

Section 2. General pedagogy

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PEDAGOGICAL FACTORS IN THE DEVELOPMENT OF THE MODERN EDUCATION SYSTEM IN UZBEKISTAN

Abstract. The article talks about the specific features of the organization of modern education in Uzbekistan, reforms in the field of education, educational values and pedagogical experience of Uzbekistan.

Keywords: independence, integration, criterion, cognitive, reflective, subject, person-oriented education.

Introduction

Today, Uzbekistan has centuries-old rich pedagogical experience and certain traditions have been formed in the process of education. This experience requires a thorough analysis and development of systematic pedagogical methods, since the market economy now requires school graduates not only to determine their place in society, the successful integration of Uzbekistan into the world educational space, and the search for new educational methods.

In the years of independence, based on the real needs of the economy and public life, great efforts were made to modernize the system of higher education in our country, introduce modern forms and technologies of education, and improve the areas of training specialists [11].

Decree of the President of the Republic of Uzbekistan dated October 8, 2019 No. UP-5847 "On approval of the Concept for the development of the higher education system of the Republic of Uzbekistan until 2030" in order to determine priority areas for systemic reform of higher education in the Re-

public of Uzbekistan, raising the process of preparing independently thinking highly qualified students to a qualitatively new level personnel with modern knowledge and high spiritual and moral qualities, modernization of higher education [3].

Methods

Education in Uzbekistan is referred to as one of the advanced areas based on "personality-oriented education". This experience makes it possible to acquire empirical and theoretical data, study them and carefully analyze them, ultimately making decisions on the development of education in our country, and regulating scientific activity in this area [12]. Of course, it is impossible to fully apply the educational values and pedagogical experience of other countries in the education system of Uzbekistan. Each nation has its own mentality, which directly affects the system of general education, in connection with the global trends of integration in the field of education, such studies help different nations to better understand each other [10]. Most socio-economic trends in countries are of a general, global nature, and

socio-economic changes in the world directly affect the minds of young people.

Results

In order to understand how modern pedagogical concepts appeared, it is necessary to turn to the pedagogical experience of Uzbekistan. At the beginning of the last century, the opinions of educators and scientists suggested that in training it is necessary to take into account the individual characteristics of a person. Therefore, A. Avloni emphasizes that "if pedagogy wants to educate a person, it must first of all study him thoroughly."

It can be noted that at a certain historical stage in the pedagogical sphere in all countries of the world there were uniform laws. With the expansion of production, it became necessary to increase the social mobility of people, and education required adaptation to such conditions. A number of reforms were carried out in school education, through which the processes of centralization of management were strengthened. It can be noted that at a certain historical stage, there were uniform laws in the field of pedagogy in all countries of the world. With the expansion of production, there was a need to increase the social mobility of people, and education required adaptation to such conditions. A number of reforms were implemented in school education, through which processes of centralization of management were strengthened. Along with state educational institutions, private educational institutions began to appear. Since professional education appeared between general and higher education, the opportunity for education in educational institutions was created for the general population.

A new task in schools was to implement the idea of activating teaching methods promoted by pedagogy. Thus, a new system of organizing educational work was introduced in schools, new methods and forms of teaching were proposed. At the same time, a number of problems related to the sphere of moral education appeared [9]. At the same time, the

widespread dissemination of mass culture created the problem of preserving and developing national identity in the education system of Uzbekistan.

The structure of education in Uzbekistan consists of several levels (preschool, primary, secondary, vocational and higher, postgraduate education, out-of-school education). As in the countries of the world, education is carried out in several stages, and general secondary education lasts an average of 11 years [1].

In particular, today the pedagogical system of the developed countries of the world has a number of unique features. One of them is that all educational institutions (administrative units) located in a certain territory have the right to create their own curricula. At the same time, periods of vacation and periods of study are determined independently. They may also adopt their own educational rules [5]. In our opinion, it is necessary to pay attention to this aspect in the society of Uzbekistan. With a certain centralized management structure, educational institutions can be more independent. In such conditions, it will be possible to achieve high results.

In Uzbekistan, pre-school and higher education is not compulsory, as in many other countries, pre-school and school education is compulsory. Children receive education both in state educational institutions and in private, religious and other institutions. At the same time, foreign citizens are admitted to any of the systems of additional.

The reformers also put forward a number of other initiatives that can be successfully applied in schools. It is proposed to pay special attention to the issues of openness of the school, orientation of the educational process to the children's world, involvement in labor activity. Education, including social education, is given more attention than education. Independence is prominent and accountability is one of the main principles. Activities in preschool education are enlivened through games, wall newspapers, classes; special classroom spaces are introduced in schools for experiments, creative, intellectual and cognitive activities.

In recent years, attention has been paid to inclusive education in Uzbekistan, and a special place is given to the adaptation of children with disabilities in society. The task of teachers is to eliminate factors that prevent the full and effective participation of a certain group of children in educational activities. If we turn to foreign experience, including European countries, we can note the heterogeneous principle of organizing the education of children in traditional schools [13].

The main task in educational institutions is the formation of practical experience in children and the formation of their ability to make independent decisions in overcoming life's difficulties, to convince them of their inner value, value and social significance.

Discussion

Thus, as a result of a number of reforms carried out in Uzbekistan, the main concepts of pedagogy were focused on the democratization of education, taking into account the interests of the development of the individual and society. Pedagogy focused on the education of an educated and comprehensively developed person. Also, a unique feature of education is that there is a unified system of teacher training, but training may differ in different educational institutions [8].

In the field of education, special attention is paid to the problem of multicultural education, because many nationalities and peoples live in this country. Compared to other CIS countries, Uzbekistan is the leader in terms of their number.

The content of educational programs of educational institutions, educational programs at all levels reflect the society in Uzbekistan and are designed to form multicultural competencies based on respect for the individuality of children of any nationality.

Particular attention is paid to the admission of children with developmental delays or physical disabilities in special educational institutions for children with disabilities. Various workouts are tailored to suit their individuality. Thus, each child develops at his own pace. In these schools throughout the country, special attention is paid to the spiritual education of students, close communication with parents, and care for the health of the younger generation. In such schools, special attention is also paid to the development of cognitive functions. This teaching method also works well for children with physical or behavioral disabilities.

Conclusion

As a result of the reforms, despite a number of existing problems, Uzbekistan managed to create one of the best education systems in the world. At present, the efforts of the country's education system are aimed at preparing versatile personalities who can apply the acquired knowledge in practice. Group work outside of school is common. The school itself is thus closer to real life. In many educational institutions, education is important because it takes into account the individual characteristics of the child's personality in an atmosphere of tolerance and mutual respect.

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