



PRINCIPLES OF TEACHING AS THE MAIN GUIDELINE IN TEACHING ACTIVITIES

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Tayanch so'zlar: kasbiy ta'limning maqsadlari, pedagogik faoliyatda tizimni shakllantirish vazifasi, o'qitish va tarbiyalashning mazmuni, usullari va vositalarini tanlash ko'p jihatdan maqsadlarni tanlashga bog'liq.

Ключевые слова: цели профессионального образования, системообразующую функцию в педагогической деятельности, именно от выбора целей в наибольшей степени зависит выбор содержания, методов и средств обучения и воспитания.

Key words: goals of professional education, system-forming function in pedagogical activities, the choice of content, methods and means of teaching and education largely depends on the choice of goals.

Introduction. The article discusses ways of achieving pedagogical goals and form in students a system of knowledge about the peculiarities of organizing the educational process in higher education, about basic didactic concepts and their content.

In the modern understanding, didactics is the most important branch of scientific knowledge that studies and researches the problems of education and training. Didactics is a theoretical and at the same time normative and applied science. Didactic research takes real learning processes as its object, provides knowledge about the natural connections between its various aspects, and reveals the essential characteristics of the structural and content elements of the learning process. This is the scientific and theoretical function of didactics.

The obtained theoretical knowledge allows us to solve many problems related to training, namely: to bring the content of education into line with changing goals, to establish principles of training, to determine the optimal capabilities of



teaching methods and means, to design new educational technologies, etc. All these are features of normative and applied (constructive) function of didactics.

Let's consider the basic concepts of didactics.

Training is purposeful, pre-designed communication, during which the education, upbringing and development of the student is carried out, certain aspects of the experience of mankind, the experience of activity and cognition are assimilated.

Learning as a process is characterized by the joint activity of the teacher and students, with the goal of developing the latter, forming their knowledge, skills, abilities, i.e. general indicative basis for specific activities.

Discussion and results. The specialist model itself is not a psychological and pedagogical construct. Its content is usually based on a qualification characteristic, which sets out a system of requirements for an employee occupying a given job position in the social production system. It, in particular, describes the purpose of this work post, the main nature of the employee's activity, and lists what he should know, be able to do, and what personal qualities he should have. The model of a specialist becomes a tool for solving psychological and pedagogical problems when, on its basis, a model of training a future specialist is built, in which the requirements for a specialist are projected onto the requirements for the organization of the educational process, the content of curricula, programs, teaching methods, etc.

For a more complete and differentiated description of goals, as well as to ensure diagnostic, they should be formulated from the very beginning in the language of those tasks, the solution of which requires acquired knowledge, skills, beliefs, aesthetic feelings, etc. This operational way of setting goals requires knowledge of a special methodology, which is currently under development. The set of final goals - a list of tasks that a specialist should be able to solve upon completion of training - is called the specialist model (profiles).

According to N.F. Talyzina, the first step in the transition from the model of a specialist to the model of his training is the identification and complete description of typical tasks that he will have to solve in his future professional activity. Typical tasks are arranged in a hierarchy, which is also a hierarchy of higher education goals.

1. The top level in this hierarchy is occupied by tasks that all specialists should be able to solve, regardless of their specific profession or country of residence. They are determined by the nature of a given historical era and can be conventionally called the tasks of the century. In our time, such tasks include:

- tasks of continuous postgraduate education (effective search, analysis and storage of information, application of it to solving professional problems, etc.);
- tasks arising from the collective nature of most types of modern activity (establishing contacts with other team members, planning and organizing joint activities, taking into account the “human factor” when predicting work results, etc.).

2. The second level consists of tasks specific to a given country. In our country, tasks related to the development of market relations are now particularly relevant (economic feasibility studies for projects, marketing, searching for reliable partners and financial sources, advertising goods and services, entering foreign markets, etc.). Another important layer of tasks is related to the problems of interethnic relations (taking into account national traditions and customs, sensitivity to national feelings, adequate response to any manifestations of nationalism and chauvinism). Finally, a modern specialist must be able to solve production, management and economic problems in conditions of democracy, openness, openness and religious tolerance. These new conditions often change the very nature of the tasks compared to how they could be posed and solved in a totalitarian society.

3. The third level is the actual professional tasks; it is the largest in terms of volume and variety of problems solved. In the most general form, these tasks can be divided into three types for almost any specialty:

- research tasks (require the ability to plan and conduct research work specifically in a given field of knowledge or field of activity);
- practical tasks (aimed at obtaining a specific result in future professional activity, etc.);
- pedagogical tasks (teaching the relevant subject in an educational institution or in industrial training conditions).

Each type of third-level task requires specific professional knowledge to describe it.

Based on the analysis of all types of tasks and the exclusion of repetitive elements, a model of the specialist’s activity is built. But if you prepare students based on this model, then by the time they graduate from university, the model will be largely outdated. There is a need for very complex work to identify trends in changing the nature of tasks and build a predictive model of a specialist’s activity. This may require special studies involving highly qualified specialists.

But only on the basis of a predictive model can one safely begin to develop a specialist training model. The latter in its final form includes a curriculum (it



contains a list of subjects, volume of hours, reporting forms, type of classes, etc.) and detailed programs of individual subjects.

Professional education at any level is aimed at obtaining a profession and appropriate qualifications for young people.

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

The content of vocational education is a system of knowledge, skills and abilities that provide preparation for professional activity. It includes:

- the concepts, provisions, algorithms and modern theories that explain phenomena that occur in nature, society, culture and technology;
- the amount of knowledge about objects, tools and mechanisms used in the labor process;
- training in methods of activity that guarantee the formation of professional skills.

The content of training of any specialist is the main part of the pedagogical system. The learning content serves a variety of functions:

- Informative;
- Methodological
- Educational;
- Developmental;
- Educational.

The principles of forming the content of education are the basic provisions that guide the development of the content of education and the content of training. Along with general didactic principles (principles of science, the developmental nature of education, the connection between theory and practice, systematicity and consistency, accessibility), specific principles related to professional education are identified:

- compliance of the content of education and training with the goals of specialist training;
- activity-based approach to determining the content of training;
- anticipatory (prognostic) nature of content formation;
- taking into account the patterns of professional formation and personal development.

Conclusion. In conclusion, teaching methods involve the use of a system of methods that is aimed primarily not at the teacher's presentation of ready-



made knowledge and its reproduction, but at students' independent acquisition of knowledge in the process of active cognitive activity.

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РЕЗЮМЕ

Zamonaviy didaktikada o'qitish tamoyillari pedagogik faoliyatga va umuman ta'lim jarayoniga rahbarlik qiluvchi tavsiyalar, ta'lim jarayoni qonuniyatlarini hisobga olgan holda pedagogik maqsadlarga erishish yo'llari sifatida qaraladi.

РЕЗЮМЕ

В современной дидактике принципы обучения рассматриваются как рекомендации, направляющие педагогическую деятельность и учебный процесс в целом, как способы достижения педагогических целей с учетом закономерностей учебного процесса.

SUMMARY

In modern didactics, the principles of teaching are considered as recommendations that guide pedagogical activities and the educational process as a whole, as ways of achieving pedagogical goals, taking into account the laws of the educational process.