, practical skills, skills, as well as ideological, moral, socio-political, aesthetic and other ideas that an individual must master in the learning process.



The most important task of education is to teach students to build their activities as a full-fledged, reasonable, in which all three parts of the activity: orientational-motivational, operational-executive and reflexive-evaluative are balanced, sufficiently developed, conscious and fully implemented.

The main result of the educational process in the modern world is the willingness and ability of graduates of general education institutions to bear personal responsibility for themselves, for their immediate social environment and for society as a whole. In the report of UNESCO to the International Commission on Education for the XXI century. This process is meaningfully presented as a comprehensive solution to the fundamental tasks of education: to teach to live together, to teach to acquire knowledge, to teach to work, to teach to live.

You can learn to live together only by realizing the growing interdependence of people, countries, peoples. This task arises in connection with the need to implement joint projects for a reasonable and peaceful solution to inevitable conflicts.

To teach to acquire knowledge taking into account the rapid changes associated with scientific progress and new forms of economic and social activity. A modern person needs to combine a fairly broad general cultural knowledge with the ability to deeply comprehend a limited number of academic disciplines.

To teach how to work, improving in their profession, and in a broader sense - to acquire competence, which makes it possible to cope with various life situations.

To teach how to live, knowing oneself better in order to make the best use of one's personal potential. Thus, education as the goal and content of the pedagogical process is a specially organized interaction of teachers and pupils, created for a person (society) to achieve a certain level of education (education as the goal of the pedagogical process) , which, naturally, presupposes the development of the concentrated experience of mankind in the development of the natural and social world, on the basis of which forms of human mentality are preserved, improved and transmitted from generation to generation (education as the content of the pedagogical process).

Pedagogy in the modern world is going through a period of rethinking approaches, abandoning a number of established traditions and stereotypes. Pushed by technologization and market relations, it came close to understanding that educational work in general differs from



other types of socially useful labor only in its specificity, it has its own product, its technologies and their market value.

The teacher on the labor market exposes his professionalism, which is based on knowledge of pedagogical technologies. "To feel confident in the labor market," writes Ivan Pavlovich Podlasiy, "a teacher needs knowledge of at least three technologies: productive (subject-oriented), sparing (personality-oriented), cooperation (partnership) technologies".

In the education system, there is an increasing need for pedagogical technologies that make it possible to actively change and correct the qualities of a student's personality, as intensively as possible to form qualities that contribute to its harmonious development.

It is necessary to design, create and introduce into practice a program for the use of the "educational situation" technology in the pedagogical process.

The technology of the educational situation includes the following stages:

- Fixation or creation of educational tension.
- Clarification of the educational object and problem.
- Specification of the task.
- Solution of the situation by each participant in the pedagogical process.
- Demonstration of educational products.
- Systematization of the received products.
- Work with cultural and historical analogs.
- Reflection. A condition for the guaranteed provision of the creative results of students in

the course of the educational situation is the competent actions of the teacher.

Technology, first of all, refers to the process, methods, forms, means. The main questions that technology answers: how to teach, how to educate, how to develop, how to lead students, how to create the most favorable conditions for their cognitive activity, how to get a product of a given quantity and quality. In fact, all these questions can be reduced to one thing - how to act so that the results coincide with the set requirements?

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