



ISSN Print: 2394-7500
ISSN Online: 2394-5869
Impact Factor: 5.2
IJAR 2020; 6(5): 90-94
www.allresearchjournal.com
Received: 15-03-2020
Accepted: 17-04-2020

Kurbanova UU
Senior Teacher of Bukhara
State University, Uzbekistan

Trends in the development of pedagogical ideas in Uzbekistan in the years of independence

Kurbanova UU

Abstract

Annotation: The article analyzes the development trends of pedagogical research conducted in Uzbekistan during the years of independence.

Basic concepts: education, teaching system, pedagogical research, didactic analysis, independent work, independent study, independent learning, independent thinking.

Keywords: Independence, pedagogical ideas, comprehensively, modern requirements, Uzbekistan

Introduction

From the earliest years of independence of our state, serious attention has been paid to the issue of educating young people, their worthy professions, reforming the education system and raising the level of training of national personnel to the level of modern requirements. At the same time, it is noted that there is a social need to "improve the process and means of assessing the quality of education, the implementation of mechanisms that allow to determine the results achieved" ^[1]. Renewal in all spheres, upbringing of comprehensively mature, knowledgeable, creative youth in the period of spiritual upheavals, including "To develop our youth to be independent-minded, highly intellectual and spiritual potential, to be happy and equal to their peers in any field in the world. mobilization of all forces and capabilities of our state and society" ^[2] is one of the priorities. In particular, educating them from an early age as a person who is comprehensively healthy, independent-minded, with high intellectual and spiritual potential is highlighted as one of the most pressing issues of today.

In our country, "continuing the path of further improvement of the system of continuing education, increasing access to quality educational services, training of highly qualified personnel in accordance with modern needs of the labor market" ^[3], as well as radically improving the quality of continuing education, training of specialists the process of harmonizing the education system of the country with international educational standards, ensuring the quality and competitiveness of training in continuing education, improving the quality of education based on world practice, pedagogical design of the system of continuing education The development of effective methods for the implementation of scientific and innovative achievements through the widespread application of the law is recognized as one of the priorities.

"In order to further develop science in our country, to bring up our youth with deep knowledge, high spirituality and culture, to continue the work we have started to form a competitive economy and to raise it to a new, modern level, 2020 This is evidenced by the fact that it is called the "Year of the Digital Economy" ^[4], and in the short term allocated large sums of money to reform the education system and strengthen its material and technical base.

Today, as a methodological basis for the development of the education system in the world, the development of pedagogical ideas, the study of best practices in the field of education and the problems that need to be addressed are of paramount importance. Because best practices help to further develop pedagogical ideas, improve the system of education and upbringing. One of the main problems in the years of independence is the scientific study of the state of development of didactic ideas, its systematization in the context of today's demand and scientific analysis of development processes.

Correspondence Author:
Kurbanova UU
Senior Teacher of Bukhara
State University, Uzbekistan

Due to this, the need to study and analyze advanced didactic views on the further improvement of pedagogy in Uzbekistan during the period of independence requires research as one of the most pressing issues of pedagogy.

The main part: The education system in the country is being radically reformed, and major changes are taking place in the system of continuing education, including higher and secondary special education. In particular, the postgraduate education system has been further improved, the Ministry of Preschool Education has been established, the transition to an eleven-year education system has been strengthened to strengthen the link between schools and colleges, and reforms to update the content of education and increase the efficiency of educational processes are bearing fruit.

One of the main tasks of teachers is to effectively use the environment of information and communication technologies in the implementation of these processes, the training of national staff, the harmonious and mature upbringing of the younger generation. In an era of rapid and rapid development of modernity, the effectiveness of educational activities depends on the level of knowledge, skills and competencies in media formed in students.

A number of studies have been conducted on this issue. In particular, a number of scientific studies have been conducted on the development of media competence of students of higher education institutions, the problems of media education have been studied by S Beknazarova, Ya Mamatova, S Sulaymanova and many other scientists, and scientific and methodological bases have been developed.

Issues such as the national culture, national values and scientific heritage, educational significance of the Uzbek people were discussed by our famous scientists J Yuldashev, S Nishonova, N Ortikov, O Musurmonova, J Hasanbaev, B Kadirov, U Aleuov, N Erkabaeva studied.

Research on the development of pedagogical ideas of the peoples of Central Asia in our country Sh Abdullaeva, U Aleuov, H Alikulov, A Zunnunov, H Ibragimov, O Musurmonova, Z Mirtursunov, S Nishonova, F Oblomurodov, S Rajabov, F Rasulova, A Sohibov, M Xayrullaev, K.Xoshimov, I.Xusanxo'jaev, H Hamidov, O Hasanboeva, J Hasanboev, S Hasanov, T.T Utebaev, D.U Djuraev This study, conducted by S. Salaeva, highlights some aspects of the chronology of the history of pedagogy.

Also, R Juraev, B Adizov, H Ibragimov, U Inoyatov, S Turgunov, G Shoumarov, J Yuldashev on the theory and practice of quality management of education, planning and control of quality improvement of education N Azizkhodjaeva, U Begimkulov, A Usova, M Khakimova on improving the quality of education in higher education in terms of modern management; Pedagogical problems of training future teachers Sh Akhliddinov, U Begimkulov, R Juraev, J Yuldashev, N Isakulova, Z Ismoilova, R Isyanov, Sh Sharipov, N Muslimov, M.Urazova, E Yuzlikaeva, A Researched by Abduazizov, L.Ahmedova, G.Bakieva, J Jalolov, G Mahkamova, A Sattarov, U Hoshimov, D Hoshimova.

Since the first days of independence, Uzbekistan has developed a new concept of democratic education, aimed at giving everyone the right to free choice of general education, profession and relevant special training, the implementation of which is carried out systematically, based on high morality and deep knowledge of the younger generation. Priorities have been identified for educating

people who are able to master technology, are intellectually developed and have an active civil position. Based on these conceptual ideas, the legal basis of the education system has been created. On the basis of the Laws of the Republic of Uzbekistan "On Education" and "On the National Training Program" physically healthy, spiritually mature, high intellectual potential, modern knowledge, independent thinking, confidence in the future a national model of education that is unparalleled in world practice has been established to nurture a harmoniously developed generation. Reforms carried out in the context of active innovative processes in the social and economic spheres of life of our society have raised the issue of training one of the main trends in the development of the education system - qualitatively mature teaching staff.

An analysis of the pedagogical literature and research shows that during the years of independence, almost no research has been conducted on the development of pedagogical thought, its conditions and the nature of future directions.

Looking at the history of mankind, the upbringing of a comprehensively developed person at all times has always been the dream of mankind, and our ancestors learned how to teach enlightenment, spirituality and culture to the younger generation, ways, methods and rules to lead them to perfection. seekers. Indeed, man's attainment of enlightenment and spiritual perfection is achieved through a social phenomenon called upbringing. As society has evolved, so has the need to nurture mature, well-rounded individuals. At various stages of society's development, there is a growing need for theoretical understanding, generalization and application of experience in the creation of educational institutions, teaching and educating the younger generation.

The tasks of generalization of radical changes in pedagogical views, serious innovations, classification of transient and permanent aspects in them, systematization of the main features of the updated pedagogy and quality of the decisions in the national pedagogy, ways of practical application of innovations are provided. special attention was paid to finding. After all, a scientific idea that is not applied to the practical process is just an untapped opportunity. Taking full advantage of these opportunities and increasing the effectiveness of the educational process through them is the content and priority of the updated pedagogical ideas.

The renewed social consciousness led to the healing of pedagogical thinking. This required the development of national pedagogy in accordance with international standards, and its content has changed radically. Educational science has become humanized, that is, a person - a person - has been brought to the National Center for Pedagogical Science and Practice. Such an approach requires that education be given priority in pedagogical practice. For the updated pedagogical ideas, it is not the amount of knowledge acquired by the person involved in the process of education and upbringing, but what spiritual qualities are formed in it.

As long as the existing experience and tradition in pedagogical science is based on democratic principles or humanization, the science of pedagogy has the same approach to the educational process and draws conclusions from this point of view. This is not the result of the wishes of the pedagogical community, but a legitimate demand for the development of national pedagogy. It is clear that

pedagogy, which must form a harmoniously developed person in accordance with the requirements of a changing society, cannot succeed today with the conclusions of yesterday. The more fully the progressive features of the period are reflected in the system of pedagogical views and opinions that are being formed today, the more significant will be the significance of the recommendations made by these views and opinions.

The science of pedagogy today is at a certain stage of development. There are, of course, objective reasons for this. The fact that the purpose of education varies from period to period is due to changes in the social system, ideological views. During the socio-economic, scientific and technological development, pedagogical approaches to the process of achieving educational goals also varied. Thus, the purpose of education, the process of its implementation, as the theoretical and practical improvement, the science of pedagogy begins to take on a modern character. Our national pedagogy is experiencing exactly the same situation today.

There are a number of studies in Uzbek national pedagogy aimed at reflecting the main features of didactics. However, in the works of Eastern thinkers, didactics is not called by its current name, but it is of great importance because it defines the laws of the educational process and provides guidelines for its organization. The views of such thinkers as Farobi, Beruni, Ibn Sino, Ahmad al-Fargani, Davani, Marginoni, Alisher Navoi on the organization of education, increasing its effectiveness, teacher-student relations in the teaching process are a special stage in the development of didactics. While Ibn Sina was the first to demonstrate the effectiveness of teaching children of a certain age as a group, Navoi's work showed that it is impossible for a teacher to develop such qualities in a child without good human qualities. Marginoni, on the other hand, not only gave general recommendations for the acquisition of knowledge, but also gave specific methodological recommendations for the retention of the learned concepts in children's memory.

An important stage in the formation of the Uzbek national didactics was the activity of the Jadid movement, in particular, the work of enlighteners-teachers such as Munavvarqori Abdurashidkhanov, Abdukodir Shakuri, A Ibodiev, M Behbudi, A Avloni, S Saidazizov, R Yusufbekov. The Jadid movement, which emerged in the early twentieth century, promoted the idea of enlightening the Turkic peoples. Aware of the latest achievements in world pedagogy, while taking into account centuries of national experience in the organization of education, the Jadids, who defined the Islamic faith as the methodological basis of didactics, achieved great results in teaching. The Jadids not only dealt with the practical aspects of the organization of education, but also with its theoretical aspects. The didactic views of the Jadids are reflected in many of their pedagogical works, textbooks, and manuals.

After the independence of Uzbekistan, the theory and practice of Uzbek pedagogy, based on the national basis, laid the foundation for the development of didactics in a completely new direction. Changes in social consciousness have led to the expansion of pedagogical thinking, which in turn has led to the development of didactics on a national basis. The basic principles of national didactics played a decisive role in this. The humane principle of national didactics means that the student's personality is the core value, not the knowledge. Priority is given to the formation

of the student's personality. The humanization of education is one of the main requirements of Uzbek didactics, which provides for the priority given to the disciplines aimed at shaping the content of education and the formation of personal spirituality in the organization of pedagogical practice. This is done by directly influencing the thinking, consciousness and psyche of young people, and requires the introduction of new pedagogical technologies in the educational process. For example, what subject can a student enjoy, master well, and develop independent thinking skills based on it? This, of course, is reflected in the emergence of a sense of mutual respect, trust, and mutual recognition between the teacher and the student as the social environment emerges.

It is important to achieve the formation of children's feelings and the formation of their willpower by paying special attention to the teaching of aesthetic and artistic subjects. The integral connection between the spirituality of the student and his mastery is based on modern science. An educator who works without this will not succeed. The upbringing of a harmoniously developed person has become the main task of any educational institution. As the formation of spirituality rises to the level of the goal, it is natural to give priority to education. National didactics involves treating students not only as participants in the learning process, but also as performers. If education does not become an internal need of students, if they do not actively participate in this process, no positive results can be achieved in the educational process.

Ensuring a stable level of education in various educational institutions across the country has been achieved through education, which is a necessary core of the content of education, and modern criteria for assessing the knowledge of students in the system of continuing education have been developed.

Also, the humanization of education, the formation of the pupil as a person at the center of all didactic views, the radical change in the relationship between student and teacher, the pupil, the human life and health of society, their rights, national and world personal development on the basis of the experience of the education system, universal values, free choice of the type of education and training institution, the independence and initiative of management and entrepreneurship in accordance with their capabilities and abilities, skills and abilities requires having a niche.

The National Program of Personnel Training of the Republic of Uzbekistan states that the resource, personnel and information bases of educational institutions will be further strengthened. The main direction of the work on modernization of the education system in the Republic of Uzbekistan is to ensure its effectiveness, to achieve new results, to adapt to the needs of society.

This, in turn, means ensuring that the achievements in the field of education meet the requirements of society. At the same time, there are various solutions to the problems of ensuring the quality of education.

First, there is a difference in the quality of the learning process and the outcome of the learning process. Therefore, the quality of the educational process (the level of its organization, the appropriateness of teaching methods and tools, teacher qualifications, etc.) does not in itself guarantee the quality of education, its purpose is to meet the new requirements of society may not be fully compatible.

Second, it is often replaced by the term "learning outcomes." In modern pedagogical psychology and didactics, they are determined by the growth of motivational, operational and cognitive resources of the individual, that is, the sum of which constitutes a significant solution to the problem.

The development of motivational capacity (ability to assess the direction, needs and interests) coordinates personal results in the field of education, operational resources (methods of mastering the activity) - acquire a meta-subjective character. Cognitive abilities (knowledge) represent the results of the subject. The sum of these results characterizes the competent approach adopted in the world educational practice. The resources mentioned above will have significant potential. In recent years, significant progress has been made as a result of several years of efforts to provide the education system in the country with highly qualified and competitive teaching staff.

Today, one of the main tasks is to develop students' independent knowledge and practical skills, and the main goal of the educational process is not only the acquisition of knowledge, but also the development of students' cognitive abilities and creative potential. Achieving individual learning outcomes, developing students' motivational resources, requires a person-centered learning process, creating individual learning programs and trajectories for each student.

Person-centered learning, by its very nature, involves the full development of all participants in the learning process. This means that when designing education, of course, it is not the personality of a particular learner, but the approach to future professional activities, based on learning objectives. Provides individualization of teaching, adaptation of learners' abilities, capabilities and interests, development of their independence and creativity, access to new sources of educational information, use of computer modeling of processes and objects. The pedagogical and psychological literature emphasizes that, unlike different school environments, the educational process is effective, taking into account the individual capabilities of each student, their interests, subjective experience, reading and knowledge gained in real life.

There are two main ideas. First, the need for different learning environments (virtual learning, distance learning) is explained by the use of information and communication technologies. Second, the individualization of education requires adapting it to the learning needs and interests of learners. The creation of an information-educational environment has been studied in a number of studies. There are also different approaches by researchers to the nature and composition of the environment. In research, the components of the learning environment are divided into two categories: subject and object. Students and teachers are described as subjects of the educational process. The objects are teaching aids and teaching aids, methods, material base, management of pedagogical activity.

Existing and other (functional) approaches to defining the content of the components of the educational environment: the subjects of the environment, sources of educational information, tools and means of communication, as well as complements of the educational environment (educational and methodological content) is allocated.

The use of information and communication technologies further expands the range of content and capabilities of the components of the learning environment. In this context, the

ranks of educational information sources are replenished with databases and information systems, electronic textbooks and encyclopedias, Internet resources and more. Educational tools - computer simulators, control programs, etc., communication tools - are enriched with local computer networks or the Internet. The information and communication learning environment (ICT) can be added to the basis of information and communication technology tools.

In this context, the role of the subject changes: the learning center focuses on the learner's own motives, goals, and psychological characteristics. All methodological actions (organization of teaching materials, methods used, techniques, exercises, etc.) move through the prism of the learner's personality - needs, abilities, activity, intelligence, etc.

Therefore, it is necessary to pay special attention to the fact that the new environment will increase the effectiveness of the old methods and pedagogical technologies, as well as focus on the results of traditional education.

Didactic research conducted during the years of independence can be divided into the following groups: the creation of a legal framework for education; modernization of educational content deepening the scientific and methodological basis of education; introduction of new pedagogical and innovative technologies in the educational process education system and educational process management, pedagogical management. Development of measures to ensure the connection of science with educational practice through the formation and implementation of targeted innovation projects for the creation and adoption of advanced pedagogical technologies in research development of a mechanism for the introduction of research results in the educational process through the creation of experimental sites for the introduction of advanced pedagogical technologies, Implementation of a modern approach to the assessment of scientific and pedagogical staff" and significant changes in the content of education in our country.

Therefore, in the future, it is advisable to conduct research in the following areas:

- Analysis of the historical roots of the development of pedagogical ideas and the study of ways, forms and methods of their introduction into educational consumption;
- Comparative analysis of educational experience of developed countries, advanced technologies with innovations in the educational process in the Republic;
- Development of modern pedagogical ideas, innovative trends and forecasting, etc.

Also, in today's modern society, the need to improve the pedagogical system from pedagogical innovations in Uzbekistan, on this basis, the development and application of pedagogical technologies aimed at the effective organization of the educational process is a requirement of the times.

Conclusion

Today, the following urgent tasks are facing the pedagogical science: to create opportunities for the improvement of teaching aids, methods and techniques that serve their comprehensive development in the process of forming young people as harmoniously developed individuals; expanding the scope of fundamental research in the field of pedagogy, to define new content and forms of educational work; creation of a pedagogical system aimed at inculcating

national values, traditions, cultural riches, traditions of the Uzbek people in the spiritual and moral upbringing of youth; scientific and methodological support of the person-centered, multidisciplinary learning process.

Indeed, the life of a society inhabited by educated, enlightened people who have found their place in life will be prosperous and peaceful.

After all, the urgent task of the state is to reorganize the education system in the direction of healthy humanism, to raise it to the level of modern students, to bring up well-rounded, spiritually rich, morally pure people.

References

1. Address of the President of the Republic of Uzbekistan Shavkat Mirziyoyev to the Oliy Majlis, 25.01.2020.
2. Azimova N.E, Eliboeva L.S, Habibova G.G, Kurbanova U.U. Youth is moving force of civil society eastern European scientific journal. 2019, 1.
3. Mirziyoev Sh.M. Together we will build a free and prosperous, democratic state of Uzbekistan T Uzbekistan, 2017, 28.
4. Incheon declaration / Education. Towards inclusive and equitable quality education and lifelong learning for all (Word Education Forum, 19-22 may 2015, Incheon, Republic of Korea), 2030, 48.
5. Towards rapid development and renewal on the basis of the strategy of actions // Т "G Gulom", 2017, 70.
6. Курбонова У.У. Модульные технологии-современный способ получения высшего образования // Academy. 2019; 11:50.
7. Нажмиддинова Г.Н, Курбонова У.У. Великие мыслители Востока об обязанностях родителей по воспитанию детей // Молодой учёный. 2013, Т.
8. Курбанова У.У. Особенности эстетической культуры и воспитания студентов в профессиональной подготовке. Научные школы Молодежь в науке и культуре XXI в: материалы междунар. науч.-творч. форума. 31 окт – 3 нояб 2017 г/Челяб гос ин-т культуры, сост. ЕВ Швачко – Челябинск: ЧГИК, 2017–394 с, ISBN 978-5-94839-629-3, 2017.