

Reform in the Field of Education in the Conditions of the New Uzbekistan

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Abstract:

The article examines the process of development of teacher education in Uzbekistan in the context of reforming the teacher training system. The effectiveness of introducing modern technologies into the process of teacher training is characterized. The process of reforming higher education as a socio-pedagogical phenomenon has been studied.

Keywords. Reforms, learning process, cooperation, educational structure.

The Republic of Uzbekistan is developing multilateral cooperation in the field of education with various countries, international missions and non-governmental organizations.

An international legal framework for cooperation in the field of personnel training is being created, priority areas of international cooperation are being implemented, joint educational structures are being developed, and the exchange of scientific and pedagogical personnel, students and students is expanding.

The activities of interested ministries and departments, embassies of the Republic of Uzbekistan abroad are intensifying to widely attract direct and indirect foreign investment in the field of personnel training.

In order to implement priority areas of international cooperation, expand the exchange of scientific and pedagogical personnel and pedagogical experience, as part of the implementation of goals and main objectives, the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan and the Center for Secondary Special and Vocational Education will:

- the practice of international cooperation between the republic's universities and leading universities in developed countries has been strengthened, electronic communication has been established with them via the Internet;
- the practice of involving the scientific and pedagogical potential of leading foreign countries in the process of training teaching and engineering personnel for academic lyceums and vocational colleges has been expanded;
- foreign internships for heads of departments and teachers of higher and secondary specialized and vocational educational institutions have been activated, attracting grants and preferential loans from international financial institutions for these purposes;
- the volume of foreign internships for teaching staff of institutes, faculties and centers of advanced training, managers and teaching staff of academic lyceums and vocational colleges through the El-Yurt Foundation has been increased.

Improving the content of training, retraining and advanced training of teaching and engineering personnel will be accompanied by strengthening the educational and material and technical base of higher educational institutions, departments, faculties and centers.

For these purposes, the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan will:

- the level and condition of the material and technical base of institutes, departments, faculties and centers for advanced training of higher educational institutions were studied and a program of measures was prepared to improve their provision with educational, laboratory and special equipment;
- measures have been taken to introduce computer technology, audio, video materials and Internet connection into the learning process;
- multimedia training programs have been developed;
- measures have been taken to introduce a modern distance system for training, retraining and advanced training of teaching staff;
- additional grants and preferential loans were attracted, and extra-budgetary funds were effectively used to equip higher educational institutions.

The education system is a social institution for the transmission of the foundations of culture by previous generations to subsequent ones. During the development of the education system, the transfer of general culture and the transfer of professional culture began to be separated into special subsystems. Gradually, a system of general education institutions and a system of vocational education institutions emerged. As the education system developed, a system of teacher training was also formed, both for general and vocational education. For a long time, teachers of general education, i.e. teachers of literacy and numeracy were representatives of the clergy. Initial vocational training, as a rule, was carried out by master craftsmen in the form of craft apprenticeship. At a certain stage in the development of the vocational education system, there was an objective need for organized training of teachers, which was due to an increase in the scale of organized training of qualified workers and specialists. As the levels of vocational education differentiated, their formation and development, there was also a differentiation in the training of teaching staff for various levels of vocational education.

The content of education is a set of knowledge, abilities, skills, and methods provided for study in a certain type of educational institution. The content of education reflects the current and future needs of society and social production, is determined by social relations, the state of science, technology, the development of school affairs and pedagogical science, and is also a means of realizing educational goals .

The structure of the activities of a higher educational institution is aimed at a wide range of different goals: cultural, industrial, scientific, etc. Within the framework of such educational integrity, pedagogical education is also distinguished. Accordingly, the content of education is a broader phenomenon than the content of teacher education, since it includes absolutely all factors of the educational process at a university. The terms “content of education”, “content of pedagogical education”, “content of teacher training”, “content of pedagogical training”, which have different semantic boundaries and semantic depth, are considered in this work synonymously and structurally, with direct consideration of the influence of the described factors on each of them when any term is mentioned.

The formation of the content of education is influenced by the following systems: social needs, culture, individual needs, science, technology, nature. The influence of the system of needs implies the optimal combination of public and personal interests in order to make education personally significant. The system of scientific achievements also has a direct relationship with the content of personnel training; according to statistics, the period of time between a new

achievement and the beginning of its systematic study in educational practice is steadily decreasing. The importance of the system of individual needs in the formation of the content of education requires taking into account the age capabilities of the student and, in addition, assumes the likelihood of university students choosing several subjects at will, depending on personal abilities, talents and interests. The factor of individual needs for the content of education is expressed, first of all, in the developed system of electives, which are introduced into the training courses of almost all faculties.

The content of education has several organically interconnected sources of its formation: science, production of material goods and culture; experience in public relations; spiritual values, the content of various forms of social consciousness. At the first stage, the content of education is completed taking into account specific historical requirements. With the development of production on a scientific basis, the complexity of production relations, and the expansion of educational coverage of the most diverse segments of the population, polytechnic knowledge began to be included in the content of education. In modern conditions of scientific and technological progress, one of the significant places in the content of education is given to computerization. All layers of social experience - scientific, industrial, cultural, social science - in the content of education at the first stages of education are formalized into separate subjects, later increasingly becoming generalized, synthetic and integrative, showing the interconnection of elements of reality. The source of spiritual values and the influence of moral ideals on the content of education is expressed in the fact that recently, in connection with the attention of public attention to spiritual and moral values, the strengthening of the role of religion, generalized humanitarian subjects have been introduced into the curricula of universities, concentrating the knowledge of various social Sci.

Among the general principles of forming the content of education, special attention should be paid to humanism, scientific character, consistency, historicism, systematicity, connection with life, age-appropriateness, and accessibility.

The content of any educational process is concentrated in academic subjects and is implemented through curricula (a certificate of an educational institution that determines the length of the academic year, the duration of quarters, vacations; a complete list of subjects, the distribution of subjects by year of study; the number of hours in each subject for the entire period of study and for each year; number of hours per week on the subject studied; structure and duration of workshops, camps, etc.).

The educational ideal and goals accepted by society are reflected in the curriculum. It is developed taking into account the regularities of the educational process, sanitary and hygienic requirements, and is also approved by the central educational authority. Based on the curriculum, training programs are drawn up in all subjects, containing goals, requirements, forms and methods of teaching; thematic content of educational material; approximate amount of time to study; a list of basic ideological issues; list of educational equipment and visual aids; recommended literature. The content of education is disclosed in detail in educational literature, educational video disks, video cassettes, and computer training programs.

In modern Uzbek legislation, there are a number of requirements for the content of education. Based on the fact that the content of education is one of the factors of economic and social progress of society, it should be focused on ensuring the self-determination of the individual, creating conditions for his self-realization, the development of society, strengthening and improving the rule of law. In addition, the content of education is designed to ensure an adequate global level of development of the general and professional culture of society, the formation of a picture of the world adequate to the modern level of knowledge and level of learning in the student, the integration of the individual into national and world culture, the formation of a person and citizen integrated into his contemporary society and aimed at to improve this society, reproduce and develop the human resources potential of society.

The content of education should promote mutual understanding and cooperation between people and nations, regardless of racial, national, ethnic, religious and social affiliation, take into account the diversity of ideological approaches, and promote the realization of the right of students to free choice of opinions and beliefs.

Mastering the main educational program is carried out at a pedagogical university through the inclusion of students in various forms of educational activities. Half of the teaching time allocated by the program consists of classroom training, providing the basis for theoretical education and practical training for students. Theoretical training includes not only the development of theoretical knowledge in lectures and seminars, but also the research work of students. The core of professional training and the main condition for the development of professional and pedagogical competence of the future teacher is its inclusion in activities carried out through workshops of various content (sociocultural, psychological, pedagogical, subject), as well as in direct practical teaching activities (summer practice in children's camps, schools and other educational institutions). Sometimes students underestimate the importance of lectures, believing that they can independently familiarize themselves with the material presented by the lecturer. This is a big mistake. As a rule, it is the teacher who can effectively select the material, present it in a current context, and explain the degree of novelty or archaism of what is presented in textbooks.

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