



THE SIGNIFICANCE OF INDIVIDUAL EDUCATIONAL

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Abstract

This article discusses the role and importance of student-centered learning technologies in improving the quality of general education, as well as the need for school graduates to choose life goals and principles.

Keywords: school, education quality, educational technology, student-centered technology, pedagogical technology, pedagogical activity, education, student, teacher.

Introduction

In today's era of advanced information and communication technologies, the field of school education requires more than ever to take into account the capabilities and needs of students as individuals. After all, education is a key factor in the professional development of an individual. That is, education that can fully meet the requirements of the time should be person-centered, that is, it should correspond to his life aspirations, needs, and interests. This suggests that it is expedient for a person to classify the available knowledge, taking into account the level of mastery and the ability of the person.

To date, many developed countries around the world have not been able to meet the needs of consumers of traditional education for students who have a priority in the education system and have an average level of knowledge acquisition. Continuous research and analysis of the effectiveness and prospects of education show that in modern conditions, traditional education is not able to meet the social demand of the state for the upbringing of a free, independent, and well-rounded person. An improved education system must be able to fully realize the internal potential of learners and develop their skills.

At all times and in all places, the education system has served to meet certain social, economic, cultural, and scientific-technical needs. Indeed, such needs are, first and foremost, the basis for setting educational goals; secondly, they contribute to the creation of the necessary conditions for the realization of educational goals and their improvement. Socio-economic factors are the primary basis for the development of the education system. It is the socio-economic structure of the society that allows for the creation of the necessary conditions for the formation and development of the





education system in coordination with many other factors. With scientific and technological progress, the existing cultural and socio-ideological environment encourages the implementation of socio-economic changes in society or hinders the development of the existing system, including the education system.

One of the most important issues for the education system is to help solve the problems facing society in the socio-economic and cultural spheres.

Secondary schools must be able to respond quickly to the social demands of society, to adapt quickly to the new situation that has arisen, while at the same time maintaining the accumulated best practices. Research has shown that secondary schools are somewhat conservative, with most of the teachers working in them adapting very slowly to the ongoing socio-economic changes and scientific and technological progress. In many cases, the news is not received positively. It takes some time for best practices, and innovations to be positively received by teachers and students [4:10].

However, in the context of global information, the positive solution to the problem of the adoption of innovative pedagogical technologies and their effective use in the educational process should not cause objections. If in the period when traditional education was a priority, teaching took the lead in the education system, in the current situation, independent learning is an important aspect of the system. Therefore, it is expedient to master the principle of "teacher - textbook - student" as "student - textbook - teacher". According to this principle, the main task of the teacher is to organize the activities of students aimed at independent learning by specific educational goals, to teach them to acquire independent knowledge, and actively apply the acquired theoretical knowledge in practice. Now the teacher should focus not on the transfer of ready knowledge to students, but on the selection of effective methods that allow them to independently acquire knowledge using different sources, develop the ability to think independently, prove their personal views, to enrich previously acquired knowledge with new information.

It is known that in the early twentieth century, the curriculum was structured in such a way that the student was required to be a key participant in a process that consisted of a specific set of subjects each day (e.g., one hour of mathematics, one hour, physics, one hour of literature, music, etc.). At the end of the lessons, homework was given on these subjects. The student found it difficult to relate the knowledge he had acquired to the listed subjects and found it difficult to understand how the interrelationships between the subjects were reflected in the system.

The famous Russian educator BS Gershunsky, while predicting the educational and pedagogical principles that are a priority in the education system in the XXI century,





draws attention to the need to reorient it in the study of ways to increase the effectiveness of the pedagogical process. In this case, it is advisable to achieve the following:

- To achieve the organization of creative, exploratory activity at all stages of the learning process, instead of the executive, productive activity of the student;
- The transition from the unity of goals, content, methods, tools, and organizational forms of strict management, education, upbringing, and development to the individualization and stratification of educational and cognitive activities of students:
- Ensuring the freedom of students in the choice of ideological pluralism, life goals, and principles, from subordinating all elements of the educational process to a single idea;
- To ensure that the interaction of educators and learners in the field of education and learning is compatible with the natural development of the interaction of technocratic and humanistic directions and the system of priorities [2:113].

Therefore, the prospects for the development of the education system in modern society include: ensuring the intellectual and moral development of the individual based on diverse, independent, and purposeful activities in various fields of knowledge. In developed countries - the United States, Great Britain, France, Germany, Canada, and others, the above-mentioned direction is considered to be the main one in the implementation of educational reforms. Accordingly, the following three important tasks have been identified:

- 1) Reforming the education system;
- 2) Recognition of the ability of students to work independently, to be active, and to think as the guiding principles of education and upbringing;
- 3) Integration of advanced information technologies, and technical means in the educational process.

Until recently, it was considered impossible to solve the above-mentioned tasks in a positive way under the traditional approach, when the class-lesson system was widely used in the transfer of knowledge to learners. By the requirements of the Law of the Republic of Uzbekistan "On Education", the situation has completely changed [1]. In the years since the independence of the Republic, sufficient conditions have been created to address the leading tasks of educational reforms, and they have been resolved positively. So what were the necessary conditions created along the way? They are:

- 1) Take into account the opportunity of each student to actively participate in the learning process;
- 2) The possibilities of decision-making between teachers and students were studied.





In addressing the priorities of educational reform, it is necessary to unite the capabilities of all educational institutions, the state, and society operating in the system of continuing education. Now, with the help of modern information technologies in educational institutions, practical efforts are being made to strengthen and enrich existing knowledge using distance learning, to meet the need for consistent self-improvement.

The solution to this urgent pedagogical problem must be effective and consistent, as well as in the short term. Therefore, it is necessary to take into account the nature of communication between the main elements, organizational parts of the education system, to find an important link in the creation of an integrated chain, that is, to achieve the exact fulfillment of educational goals in the new social and economic conditions [9:29].

In our opinion, an important link in the integrated chain of the education system is the use of advanced pedagogical and information technologies in the teaching process. They are inseparable. Indeed, the widespread application of advanced pedagogical technologies in the educational process leads to a change in educational paradigms. And only new information technologies will allow us to make effective use of the opportunities accumulated in advanced pedagogical technologies.

Today, modern pedagogical education requires the establishment of a stable and effective education system that takes into account not only the socio-economic and demographic situation but also historical and cultural traditions.

It is known that pedagogical activity requires a large amount of energy through the intellectual, emotional, physical, and nervous systems. It is only as a result of this expenditure of energy that the process of understanding and communication is established, which ensures the social activity of the individual. As a result of the systematic organization of training, the process of conscious activity is established, and in this process, important personal qualities, such as general ability, diligence, independence, social activity, responsibility, etc. are determined. The acquisition of a new character of activity satisfies the need to form a person, and the result of the satisfaction of this need serves as a starting point, the foundation for the opening of individual opportunities.

The state educational standards developed for the subjects provide for the need to develop a certain level of knowledge, skills, and competencies in students in each subject, which is taught in general education institutions by the directions. The psychological characteristics and individual capabilities of students do not allow them to adequately master the required levels of knowledge, skills, and abilities. Modern





teaching technologies based on advanced ideas play an important role in solving this problem.

Well-known Russian pedagogue-scientist BS Gershunsky, while identifying the priorities that are supposed to be specific to the XXI century, emphasizes the need to pay attention to the following in determining ways to increase the effectiveness of the pedagogical process:

- 1) The predominance of elements of creative research in the activities of students at all stages of the educational process;
- 2) Individualization and stratification of educational activities of students, denying the strict harmonization of goals, content, methods, and organizational forms of education, training, and development;
- 3) Deciding to achieve diversity of opinion, understanding of social existence, mutual trust, free choice of ways of spiritual formation and development, eliminating the subordination of all components of the educational process to a single idea;
- 4) Ensuring the mutual unity of educational and learning activities of teachers and students, naturally eliminating the disproportionate system of technocratic and humanistic directions [1:115].

It is clear from the views expressed that the strategic direction of the development of the education system in any society in modern conditions is the intellectual and spiritual-moral development of the individual through the formation of skills and abilities to independently acquire knowledge in various fields. It is recognized that the following three main tasks are important in the development of education in this area:

- 1) Reconstruction of the education system;
- 2) As one of the top priorities in the educational process - the achievement of independent activity and free-thinking of students;
- 3) Effective use of advanced information technologies in the educational process.

During the years of independence, the necessary conditions have been created in a short period to restructure the education system and the effective use of advanced information technologies in the educational process. That is, it is denied that each student is a subject of slow learning, he can learn independently, actively apply their knowledge in practice, as well as to think independently in determining the measures for success in their activities. It is also important for students to work together, to develop their communication skills, to exchange views on a particular problem not only with the youth of the region where they live but also with young people from other countries, to put forward personal opinions on the issue. To this end, they should be able to use the information available in information technology [8:128].





Not only general education institutions but also all educational institutions operating in the system of continuing education of the republic are required to be equally active in addressing such issues. Only then will it be possible to meet the social need to improve education. In this regard, the effective use of new information and advanced pedagogical technologies is desirable.

In our opinion, it is not right to separate new information and advanced pedagogical technologies from each other. Consequently, the effective use of advanced pedagogical technologies in the educational process will help to improve the content, quality, and effectiveness of education, while new information technologies will increase the potential of pedagogical technologies.

As a result of the use of innovative educational technologies, students should be able to independently design educational programs and develop their ability to successfully implement them in practice. After all, the professional potential of the specialist is not only to apply in practice the theoretical knowledge accumulated by him but also to be able to use their existing knowledge in choosing the optimal way and effective methods of teaching.

Educational activity as one of the main types of social activity of the person is carried out at the expense of intellectual, emotional, and physical effort inherent in the processes of perception of material existence, the organization of social relations. As a result of regular classes, the processes of conscious activity are coordinated and important psychological characteristics, general abilities, independence, social activity, responsibilities, and other important qualities of students are developed. The new needs of students ensure the variability of educational activities, and the satisfaction of needs is an important factor in revealing the individual creative potential [11:28].

The application of the method of modeling based on pedagogical activity activates the professional orientation of students and helps them to be thoroughly equipped with theoretical and practical knowledge. With the help of this method, students' pedagogical speech is improved, the ability to exert pedagogical influence is developed, and the ability to deeply analyze, observe and evaluate the current situation accurately and rationally is increased.

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