第 49 卷第 09 期
2022 年 月

湖南大学学报（自然科学版）
Journal of Hunan University（Natural Sciences）

Vol. 49. No. 09
September 2022

Open Access Article

TARGETS AND OBJECTIVES OF REFORMING THE EDUCATIONAL SYSTEM OF THE REPUBLIC OF UZBEKISTAN

Adilova Soliyakhan
PhD, Senior Lecturer of the Department of Languages of Samarkand Institute of Economics and Service. Uzbekistan. Samarkand.

Abstract - *This article emphasizes that the reforms of the education system in Uzbekistan, which took place in recent decades, were carried out with the aim of integrating it into the world educational space and approaching international educational requirements, providing the economy and social sphere of the country with highly qualified personnel with a high professional culture, creative and social activity, the ability to independently navigate in social and political life, capable of setting tasks for the future. This work, based on modern achievements in psychological and pedagogical science, considers the essence of gaming technologies in the training module "Predicate and ways of its expression" in the educational process and offers electronic educational developments of this module. The work includes extensive scientific, theoretical and electronic educational material on the use of innovative technology in the educational process, in practical classes for the study of "Predicate and ways of its expression" in the section (Syntax).*

Keywords - *System Method, Pedagogical Technology, Educational Technology, Reforming, Technology, Quality, Production Technology.*

I. INTRODUCTION

Formulating the main principles of the country's progress towards a democratic, legal society with an open market economy, the President of the Republic of Uzbekistan Sh.M. Mirziyoyev identified the development of the education system as one of the priority areas of state policy .

The national training program is aimed at radically modernizing the structure and content of continuing education.

A fundamental change in the existing systems of education and training of personnel in the course of the implementation of the National Program is carried out based on social experience and the achievements of modern scientific thought, advancing the scientific and methodological support of the educational process at all levels, in all forms and types of educational institutions of the continuous education system.

Teachers are currently set goals that are aimed at the formation of a self-developing and self-fulfilling personality, a personality capable of living and working in a continuously changing world, able to boldly develop their own strategy of behavior, make a moral choice and bear responsibility for it. In other words, the goal of modern education is the development of a historically established pedagogical system based on the creation of conditions for the formation of a professionally competent, socially active, creatively independent personality.

Received: July,18, 2022 / Revised: August ,11, 2022 / Accepted: 28, August, 2022 / Published: 26, September, 2022

About the authors：Adilova Soliyakhan

Email:

II. LITERATURE REVIEW

To the President of the Republic of Uzbekistan Sh.M. Mirziyoyev - in order to radically improve the system of higher education, based on the priority tasks of the socio-economic development of the country, to radically review the content of training, to ensure the creation of the necessary conditions for the training of highly educated specialists at the level of international standards April 20, 2017 Resolution PQ-2909 approved. In this decision, an important task is to further improve and comprehensively develop the system of higher education.

Collaborative learning is based on the teachings of famous psychologists L.S. Vygotsky (Theory of Mental Development); P.Ya.Galperina (Theory of gradual formation of mental actions); A. Leontieva (Psychology of communication); L.V. Zamkova, D. B. Elkoni, V. V. Davydova (Theory of developmental learning).

To study the level of formation of logical thinking, we use Zeigarshin's diagnostic methods, Bourdon's proofreading test, the Meili method, and the Dembo-Rubinshtein method.

Having studied these theories, we came to the conclusion that collaborative learning will optimize the learning process and lead to an increase in the level of development of logical thinking.

The listed methods and tasks dictate the need for development, creation and wide use in the system of higher education of modern pedagogical innovative technologies, which are a promising and effective means of teaching and education in modern conditions.

The concept of "technology" is one of the most popular in the modern science of education. Despite this, there are different points of view on the very possibility of using the term "technology" in relation to the educational process, since "technology involves a set of methods for processing, manufacturing, changing the state, properties, shape of a material ... carried out in the production process" (SES 1321), which contradicts the principle of individualization of the educational process. Another problem is the lack of a single standardized approach to defining the essence of the concept of "pedagogical technology", "teaching technology".

So, in particular. The concept of "pedagogical technologies" is defined as follows:

- Pedagogical technology is a meaningful technique for the implementation of the educational process (V.P. Bespalko).[1]
- Teaching technology is an integral procedural part of the didactic system (Yudin V.V.).[2]
- Pedagogical technology is a set of procedures that update the professional activities of a teacher and guarantee the final planned result (G.A. Bordovsky).[3]
- Pedagogical technology means a systemic totality and the order of functioning of all personal, instrumental and methodological means used to achieve pedagogical goals (M.V. Klarin).[4]

Pedagogical technology is the influence of a teacher (educator) on students with the help of teaching aids, and the product of this activity is the formation of predetermined personal qualities in students (N.Saidakhmedov).

---

[1]V.P. Bespalko. Pedagogy and progressive learning technologies. M., 1995, p.67.
[2]V.V.Yudin. Pedagogical technology. Yaroslavl, 1997 p.103
[3]G.A. Berdovsky and others. New learning technologies: questions of terminology. "Pedagogy" 1993 No. 5
[4]M.V. Klarin. Pedagogical technologies. M. 1989 85.

III. RESEARCH METHODOLOGY

This article summarizes the various approaches to the comparative development of various approaches to raising and developing the quality of education in higher education institutions through innovative methods were studied in a general way, and based on the conclusions, proposals were developed for their holistic application in practice.

IV. ANALYSIS AND RESULTS

Thus, the current state of student education dictates the need to find new ways to improve the quality of their training, readiness for independent creative work, and most importantly, new means and methods.

The need to improve the quality of general education causes the growth of innovative processes. A new type of education is emerging, alternative to the traditional one - innovative education.

Innovative learning is a process that ensures the development of the personality of the teacher and students through the democratization of learning and their inclusion in joint creative, productive activities throughout the entire period of study.

The new model of education allows for the transition of learning from uniformity to variability in the organization of education. And the use of innovative learning allows the teacher not only to transfer educational information, but to design the educational process, ensuring that students achieve the expected results.

The existing traditional system of organizing the educational process, with all the variety of its forms, is subordinated to the task of acquiring a certain amount of knowledge, skills and abilities by students. Development acts as a programmed component.

The Republic of Uzbekistan has chosen and is implementing a course towards building a democratic legal state and civil society.

The main goal and driving force of the transformations carried out in the republic is a person, his comprehensive development and well-being.

The most important condition for the development of the country is the functioning of a perfect system of personnel training based on the development of modern economy, science, culture, engineering and technology.

The implementation of the National Program for Personnel Training provides for a radical reform of the structure and content of lifelong education.

A fundamental change in the existing systems of education and training of personnel in the course of the implementation of the National Program is carried out based on social experience and the achievements of modern scientific thought, advancing the scientific and methodological support of the educational process at all levels, in all forms and types of educational institutions of the continuous education system.

Among the urgent tasks of pedagogical science at the present stage is the scientific support of the goals, content, methods, means and organizational forms of education, training and development of the individual based on the use of the achievements of science, technology, advanced technologies.

The state policy in the field of personnel training provides for the formation of a diversified personality of a citizen through a system of continuous education.

In this regard, the personality acts in the system of continuous education and training of personnel, both as a consumer and as a producer of educational services. In particular, a person as a producer of educational services takes part in the transfer of knowledge and experience in the process of education, activities in the field of material production, science, culture and services. Individuals in the republic are given the right to choose a professional educational program to realize their creative potential.

Higher education occupies a special place in the system of continuous education. Higher education based on general secondary, secondary specialized, vocational education is an independent type of continuous education system and is carried out in accordance with the laws of the Republic of Uzbekistan “On Education” and “On the National Program for Training Personnel”.

In accordance with the National Program for Personnel Training, the main goals and objectives of higher education are defined, one of which is to provide highly effective education and training of qualified personnel based on modern educational and professional programs.

Thus, the main goal of the National Program is as follows: it provides for a radical reform of the education sector, a complete rejection of its ideological blindness, the creation of a National system for the training of highly qualified personnel at the level of developed democratic states that meets the requirements of high spirituality and morality [5].

The implementation of this goal provides for the solution of the following important and priority tasks:

Reforming the education system in accordance with the Law of the Republic of Uzbekistan "On Education", ensuring its progressive development as a single educational, scientific and industrial complex based on state and non-state educational institutions, the formation of a competitive environment in the field of education and training;

Linking the system of education and training of personnel with the ongoing transformations in society, building a developed democratic state of law;

Providing the institutions of the personnel training system with highly qualified specialists, increasing the prestige and social status of pedagogical activity;

Reorganization of the structure and content of personnel training, based on the prospects for the country's social and economic development, the needs of society, modern achievements in science, culture, engineering and technology;

Development and implementation of effective forms and methods of spiritual and moral education of students and educational work;

Implementation of an objective system for assessing the quality of education and training, certification and accreditation of educational institutions;

Creation of a regulatory, material, technical and information base that provides the required level and quality of education, guarantees of functioning and sustainable development, the priority of the training system in the new socio-economic conditions;

Ensuring the effective integration of education, science and production, developing mechanisms for

[5]National Training Program, 1997

shaping the needs of the state, as well as ordering non-state structures, enterprises and organizations for the quantity and quality of trained personnel;

The implementation and introduction of the latest pedagogical technologies is dictated by the gradual formation of the education system and its clear continuity. So, in particular, the use of pedagogical technologies is possible and appropriate, starting from the 2nd stage of the implementation of the National Program, when the basis for their implementation and the main prerequisites for the possibility of wide application and development have been created.

The second stage (2001-2005) provides for the full-scale implementation of the National Program, its adjustment taking into account the accumulated experience of implementation, the development of the labor market and real socio-economic conditions.

During this period, a complete transition is being made to compulsory general secondary and secondary specialized, vocational education, as well as to differentiated education, based on the abilities and capabilities of students.

The staffing of educational institutions with specially trained qualified teaching staff is ensured, and a competitive environment for their activities is being formed.

The strengthening of the material, technical and information base of educational institutions continues, the educational process is provided with high-quality educational literature and advanced pedagogical technologies. Informatization of the continuous education system is being carried out.

The mechanisms of formation of the market of educational services will be fully involved.

The third stage (2005 and subsequent years) - provides for the improvement and further development of the personnel training system based on the analysis and generalization of accumulated experience, in accordance with the prospects for the country's socio-economic development.

In the education system, the resource, personnel and information base of educational institutions is being further strengthened, the educational process is fully satisfied with the latest educational and methodological complexes and advanced pedagogical technologies.

The formation and development of national (elite) higher educational institutions, the strengthening of the forms of independence and self-government of professional educational institutions are being carried out.

Informatization of the educational process is provided, full coverage of the system of continuous education by computer information networks that have access to world information networks.

The introduction of advanced pedagogical technologies into the practice of teaching in higher educational institutions seems possible when solving the following specific tasks, provided for the phased inclusion of modern pedagogical technologies with their subsequent implementation in science, practice and production:

- Develop and implement state educational standards for undergraduate and graduate programs;
- To prepare professorial and teaching staff for higher educational institutions, including in leading foreign educational and scientific centers;
- Carry out structural transformations of higher educational institutions;
- Improve management, expand the independence of higher educational institutions, introduce public administration in the form of councils of founders, trustees, public supervisory boards;

- Develop and put into practice effective mechanisms for integrating education with science and production;
- To master technologies and means of individualization of training, self-education, distance education systems;
- Intensify student learning using new pedagogical technologies, a modular training system ;
- To ensure the humanitarian orientation of education on the basis of the rich spiritual and intellectual heritage of the people and universal values;
- Develop, create and put into practice advanced technologies and equipment for professional training, as well as simulators of complex, science-intensive technological processes ;
- Develop measures to ensure the connection of science with educational practice, through the formation and implementation of targeted innovative projects for the creation and development of advanced pedagogical technologies;
- Implement a mechanism for the timely introduction of the results of scientific research into the educational process through the creation of experimental platforms for the introduction of advanced information and pedagogical technologies.

In UNESCO documents, learning technology is considered as a systematic method of creating, applying and defining the entire process of teaching and learning from the assimilation of knowledge, taking into account technical and human resources and their interaction, which aims to optimize the forms of education.

Thus, the most successful and meeting the requirements of the time is the concept adopted by UNESCO: "Pedagogical technology is a systematic method of creating, applying, defining the entire process of teaching, mastering knowledge, taking into account technical and human resources and their interactions, which aim to optimize the forms of education."

The main words are " system method " and this is the distinguishing feature of pedagogical technologies from other approaches to learning. Designing learning objectives, its content, teaching and learning methods, monitoring and evaluating results in their relationship and conditionality is the main subject content of the course of pedagogical technologies.

The phrase "pedagogical technology" is an inaccurate translation of the English aneducational technology - "educational technology". But recently, under the name "pedagogical technology", more and more works devoted to the problems of education appear. In this regard, many researchers indicate that it is not necessary to separate the terms "methodology" and "teaching technology". Thus, it is generally accepted that the concept of "methodology" is broader than the concept of "technology", since the methodology includes issues of educational policy, including the choice of technology. In particular, one of the objectives of the methodology is to identify the criteria for the applicability of a particular technology.

There are two main points that distinguish technology from methodology - this is the guarantee of the final result and the design of the future educational process.

For the traditional learning process, there has always been and still is its own traditional learning technology, characteristic of the methods and means that the teacher uses in organizing and conducting the educational process. Learning technology, on the one hand, is perceived as a set of methods and

means of processing, representing, measuring and presenting educational information, and on the other hand, learning technology is the science of how a teacher influences a student in the learning process using the necessary technical or information means.

Initially, the term "learning technology" was associated with the use of technical teaching aids and methods of programmed learning, however, in connection with the development of methods for the programmed learning process, the emphasis shifted to the actual learning technology. The progress of computers and informatics as a science of transmission, processing and storage of information, as well as the development of communication tools, have significantly expanded and changed the concept of the term "learning technology" in the direction of system analysis and design of the learning process.

The structure of learning technology includes:

- Conceptual basis;
- Content part (goals, content of training);
- The procedural part (organization of the educational process, methods and forms of educational activities of students, the activities of the teacher - management of the educational process, diagnostics of the educational process).

Thus, in the concept of "teaching technology" two layers should be distinguished: science or a set of information necessary for the teacher to implement a particular educational process and the educational process itself, its organization, structure and provision.

Therefore, teaching technology is a system category focused on the didactic application of scientific knowledge, scientific approaches to the analysis and organization of the educational process, taking into account the empirical innovations of teachers and the focus on achieving high results in the development of the student's personality.

Entering the technological level of designing the educational process and implementing this project makes the teacher a highly professional specialist, acts as an alternative to formal education, significantly enhances the role of the student himself and opens up new horizons for the development of creativity.

Pedagogical technology is a specific innovative approach to learning. It is an expression of the social engineering approach to teaching in pedagogy, a projection of the technical and technocratic scientific consciousness in the field of education, determined by the standardization of the learning process, i.e. there is a direct connection with computerization, cybernetics, etc.

The world pedagogical science, experiencing the impact of scientific and technological progress, integrating the successes of the theory of psychology, cybernetics, systems theory, management theory, sociopsychology, etc. is now in the phase of active innovation processes and provides a rich outlet for the practice of effective development of human resources.

The currently existing technologies are based primarily on the personality of the teacher and do not always take into account the specifics of the subject. In addition, on the other hand, the goals and objectives that are set for a particular academic subject are not always clearly defined, the theoretical knowledge and practical skills that must be obtained as a result of reading a particular academic discipline at the end of the course are not regulated, i.e. . there is no clear system of stage-by-stage and final control, standards in training, which makes the process itself less effective. Therefore, it became

necessary to create such a system of pedagogical approach that would work for a phased and systematic control over the degree of assimilation of educational material in the course of teaching individual disciplines, i.e. control the reproducibility of knowledge [6].

An analysis of the educational pedagogical process makes it possible to single out in it such basic categories as knowledge, skills and abilities at the level of the content of education, as well as the need for the practical application of this knowledge, skills and skills at a professional level in the conditions of study at a university and in subsequent practical activities. Therefore, as in any process of teaching any academic discipline, it is necessary first of all to formulate the main goals and objectives, to differentiate in accordance with this the main formulated knowledge, skills and abilities, which should be the result of teaching each specific discipline, as well as each stage of training.

Modern pedagogical technology is aimed at organizing an interested, practically directed learning process; it allows you to identify a system of professionally significant skills of teachers to organize the impact on students, offers ways of meaningful technological pedagogical activity based on reproducibility, target orientation, the ability to professionally apply the knowledge gained in socio-economic conditions modern labor market.

V. CONCLUSION/RECOMMENDATIONS

Based on the highest studied material, we can draw the following conclusion:

- in the process of work , students got used to such communication, got carried away and became participants of the same process together with the teacher.

The organization and methodology of conducting Russian language classes using elements of entertainment depends on such factors as the correct organization of the entire educational process, the pedagogical skills of the teacher, his desire to find effective methods of teaching the Russian language today.

Thanks to the use of an interactive multimedia course, the problem of improving the quality of education is solved, existing computer programs allow you to display information on the monitor in the form of sound, video, text, games.

Learning with the help of a computer in the Russian language class, completing tasks using elements of entertainment, help the teacher organize the work of each student individually and group work in the classroom.

REFERENCES

[1] Keldiev T.T. Textbook of the Russian language (Edited by Sh.M.Kariyeva). -T.: TSEU, 2010.;

[2] Textbook on the Russian language: For students of national groups of non-linguistic specialties / A.I. Nechaeva, I.M. Guralskaya, M.N. Fayzieva and others - Tashkent.: Teacher, 1992;

[3] Kamilova M -G., Radzhapova N.A., Zakirova M.R. A guide to teaching the Russian language. Editor-in-chief: Babakhodzhaev R.Kh. - T .: Fan, 2009;

[6]Farterman B.L. Advanced pedagogical technologies, T., 2000

[4] Practical course of the Russian language / textbook on the Russian language for students of humanitarian and technical universities with the Uzbek language of instruction / - Tashkent.: Uzbekistan, 2004. Authors: Z.S. Tashtemirova, G.N. Davlyatova, Z.I. Akhunova, N.M. Sergeeva, Sh.Yu. Isaeva, N.S. Saidbaev, M.Sh. Sheralieva, Ya.I. Nishanov, E.I. Responsible editor;
[5] I.R. Akhmedov, E.M. Gurtuyeva, R.N. Inogamova, N.M. Ruziev, M.P. Aliyeva Manual on the Russian language (scientific style of speech) for students of national groups of non-philological specialties of pedagogical universities. Recommended by the Ministry of Public Education of the Republic of Uzbekistan. Tashkent.: Teacher, 1991;
[6] Ortik E., Khurshida K., Askar D. Theoretical Aspects of Innovations and Investments in Increasing Economic Efficiency //European Journal of Molecular & Clinical Medicine. – 2020. – T. 7. – №. 2. – C. 2020;
[7] Vishnyakov S.A. Russian as a foreign language: Textbook / S.A. Vishnyakov. - M.: Flinta: Science, 2005;
[8] Kurbanov Sh., Seythalilov E. National model and training program - the result and achievement of Uzbekistan's independence. - T .: Shark, 2001. - 655 p;
[9] Kurbanov Sh., Seythalilov E. The national program for personnel training is the basis for achieving the strategic goal. – M.: GEOTAR, 2000.- 267 p;
[10] Kurbanov Sh., Seythalilov E. Formation of the principles of the idea of national independence in the minds of students and young people. - T .: University, 2002. - 288 p;
[11] Mamardashvili M. As I understand philosophy. - M.: Progress, 1992. - P. 298;
[12] Pedagogy. Proc. manual for teachers of pedagogical universities and pedagogical colleges / Ed. P.I. Pidkasistogo. - M .: Pedagogical Society of Russia, 2006.- 608;
[13] Podlasy I.P. Pedagogy. In 3 books. Book 1. General foundations of pedagogy. – M.: VLADOS, 2007;
[14] Podlasy I.P. Pedagogy. In 3 books. Book 2. Theory and technology of education. – M.: VLADOS, 2007;
[15] Podlasy I.P. Pedagogy. In 3 books. Book 3. Theory and technology of education - M .: VLADOS, 2007. Book 3. - 463 p;
[16] Seythalilov E. et al. Pedagogical reference dictionary / Ed. B.Yu. Khodieva. - T .: Sogdiana, 2011. - 718 p;
[17] Aleksandrova, O.A. The problem of educating speech (communicative) culture in the process of teaching the Russian language//Russian language. - 2006. - No. 3. - Ps. 4-6;
[18] Volkova, T.A. The role of new information technologies in the process of teaching students the Russian language. Kazan: Publishing House of Kazan University, 2001.- Vol. 2.- P. 130-131;
[19] Klarin M.V. Innovations in world pedagogy. / M.V. Clarin. - Riga, 1995. – 453 p;
[20] Saveliev I.P. Innovative education and scientific schools // Zh. Bulletin of the higher school. - 2006. -No5;
[21] Slastenin V.A. General pedagogy. -M.: Vlados Press, 2010. 1h. -FROM. 172;
[22] Azizkhodzhaeva N.N. Pedagogical technologies and pedagogical skills. -T.: 2009. -P. 58.