THE IMPLEMENTATION OF THE EDUCATIONAL FUNCTION WHILE IMPROVING THE PROFESSIONAL TRAINING OF TEACHERS OF PRESCHOOL EDUCATION

Feruza Yuldasheva
Independent Researcher, Tashkent State Pedagogical University
Tashkent, **UZBEKISTAN**

ABSTRACT

The implementation of the teaching and monitoring function of control implies the possibility, during the testing of knowledge of students, along with the repetition, consolidation and application of knowledge, to facilitate the processes of perception and processing of educational information and help them to generalize and shape scientific concepts, ideas and patterns.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

This is precisely the purpose of organizing and conducting corrective control procedures. Since corrective control is carried out on the basis of updating knowledge on previously passed educational material and is designed to prepare students for the assimilation of new educational information, for its organization, first of all, it is necessary to analyze the logic of the newly introduced content to determine the educational elements that are basic for the assimilation of new information, and the place of control procedures in the logic of the educational process.

The implementation of this analysis is possible due to graph modeling of the input information. Also, when drawing up tasks of corrective control, it is necessary to take into account the type of cognitive task solved by students during the knowledge test, and take into account the recommendations of psychologists on the organization of the effective functioning of psychological mechanisms of assimilation in didactic situations of various kinds.

Studies have shown that, in the course of corrective control, solving the task of updating the students of the operational thinking system described by psychologists in the associative-reflex concept of assimilation, they should be presented with a series of tasks within the framework of a cognitive task of the first type (83). At the same time, assignments should require students to:

1. Knowledge of the source (to solve the problem) laws, rules, factors and methods of their generalization;
2. Understanding what needs to be done;
3. Establishing similarities, differences, etc. between presented objects based on the use of well-defined knowledge systems;
4. Correlation of old and new knowledge in order to identify and smooth out the contradictions between them and the dynamic construction of existing associative systems;
5. Linking old and new knowledge into a single integrated system. Updating the system of operational thinking among students,

Described by psychologists in the theory of the gradual formation of mental actions, they should be presented with a series of tasks in the framework of the cognitive task of the second type. At the same time, assignments should require from the student activity that includes

everything from the initial stage of creating an indicative basis for action to the final one - the stage of generalizing operations and actions in the form of internal speech with maximum automation and minimization of mental actions.

It is advisable for students to actualize the system of operational thinking described by psychologists in the theory of algorithmization by presenting them with a cognitive task of the third type. At the same time, a series of tasks should put the students before the need for awareness of the task. Understanding the essence of the object in question and those of its properties that determine the principles and methods of solution. Tasks necessarily include a system of exercises that form knowledge of the principles and methods of solving problems of this class at the algorithm level.

The development of a system of tasks for corrective control, which ensures, during the testing of knowledge of students, their motivation for learning requires, first of all, orientation on the paths of motivation tested by experience (although motivation is a developing dynamic sphere). Didactics recommended three possible ways for students to form motivation for academic work (15.83).

One of the main ways is the formation of motivation through the impact on the student in a certain way constructed learning content. It is believed that motivation is enhanced if the content of the training is focused on the formation of a scientific and theoretical style of thinking and dialectical generalization of knowledge.
The implementation of this task in the process of corrective control is possible by using a specially constructed task system. These tasks, according to M.R. Kudaev must:

1. Be available, i.e. Build on students 'experience and knowledge
2. Demand from students not only literal, but also reconstructive reproduction of the acquired information;
3. To help students see that, often, sensory experience is deceiving, the arguments of "common sense" should always be tested by methods of scientific thinking;
4. Demand the use of knowledge, which is based on information described at the highest possible level of abstraction available for a given contingent, that is, the implementation of this requirement means the need for such a formulation of control tasks, which helps the students to form a scientific and theoretical style of thinking;
5. To update the knowledge of ways to streamline the elements of the content of previously learned information and operations for the implementation of educational and cognitive activities.

The second no less significant way of forming motivation is the way of special organization of operational-cognitive student activities, which would allow the transfer of educational and cognitive activities on a theoretical and research basis.
Achieving this goal is possible if the corrective control tasks require students to:

1. Understanding the need for knowledge of all content and its individual parts, all educational actions and operations to solve the main educational task;
2. Awareness of the logical relationship between all private educational tasks and the main one, an understanding of the system of educational tasks and their hierarchy.

The third way of creating motivation is the way of organizing educational and cognitive activities that will help students experience a sense of emotional satisfaction from what they have done, the joy of victory over overcome difficulties, the happiness of learning new, interesting things.

Within the framework of corrective control procedures, these tasks are solved provided that the system of control tasks:

1. Provides for students the opportunity to review the path of knowledge they have traveled and highlight the most significant milestones in it;

2. It helps not only to establish a actually formed level of knowledge and skills, but also to encourage students to further academic work and to show its prospects.

Speaking about the requirements for independent work of students, two fundamental circumstances should be borne in mind. The first is connected with the place of students 'independent work when they assimilate knowledge at each level, the second circumstance is connected with the nature of students' tasks for independent work. In connection with the first, we note that in the systemic-structural didactics, the expediency of conducting independent work of students at each level only after they attain knowledge characterized by a learning coefficient of at least 0.7 is proved. In connection with the second circumstance, we indicate that assignments for independent work of students in accordance with the classification of independent work, which are based on modern interpretations of private didactic goals. Cognitive tasks and the specifics of educational and cognitive activities should require students to perform educational activities adequate to the level of knowledge that is being formed at this stage of training. In conclusion, we can note

The analysis of specific methods developed in the framework of programs for the upbringing and training of preschool children has shown the legitimacy of increasing the emphasis on the essence of the psychological and pedagogical layer of managing cognitive activity of children, the ways of its accounting and implementation in pedagogical practice, since the solution of many problems in them (specific methods) is proposed to carry out without a sufficiently complete consideration of the psychological and pedagogical specifics of a number of significant components of the system of organization of cognitive activity of children. It is assumed that the strengthening of such an emphasis is possible within the framework of teaching methods that clearly and fairly fully implement the provisions of a particular modern didactic concept.

The study and analysis of different approaches to determining the nature of didactic factors that positively affect the effectiveness of the educational process showed that when constructing teaching methods it is advisable to focus on the main principles of system-structural didactics, since: in the design and implementation of the educational process for the successful implementation of such an important factor as didactic principles, it is advisable to rely on their practically transformative functions. Then, the functioning of the educational process can be seen as a chain in which they go from principles to content, then from content to teaching methods and tools, and then to organizational forms. This promising trend of identifying and formulating didactic principles is indicated in the system-structural didactics as a result of the analysis of the structural composition of pedagogy, taking into account its complex object;

- the condition for the successful organization of cognitive activity of students is most consistent with the need to build an educational process based on the implementation of cognitive tasks of three types, the essence of which is quite fully considered in the framework of systemic-structural didactics;

it is expedient to implement the possibility of unambiguous identification of learning tasks oriented towards the formation of students' skills in managing cognitive activities of students, based on a tiered approach to setting the goals of the educational process, considered in the framework of system-structural didactics. This approach allows you to set unambiguously didactic goals and makes it necessary, when implementing the educational process, to observe a certain sequence of stages of mastering processes (taking into account the hierarchy of knowledge levels);

- when choosing a system of methods and teaching aids, it is advisable to focus on the classification proposed by M.N. Skatkin and I.Ya. Lerner, since its basis is the specificity of cognitive activity of students in solving various cognitive tasks at different stages of the educational process. When choosing teaching methods, relying on this classification, one can more fully take into account the relationship and the interdependent nature of the activities of the participants in the educational process. It should be borne in mind that the nature of the mutual activity of participants in the educational process is affected by the functionality of training tools and organizational forms of training, which, to a certain extent, determine the possibilities of using teaching methods;

- realizing in the educational process those or other organizational forms,

it should be borne in mind that the organizational form should:

- contribute to the achievement of predetermined didactic goals;
- allow to implement all the options for the interaction of the student and the learner, aimed at solving methodological problems at various stages of the educational process;
- provide conditions for the development of significant personal qualities and qualities of students;
- organizing a system for monitoring the progress and results of the training process, it is necessary to consider two main functions of control (evaluative and educational) and in this regard, differences in the construction of control procedures and their place in training.

When preparing students' independent work, it is necessary to rely on a classification based on modern interpretations of private didactic goals, cognitive tasks and the specifics of educational and cognitive activities. Taking into account the features of independent work arising from these classification grounds allows us to determine the timeliness and sequence of their inclusion in the educational process.

The consideration and analysis of pedagogical prerequisites for developing the conditions for improving the educational process showed that the main attention when creating teaching methods should be paid to the conditions for clearly defining the goals of the educational process and its every stage, taking into account and implementing the specifics of the functioning of the psychological mechanisms of educational cognitive activity, coordination of the specifics of psychological mechanisms the assimilation of knowledge with the specifics of cognitive tasks of various types, methods of presentation and assimilation chebnoy information in the system "teacher - student", methods and organizational forms of learning.

REFERENCES

1. Vilensky, V.Ya. Technologies of vocationally-oriented education in higher education: a textbook / V.Ya. Vilensky, P.I. Obraztsov A.I. Uman. - M .: Pedagogical Society of Russia, 2004. - 192 p.
2. Efimov, V.N. The didactic foundations of building a control system in classroom studies at the university: author. diss ... cand. ped sciences / V.N. Efimov. - M., 1984. - 17 p.
3. Zhuravlev, I.K. Didactic concept of the content of basic education / I.K. Zhuravlev, L.Ya. Zorina, I.Ya. Lerner. - M.: Publishing House of ITP and MIO RAO, 1993. - S. 162-209.
4. Zagvyazinsky, V.I. Methodology and methodology of didactic research / V.I. Zagvyazinsky. - M .: Pedagogy, 1982. - 159 p.
5. Zagvyazinsky, V.I. Pedagogical creativity of a teacher / V.I. Zagvyazinsky. - M.: Pedagogy, 1987 .-- 160 p.
6. Kudaev, M.R. Corrective control in the educational process. Problems, methods of construction and implementation of his system / M.R. Kudaev. - Maykop, 1997 .-- 194 p.