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MODERN METHODS OF IMPROVING THE QUALITY OF EDUCATION IN THE ORGANIZATION OF THE EDUCATIONAL PROCESS IN HIGHER EDUCATION

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However, in these cases, only some aspects of the post-competition training of single wrestlers have been examined. The general controversy of the subject under consideration is bypassed here. The underdevelopment of the stated problems, as well as the need to solve them quickly in terms of the level of modern training process, determines the scientific, theoretical and practical relevance of this research and awaits its solution.

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MODERN METHODS OF IMPROVING THE QUALITY OF EDUCATION IN THE ORGANIZATION OF THE EDUCATIONAL PROCESS IN HIGHER EDUCATION

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Abstract. *This article states that a clear formation of teaching methods is a key factor in improving the quality of teaching. It is noted that the combination of state educational technologies with practical exercises on the basis of a clear plan will serve to improve the quality of education.*

Methods. *Interactive teaching methods such as brainstorming, blitz survey, frontal survey, small group work, round table, business game, role play, role play. Examples include the use of "debate", "problem situation", "project", "reference text", "boomerang strategy (exchange of questions)" and "conceptual analysis".*

Results. *Examples show how effective results can be obtained using advanced pedagogical technologies. Along with advanced pedagogical technologies, independent teaching is guaranteed, ensuring that students achieve their educational goals, as well as independent work on the effective assimilation of educational materials within the framework of scientific programs. Because no one person can achieve an agreed goal without independent activity. Therefore, it is justified to consider independent activity as a means of acquiring knowledge and as a result of this.*

Discussion. *The source of students' knowledge is not only the knowledge given in the lectures of the teacher, but also the student's own understanding and actions, and the teacher, in turn, must encourage the student to develop research skills, the ability to look for additional information to assimilate the material. The main task of the article is to develop a new generation of state*

educational standards, curricula and scientific programs, to determine qualification requirements, to introduce and develop energy education and to further improve this process.

Conclusion. *All things considered it can be concluded that every future modern specialist should be ready to study and learn on their own so that they can not only acquire the existing methods and technologies, but also master new techniques and technologies in a relatively shorter time and effectively. It should be noted that the formation and development of creative abilities in a future junior specialist are also a separate pedagogical tasks and require the development of special methods for performing those deeds.*

Keywords: *personnel, independent, method, skill, principle, compact, technology, project, skill, leader, interactive.*

Introduction. The dynamics of the rapid development of the process of economic reforms in Uzbekistan sets the educational system the task of training qualified specialists with creative and proactive abilities, helping them to be able to make independent decisions and quickly adapt to technical technologies. Also, one of the urgent tasks of higher education systems is to achieve the effectiveness of learning through the wide use of innovative technologies and best practices in teaching, and through their introduction into the educational process as well as the application of the experience of vocational education of developed countries in the education system. At present, the quality of education depends on the correct planning, organization and management of the educational process in educational institutions on a scientific basis, an innovative approach to it, the use of innovative educational and information technologies, and the qualifications of teachers [1].

The goal of modern education is to develop the qualities necessary for a person to engage in activities that have social significance for them and society. This goal of education provides an opportunity to approach knowledge, learning and skills as tools which are necessary to achieve maturity. Knowledge, preparation and skills are essential to apply the acquired culture to life. That is why the study of science in educational institutions is not the only goal, but a means to get to the bottom of the truth and verify it, to learn to cognize and develop beauty.

Currently, there are more than 110 higher educational institutions in our country. More than 90 of them are local universities, and this figure is growing every day. While the number of teaching staff in some local higher education institutions is less than 100, in some large higher education institutions this figure exceeds 1000-1200. [6] [7]

Higher education system in the world is undergoing significant changes. The rejection of the state monopoly in the field of education, the creation of commercial education, and a change in the structure of public life led to the emergence of a market for educational services. This market, along with the information market and the labor market, actively influences the education sector.

Relying solely on interest in education cannot be a fundamental motivational effect. The most important effective way to do this is to act out motivational-problem situations or set specific cognitive tasks that reflect the social nature of the subject being studied [3].

Methods. To successfully solve these problems, teachers must be competent in their professions. Competence is the ability to successfully perform pedagogical work. First of all, this is expressed in the ability to clearly visualize the social role and the need for the teaching profession. In addition, teachers should be interested in the students as the object of their activity, be able to understand students needs and characteristics.

Currently, the following methods of improving the quality of education are widely used.

A project is a concrete plan, a product of efforts aimed at developing the content of pedagogical activity on the basis of a goal, which guarantees its result.

Design is a practical action aimed at developing the content of an activity or process by estimating, predicting and planning the expected result based on initial data.

Design of the educational process - the development of its design (scheme), take into account all factors for the effective organization of the individual educational process.

A model is a simplified, scaled (enlarged) or similar copy of a real, actually existing object.

The types of models used in the training process are as follows.

1. Educational models (used in the educational process; visual aids, visual means, simulators, training programs).
2. Experimental models (used in scientific, practical experiments; enlarged or reduced version of the designed object).
3. Scientific and technical models (used in the study of processes and phenomena; instruments, devices, tools, equipment and mechanisms).
4. Game models (used to develop skills, abilities by performing various actions by an object in various situations; computer, sports, economic, military, business games, etc.).
5. Simulation models (used not only for more or less accurate reflection of reality, but also for its imitation; various simulators, mechanisms serving to perform practical actions)[3].

Problem-based learning is education that serves to develop skills and competencies in students, such as creative research, small-scale research, making certain hypotheses, justifying the results and reaching certain conclusions [1].

A problem situation is a state of mind in which students are aware of a conflict that arose in the process of performing certain tasks (solving a problem, searching for an answer to a question), requiring the search for new knowledge related to the problem being solved.

Stages of solving the problem:

1. Create a problem situation.
2. Statement of the problem based on the analysis of the situation.
3. Make assumptions.
4. Check the solution.

The problem situation method is also used in pedagogy. The problem method is a way of enhancing the cognitive activity of students, based on the confidence that they are faced with a problem situation, the essence of which is to analyze, assess a specific situation and make a decision about its solution [2].

Self-directed learning is an educational activity based on the independent and creative fulfillment of the assigned educational tasks by students. Self-study is based on independent work.

We believe that independent education should be based on pedagogical principles. For example, the principle of awareness and activity of students assume the organization of training in such a way that students consciously and actively assimilate scientific knowledge and methods of their application in practice, develop creative initiative, independence in learning, thinking, speech.

Some researchers argue that the level of knowledge of students directly depends on the size and regularity of their independent study or study activities. Because no one can achieve an agreed goal without an independent activity. Thus, an independent activity can be viewed as a learning tool and as a result. Such an outcome should be organized and managed to show that self-directed learning by students is the result of their research work. This develops the cognitive abilities of learners.

Self-directed learning - provides students with a guaranteed achievement of educational goals, as well as independent work on the effective assimilation of educational materials in the framework of scientific programs. On the other hand, teachers must be able to encourage and guide students to wards pursuit of self-study. Does a student work more efficiently independently; or likes to work with a group of several people; whether he spends time in the library; or it is easier for him to use e-learning resources available on the Internet - both the student and the teacher need to know how to organize independent work better, more efficiently and more conveniently. ... The main essence of independent learning is that the source of students' knowledge should be not only the knowledge passed on by the teacher in the classroom.

In the context of self-study, the student must understand and act on the material to be learned, and the teacher, in turn, must encourage and guide students to seek additional information to intensify their research skills.

Self-directed learning - learning should be carried out in accordance with the goals, principles and content, as well as without the help of external influences.

Independent study determines the independence of the student's academic and professional activities. These qualities are reflected in the understanding of the educational material and in a critical assessment of the current situation.

A person's independence is considered to be the unity of their special qualities, such as abilities, activity, the ability to think, the use of all available energy to achieve a goal.

In independent teaching, it is important to rely on didactic and pedagogical principles. Currently, thanks to the effective organization of independent learning, the student is encouraged to be creative and, therefore, to be independent.

Self-directed learning makes very important requirements for pedagogical technologies. Unlike a predetermined learning process, a student must achieve an indefinite and unplanned result in independent learning, that is, acquire a certain amount of knowledge, skills and competencies indicated in teaching materials.

It is necessary to clearly indicate the purpose, principle, method, means and conditions of independent learning, and their choice and effective implementation will lead to the desired result [4] [5].

Results. The student must take a responsibility for the quality of the knowledge acquired. The source of students' knowledge should be not only the knowledge conveyed in the lectures of teachers, but also students' own understanding and actions, and teachers, in turn, should encourage students to develop research skills, the ability to seek additional information.

Today, positive work is underway to radically renew the teaching of electrical engineering in technical universities. Taking this into account, one of the most pressing problems of our time is the development of a modern concept of teaching the subject "Installation of electrical equipment". As an example, let us cite the modern concept of teaching, which is the basis for the formation of the activity of a teacher of special science.

The subject "Installation of electrical equipment" for students of technical universities in the field of electrical engineering is divided into sections of general, special and specific methods of teaching electrical installation and this serves the purpose of introducing, developing and improving assembly training. When teaching electrical wiring, it is important to address the following issues:

- a) didactic conditions for training teachers of special sciences;
- b) the positive aspects of the theory and practice of modern pedagogy in the methodological training of future teachers of special subjects;
- c) a methodological framework that leads to the systematic updating and theoretical development of teaching methods for electrical installation;
- d) the place and methods of using innovative pedagogical and information together with communication technologies in the methodological system of education;
- g) methodological system of teaching science: purpose, content, forms, means methods and technologies;
- j) what should be the structure of training projects, etc.

In the current conditions of globalization, the subject "Electrical installation" is the development of a new generation of state educational standards, curricula and scientific programs, the definition of qualification requirements, the introduction and development of energy education, as well as the further development of this process is the main concern [4].

The concept of installing electrical equipment, teaching principles, laws, methods and techniques should be clear and easy to learn for students specializing in electrical engineering. At the same time, it is necessary to pay attention to educational materials (content) on electrical installation, professional training of teachers of natural sciences, compliance with the conditions for modernizing state educational standards and curricula, the correct development of methods for an accurate and objective assessment of learning outcomes [4].

It also plays an important role in achieving the goal, based on didactic principles such as interdisciplinary communication and integration, systematic, consistent, scientific, from simple to complex, teaching education in relation to life.

If such an organization of the educational process is considered as a separate educational technology, the above didactic principles will improve this technology, identify and eliminate existing shortcomings in the organization of the educational process.

In general, at each stage of learning: "What (general content) can be taught and what can be done to achieve this?" and "Whom to teach, what to teach (for each specialty), how to teach specifically (goal), how to teach (method, form, tool, technology)?" are one of the pressing problems.

Today "What to Teach?" rather: "What can be taught and how can it be done?" Apparently, the approach to the organization of the educational process plays a key role in the modernization of teaching the subject "Electrical Installation".

The methodological system of teaching science is based on the purpose, content, form, means, methods and technologies of object installation of electrical equipment on the basis of pedagogical and psychological laws and didactic principles. Studied theoretical and practical materials, such as modern educational methods and technologies are used in teaching the subject "Installation of electrical equipment", the possibility of their use, research methods, concepts and methods of their implementation. Currently, this faculty is being studied for one semester at technical universities.

The task of developing a harmoniously developed personality for society by teaching spiritually and physically mature youth and improving the quality of modern education is defined as a priority in the field of education. Currently, the optimal ways of teaching all subjects based on modern pedagogical technologies are being studied. However, it should be noted that pedagogical technologies did not appear yesterday or today, and the teaching methods of each historical period had their own pedagogical technology. They developed with the growth of the spiritual and material needs of man. This can be found in the works of our great scientists, such as Muhammad Musa Khorezmi, man kind Abu Nasr Farobi, Abu Raikhan Beruni, Ibn Sino, Alisher Navoi, Kazizad Rumi.

Since innovative pedagogical technologies are a necessary part of the education system, radical changes in the field of education are possible. Enlightenment is the main idea underlying development and brozassion, understanding the relationship between nature and society, rejection of authoritarian and false thinking, patience, satisfaction, respect for the opinion of others, respect for national and universal values. The solution to these problems is to some extent closely related to learning technology.

The goal of education can be achieved through the teaching of ancestors, the assimilation of national values by the people, the use of modern pedagogical technologies in the educational process. At the same time, the flow of information into life stoodorts of society quickly penetrates and covers many areas. Fast reception, analysis, processing, theoretical generalization and acceleration of information delivery can be designated as necessary tasks of the education system. The introduction of pedagogical technologies into the educational process positively solves these problems. Currently, to solve set tasks, a number of activities are being carried out in the field of research of educational technologies in cooperation with outstanding scientists and educators of countries. In particular, on the basis of the principles of pedagogical technology available in developed foreign countries, a national model of regional pedagogical technology has been created that is understandable for teachers of the republic [1].

In fact, pedagogical technology is a very complex and modern exercise that incorporates the previous good aspects of teaching methods. In pedagogical technology, in advance, in stages and with a clear time frame, a project is developed for the work performed in lessons and trainings. The project outlines basic concepts, test questions, tools used and didactic materials provided during the training. The students' ability to perform the practical exercises is constantly monitored. The use of pedagogical technologies in the educational process ensures that the educational process takes place only at a good or excellent level. This is because scheduled lesson plans are developed by academics or experienced teachers [5].

Discussion. The use of innovative pedagogical technologies in the educational process, of course, requires creativity, knowledge and experience from a teacher. The development of

educational projects on the topic "Installation of electrical equipment" is based on the following principles of innovative pedagogical technology:

- The subject "Installation of electrical equipment" is based on all the principles and rules of didactics (pedagogical theory) in the construction of lessons. To this end, the professors pay great attention to mastering didactics and develop the skills of using it in teaching practice.

- When developing educational projects on the topic "Installation of electrical equipment", emphasis is placed on self-study of students. As a result of focusing on the formation of active thinking skills, knowledge creates a mechanism for student's independent work.

- The subject "Installation of electrical equipment" is intended at the same time to understand, remember and apply in practice the knowledge gained by a student when designing lessons. In this case, the application of theory in practice does not mean the fulfillment of a specific task, but the ability to apply the knowledge gained in practice.

- The Electrical Installation course ensures that the results obtained at the end of each lesson are expressed in verb form. For this, the projects develop and define a system of actions that must be performed at the end of each training.

- The basic concepts of knowledge transferred through small modules of the subject "Installation of electrical equipment" were identified, on the basis of which control questions are developed to determine the level of knowledge of students and the type of control is determined.

- At the end of the educational process, the level of assimilation of knowledge by all students is determined on the basis of the type and assessment criteria defined in advance for the lesson.

Teaching will be based on the principles of didactics, rules, systematic approach and pedagogical technology. The project reflects the role of knowledge, what rules and principles of didactics are observed in the learning process, what types and stages of lessons, what methods, information technologies and didactic materials are used in the learning process.

On the basis of a well-structured project, pedagogical activity can be carried out for several years without difficulty, only at an excellent or at least good level. The project ensures that the learning process is good or excellent and lays the foundation for the correct organization of the teacher's work.

Type of course - depending on the purpose of the lesson and the topic to which the study is directed, depending on the internal structure, it is divided into:

- introductory lesson;
- Introductory lesson with basic materials;
- Lessons to gain new knowledge;
- Lessons to consolidate and improve knowledge, skills and abilities (practical work, laboratory work, problem solving, etc.);
- Agreed lesson (mixed lesson);
- Lesson in repetition and generalization;
- control lesson;
- Lesson on the practical application of the knowledge gained.

In most cases it belongs to the mixed type, consisting of four stages. These are: preparation for acquiring new knowledge (repetition of the past); acquisition of new knowledge; consolidation and systematization of new knowledge; to apply the acquired knowledge in practice.

In turn, the following types of lessons are widely used:

- theoretical course, mixed course;
- independent work, laboratory work, workshop, excursion;
- control classes (oral questioning, written work, control, test work, mixed work).

Today, the use of interactive teaching methods plays an important role in the effective organization of lessons.

Interactive teaching methods are teaching methods that stimulate thinking, encourage independent thinking, and focus on a learner. These are "Brainstorming", "Blitz-survey", "Frontal survey", "Work in small groups", "Round table", "Business game", "Role play", "Debate",

“Problem situation”, “Project”, “Reference Text”, “Boomerang Strategy (Exchange of Questions)” and “Analysis of Concepts,” and there are currently over 300 species [6].

Conclusion. All things considered it can be concluded that every future modern specialist should be ready to study and learn on their own so that they can not only acquire the existing methods and technologies, but also master new techniques and technologies in a relatively shorter time and effectively. It should be noted that the formation and development of creative abilities in a future junior specialist are also a separate pedagogical tasks and require the development of special methods for performing those deeds.

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THE ROLE OF MORAL VALUES IN ADOLESCENTS AND THEIR ROLE IN DETERMINING THE CRITERIA OF SPIRITUAL PERFECTION

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trainee teacher, TSUULL named after Alisher Navoi

Abstract:

Background. This article presents an analysis of the inimitableness of early adolescence and the factors of development of moral awareness during puberty, as well as the methodology for determining moral qualities in students.

Methods. Understanding the content of values can vary at different stages of social development and vary in proportion to the social needs of society. It is therefore very difficult to find values that are uniformly universal for different periods. But while this situation has values that are different for different periods and at the same time for different social strata, there are also universal values that are equally important for different historical periods, different cultures, different strata of the population.

Results. Adolescents are found to have a sense of social duty, morality, respect for parents, friendship, brotherhood. Adolescents are identified and prevented from misbehaving in the formulation of morality. Being able to feel other people in this way is a manifestation of spiritual