



Effectiveness of variative development of educational programs in pedagogical processes

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ABSTRACT

Diversity of education is one of the main principles and directions of modern education. The content of educational programs and the variability in their implementation mean that each educational institution, even each pedagogue, can create their own educational programs and use different methods of their implementation. The main condition of variability is that it should be developed in accordance with the main principles and requirements of the state curriculum, as well as the requirements of the state.

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Pedagogik jarayonlarda ta'lim dasturlarini variativ ishlab chiqish samaralari

ANNOTATSIYA

Kalit so'zlar:

o'zgaruvchanlik,
dastur,
jarayon,
ta'lim,
tarbiya,
yaratuvchi.

Ta'limning xilma-xilligi zamonaviy ta'limning asosiy tamoyillari va yo'nalishlaridan biridir. Ta'lim dasturlari mazmuni va ularni amalga oshirishning o'zgaruvchanligi shuni anglatadiki, har bir ta'lim muassasasi, hatto har bir pedagog o'z ta'lim dasturlarini yaratishi va ularni amalga oshirishning turli usullaridan foydalanishi mumkin. O'zgaruvchanlikning asosiy sharti davlat o'quv dasturining asosiy tamoyillari va talablariga hamda davlat talablariga muvofiq ishlab chiqilishi kerak.

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Эффективность вариативной разработки образовательных программ в педагогических процессах

АННОТАЦИЯ

Ключевые слова:

вариация,
программа,
процесс,
образование,
обучение,
разработчик.

Разнообразие образования является одним из основных принципов и направлений современного образования. Содержание образовательных программ и вариативность их реализации означают, что каждое образовательное учреждение, даже каждый педагог может создавать свои образовательные программы и использовать разные методы их реализации. Главное условие вариации состоит в том, что она должна быть разработана в соответствии с основными принципами и требованиями государственных образовательных стандартов к учебным планам.

INTRODUCTION.

Great opportunities have been developed for all participants in the educational process. According to N.V. Nemova and T.P. Afanasyeva, the indicators of the level of variability in the pedagogical system are as follows:

- it has several equally good and convenient program options for children (many equally good options);
- the possibility of choosing one of the educational options for the student;
- flexibility of the system (creating conditions for making changes according to the needs of the learner).

LITERATURE REVIEW:

The concept of technology entered the discussion in connection with the reform of education in America and Western Europe. B. Bloom, D. Kravol, J. Carroll, J. Block, B. Skinner, P.Ya. Galperin, V.I. Davidov, N.A. Menchinskaya, Z.I. Kalmikova, L.I. Zankov technologies are famous. Technological approaches to the organization of teaching are related to many psychologists and didacticists, such as V.P. Bepalko, V. Guzeyev, V. Slastenin, M.V. Klarin, B. Likhachev, N.F. Talizina, L.M. Fridman, T.V. Kudryavsev, A.M. Matyushkin, M.I. Makhmutov. The analysis of technological approaches shows that most of the teaching technologies are stuck on empty technology.

RESEARCH METHODOLOGY.

There are various educational programs. They include the following.

- variant and alternative;
- experimental, regional or possible (that is, regional);
- basic and additional;
- approximate;
- complex and partial programs;
- classified as working programs.

Programs can be directed to:

- development of interest in the student as the main cognitive activity;
- development of the child's abilities;
- formation of creative imagination;
- development of communication skills.

Programs must provide: protection and strengthening of children's physical and mental health development;

- emotional well-being of each child;
- child's intellectual development;
- conditions for the development of the child's personality and creative abilities

They should create;

- introduction of children to universal old age;
- cooperation with the family for the comprehensive development of the child.

Thus, it is recommended to choose or develop appropriate and alternative programs for the purpose, mission, priority directions of the educational process, the composition and qualifications of pedagogues, as well as the educational development environment. The programs do not allow the implementation of programs that have not been properly approved by responsible organizations. The variable educational process is an interdependent activity of educational participants who realize the educational goals through activity, communication, means and methods, a meaningful attitude to the goals of the person, and the educational process. Also, we can see that more and more attention is paid to cultural heritage today. The variety of cultures, languages, customs encountered by pedagogues at school classes and groups of pre-school educational organizations, pedagogues, parents and founders of educational organizations, must choose appropriate programs, in addition, they provide the content of education. It is necessary that they should be trained according to current state of education. The demand creates the need for offers in the "market" of styles and technologies.

The concept of "educational technology" is very conditional, despite its widespread use. According to V.I. Zagwiazinsky says that it is more correct to call the types of technologies used in the educational process teaching, not educational or pedagogical, and the term itself, taken from the field of production, is, of course, conditionally used in education and educational technology itself, as a type of social technology, is not as rigid and predetermined as production technology.

The problem of distinguishing technology and methodology is still very controversial. Some scholars believe that technology is a form of implementation of methodology, while others believe that the concept of technology is broader than methodology. Zagwiazinsky believes that technology and methodology should be based on a system of scientific legal rules (that is, they have a system), but the ideal technology has a system of strictly defined recipes that are guaranteed to achieve the goal (that is, instrumentality). The methodology ensures the diversity and variability of the methods of implementation of theoretical rules, and therefore does not mean guaranteed achievement of the goal, i.e. even an ideal technique does not have high instrumentality.

In our opinion, educational technology is a system of joint activity of the subjects of the educational process in order to provide favorable conditions for the participants and achieve a certain result, taking into account the limitations.

ANALYSIS AND RESULTS.

Variability can be the only strategy for personal development. The variety of education is aimed at ensuring the highest level of individualization of education. The variable educational process is an interaction of educational participants in the conditions of choosing the content and attitude to the process in the implementation of educational goals. The word "program" is derived from the Greek language and is a component of future events and actions, serves to inform all participants of educational

process about the content and planned results of educational activities, and is the basis of planning the educational process. The main program of the preschool education system in the Republic of Uzbekistan is the “First Step” state curriculum. The content of this program meets the requirements of complexity, that is, it includes all basic directions of the child’s personality development.

- Forming physical development and healthy lifestyle;
- Social and emotional development;
- Speech, communication, reading and writing skills;
- Development through knowledge (understanding);

Contributed to creative development and the formation of the child’s multifaceted abilities (mental, communicative, motor, creative), to the formation of specific types of children’s activities (theme, game, theater, visual, musical, design, etc.).

Thus, the main program is within the framework of implementation of general development tasks and primary education services of the Republic of Uzbekistan. In accordance with the requirements of the state, it determines all tasks of general development and essence of early childhood education activities. Special programs can be used within the organization of basic educational activities in the preschool educational organization. Correctional programs take the main place in the organization of the educational process. The purpose of the “First Step” is to achieve the results specified in the State Standards. It is aimed at integrating the educational needs of the participants into the educational process in accordance with the priority directions of the activities of preschool educational organization, and ensures the mandatory 80% of the implementation of this program, and 20% of each preschool educational organization. or can adapt to the conditions of the region.

There can be main and additional programs, nationality programs. They are developed on the initiative of creative groups or individual authors. Authorship programs can be built on the basis of widespread, universally recognized traditional views on education of preschool children, as well as on the basis of new pedagogical theories and concepts that are not widespread.

Authorship programs can be developed based on the order of regional preschool education departments. Therefore, the content of preschool education in them is based on the use of regional, ethnic-cultural, historical and other features and traditions. The main programs of preschool education are divided into complex and partial programs. Provision of additional educational services (paid, free) based on the implementation of additional educational programs is carried out only at the request of parents (their legal representatives) by concluding a contract with them. The use of additional programs is possible with the development of new flexible forms of education for children of preschool age in creative studios, circles, sections, organized in preschool educational organizations and beyond. Additional programs include programs in various educational areas: artistic and aesthetic, ethno-cultural, cultural, intellectual development, communicative and speech, environment and ecology, sports and fitness, various directions of correction, etc. For some children, partial programs can be used as additional programs of preschool education.

The content of the complex program should be oriented towards universal culture and at the same time, it should correspond to national cultural traditions. The content of the comprehensive program includes the development of the child’s speech, his knowledge of natural sciences, physical, artistic and aesthetic development. Below is an example of a description of the comprehensive (basic) educational program:

Programs can be directed to:

- development of interest as the basis of cognitive activity in preschool children;
- development of the child's abilities;
- formation of creative imagination;
- development of communication skills.

Programs must provide:

- protection, strengthening and development of children's physical and mental health;
- emotional well-being of each child;
- child's intellectual development;
- creating conditions for the development of the child's personality and creative abilities;
- introducing children to universal values;
- establishing cooperation with the family for the comprehensive development of the child.

CONCLUSION/RECOMMENDATIONS.

Thus, it is recommended to choose or develop suitable and alternative programs for the purpose, use, priority directions, the composition of pedagogues and qualified, educational development environment of preschool and early childhood education. It is not allowed to implement programs that have not been approved by the Ministry of Preschool Education.

After the educational programs are selected or created, the Pedagogical Council makes a decision on their implementation in educational activities. The selected educational programs should be included at the local acts of the preschool education organization. (constitution). It includes the preparation of work programs by pedagogues (educators), taking into account the variability of the content and methods of preschool education, as well as the development of each age group. It includes the preparation of working programs. Educators and specialists are responsible for the complete and high-quality implementation of the working program. In accordance with the annual plan of the preschool education organization, responsibility for monitoring the implementation of working programs is assigned to the methodologist.

Educational innovations are educational innovations or formations, methods and technologies used in the educational process as a solution to an existing problem on a new basis, guaranteeing more effective results than before.

Educational innovations are also called "innovative education". The concept of "innovative education" was first used in 1979 at the "Club of Rome". We can divide educational innovations into several types according to their application. That is, we can divide according to the direction of activity, according to the description of the introduced changes, according to the changes. The above types of innovation are detailed in the diagram below. Innovations come in many forms.

The following are the main forms of innovation:

- new ideas;
- specific goals aimed at changing the system or direction of activity.

The aim is to get the highest possible result from the money and effort spent in the application of innovations in the educational system or educational activities. Innovation differs from any innovation in that it must have a changeable mechanism that allows for management and control.

In education, as in all fields, there is talk about “innovation”, and activities that represent their essence. If the activity has the characteristics of a short-term, integrated system and only serves to change some elements in the system, it is called novation (updating). However, if the activity is carried out on the basis of a certain conceptual approach, and its result serves the development of a specific system or its radical change, it is called innovation.

In fact, innovation is a tool, and in most cases, it is a new method, methodology, technology, etc. appears. In essence, there are certain differences between novation and innovation. They are as follows V.A. Slastenin considers innovation to be a set of purposeful, directed processes aimed at creating, spreading and using new things. According to the author, any innovation aims to satisfy the needs of social subjects and stimulate their aspirations with the help of new tools.

The concepts of “new” and “innovation” are important in any innovation. The novelty introduced into various attitudes and processes is revealed in the form of private, subjective, local and conditional ideas. Pedagogical innovation describes the consistent introduction of innovations into pedagogical activities.

The educational system and process will develop according to the didactic possibilities of pedagogical innovations. The innovative activity of the teacher is manifested as a force that mobilizes the pedagogical team, encourages creativity, and guarantees the quality of the educational process. Therefore, it is necessary for every teacher to fully understand the essence of innovation and be able to consistently apply it to his work.

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