

THE STRUCTURE OF THE EXTENSIVE CURRICULUM IS THE BASIS OF THE EFFECTIVENESS OF THE EDUCATION

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ABSTRACT

This article describes the content of the curriculum which is based on the scientifically pedagogical point of view that serves to increase the effectiveness of the learning process. The educational, upbringing and developmental aspects of the curriculum are also highlighted.

Keywords: State education standards, qualification requirements, education, training, development, curriculum, curriculum, curriculum, learning effectiveness.

INTRODUCTION

It is known that at all stages of the development of the personality, the importance of teaching the younger generation "Why and Why?" And "What?" It is well known that the content of education is reflected in the State Education Standard, Government requirements, curricula and curricula, textbooks, teaching materials, didactic materials. The content of the training is a set of requirements for the trained specialist, the content of the curriculum in the form of the subject curriculum, and curriculum content, the content of the subject matter, the order, size, structure of the study. The core of the specialty is the content of the subject, which is adequate and appropriate to be selected from the subjects of the relevant field of science, professional activity, experts' direct communication and response. Its adequate and appropriate level of public service meets the standards of education. This system has a higher level of detail than its separate components. The answer to the question of why a younger generation should be educated, why it should operate, and how it behaves in a society and context, is reflected in the content of education, in terms of the type, purpose and function of the educational institutions.

Once you've got the answer to the question of what to do, you need to find out what level of content and logical components can be included in your learning content. The above problems are relatively deep and well developed in pedagogy, including in professional pedagogy.

The content of education is acknowledged as an important part of the pedagogical process, the specific component of the system. Therefore, it is necessary to carry out certain scientific and practical work in the field of educational content for the trainees.

The development of science and technology, the rapid introduction of advanced production technologies into life, integration into the global community have led to a widening and deepening of the content of education. This situation requires the immediate change in the structure, content, and even the whole professional technology.

MATERIALS AND METHODS

The problem of educational content is a complicated and multifaceted issue in pedagogy, as well as in its most important branch of professional pedagogy.

The fact that the Republic of Uzbekistan occupies a worthy place in the world community depends largely on the quality and effectiveness of education. The quality and effectiveness of learning outcomes are, first and foremost, determined by its content, which is a vital fact that does not require proof. Pedagogical literature provides a variety of content. Therefore, we first try to define the meaning of the term "learning" in the following "learning". Education is derived from Arabic, which means teaching, teaching, learning, knowledge.

1. The process of making knowledge, skills and abilities is a basic tool for preparing a person for life and work. 2. A complex of knowledge and skills acquired in the field of science or occupation; science. 3. Teaching, morals. 4. Guidance, instruction, instructor.

"The result of education - teaching means that the images about the objects studied are the formation of a complete picture. It is a system of knowledge, skills and skill, methods of thinking that are enrolled by trainees. "

The content of the training - a clear answer to the question of what to teach young people, and the necessary knowledge from all the resources accumulated by human society. The content is understood as the system of knowledge and skills acquired for learning in certain educational institutions [3].

When building a new democratic society, the content of education is determined by following the needs of the community:

- The rule on the leading role of scientific knowledge;
- The "National Program" on capturing the values of the cultural and educational heritage of humanity (society) and of universal values;

Creating a harmoniously developed generation, building faith and academic outlook;

The rule on the link between the experience of building a new democratic society and scientific life;

- general education or vocational education;
- Compliance with the fundamental principles and didactic principles of the Public Policy in the field of education.

The content of the training is an objective phenomenon that is constantly changing with a variable nature. Therefore, the selection and structuring of educational content is not only a didactic problem, but rather a complicated problem.

The content of education in the Republic of Uzbekistan should be improved by the following ways:

- presentation of the latest achievements in science and experience;
- getting rid of secondary and extrinsic material;
- Determine the list of subjects studied and the size of the materials, and to determine the optimal size of the skills and abilities that students should gain;
- a clear statement of the main concepts and the main ideas of the subject curriculum;
- To train pedagogical and information technologies, such as computer, Xerox, e-mail and other information, and to develop skills in using these technologies [5].

Educational content - a system of knowledge designed to introduce readers to true scientific evidence, concepts, laws, and theories.

RESULTS AND DISCUSSION

The issue of educational content is controversial. There are many approaches to the interpretation of this concept, and their roots are based on a long history - the theory of formal and material education. In each of these approaches, the role and position of a person in the world and in the society is varied: the knowledge and appreciation for the learning content is promising and is of particular relevance.

What criteria can be used to determine the optimal level of detail, volume, and level of content in the curricula used?

Based on the findings of our study and incorporating the idea of Yu.Babansky, the main criteria for the content of curriculum can be summarized as follows:

- 1) Integrity of the content of the educational material, which allows covering the essence of the object being studied a) the society's requirements to a thoroughly developed person; b) modern science, production, social life and culture;
- 2) The scientific and practical significance of components that constitute the content of education, which is as important as possible, to distinguish the main components.
- 3) the criterion of conformity of content of education to the opportunities of students;
- 4) The criterion of conformity of the content of education to the time allocated to studying it;
- 5) Compliance of educational content with the international experience in this field;
- 6) Compliance of educational content with the material base of educational institutions

[1].

Not only is it restricted to the notion of education, knowledge, skills, and qualifications, but also includes critical thinking, creativity, and ethical evaluation.

The formal and material theories of the formation of the content of the text were developed in the early 1800s.

The material theory of the formation of the content of education, also called didactic materialism, is to suggest that as much information as possible should be given to various branches of science. The proponents of this idea are also called Encyclopedicists [2].

Sources and Factors of Educational Content:

Factors for the selection of materials for culture and social expertise taking into account the specific historical and psychological requirements, the principles of bringing the structure, the importance and necessity of the sources of content, the requirements of the society (factor); realistic learning opportunities; students' capabilities and personal needs:

- Coverage of the essence of the object;
2. High scientific and practical significance of content;
3. Compliance of content with the ability of the trainees to meet the actual learning opportunities;
4. Compliance of the content of educational content with time allocated for learning.
5. Consideration of international experiences.
6. Material-technical and scientific-methodological base corresponds to criteria.

The approach to the content of education content is scientifically justified and promising as it is based on current and future expectations of the professional work of the specialist, which is necessary and sufficient for their optimal performance (I.Ya.L.P.Pidkasisty). The analysis of professional activity begins with the identification of positions, first of all, by the graduating professional; Secondly, the composition of labor force is defined as: 1) purpose; 2) subject; 3) tool; 4) working methods. In order to identify the above, the content of the training should be chosen correctly.

The standard or requirements are interpreted as a written model of a professional's professional activity. In the educational process, manufacturing conditions are imitated and provide the basis for practical work.

In the solution of complex tasks (s), complicated behavioral patterns are formed as a result of mastering various subjects. Expanded subjects are characterized by the role of educational, educational, motivational, motivational goals, and are focused on the acquisition of qualitative new knowledge, attitudes and personal qualities. Thus, we consider integration as a factor that leads to a logical understanding of superficial knowledge of the objects studied, their true

nature, their companionship, relationships, interactions. The content of these subjects directly defines the requirements for those applying them, the forms, methods, tools, and conditions for organizing education.

The main criterion for the use of this material in the professional activity and its scientifically-practical significance when entering specific information into the content of the subject matter concerned. Also, the proper name of the object being studied (expressed in terms of meaning) allows it to be readily understood by the students easily and comprehensively. Expression of objects in concrete terms is the condition of understanding the different and mutually dependable features and features of other objects. The acquisition of the educational material by the scholars begins with the perception of it. From this point of view, perception is a mandatory condition for mastering the learning material. Understanding them means knowing the essence, content, relationship, and interaction of the textbook. Objects have different shapes, shapes, features, and affect the emotional bodies of learners. Therefore, it is important to select sensory organs such as hearing, sight, smell and taste, taking into account its characteristics when choosing education technology. For example, listening alone does not mean listening because listening is just a complex psychic process that requires attention.

To select and extend the content of the curriculum to a particular structure, it is necessary to take into account the necessity and sufficiency of the educational institution, its types, goals and objectives, the relationship between scientific, historical, theory and practice, logical sequence and completeness, regularity and consistency. relationships, interdependence, demonstrability, clarity, and reductions. Also, the content of the training material requires the age, duration of the study, and generally the pedagogical laws and regulations.

From a pedagogical point of view, the content of the subject is not limited to the content of the science subject in this field, but rather the form of teaching and learning, methods, tools, and so forth. That is why it can not be narrowed down in science. The study of specialized subjects does not limit itself to the development of standard level knowledge, methods of behavior, personality traits, but also the development of their activity, independence, technical thinking and other capacities.

Depending on the content of the subject matter, the content of the subject matter is relatively broad, such as subject matter, technology, technology of production, and direct professional activity of a specialist. without interpretation. Vocational training is a source of choice for the subject of the subject matter of the subject matter, which is directly related to the objects of work, means, objects, and circumstances.

In our opinion, the process of selecting and delivering the content of the subject matter of the curriculum can be done in the following order:

1. Determining the socio-economic, organizational, production and similar needs of society.
2. Selection of the information relevant to the current level and perspective development of technology, science and technology in the field.
3. Selected data are subject to pedagogical processing and form of educational normative documents.
4. To master the essence and meaning of pedagogical experts, to turn them into their own property.
5. Implementation of material in the immediate educational process and achieving the acquisition by the students.

6. Adjustment, assessment and making necessary modifications to the learning process to identify how well the content of the training material is acquired and the satisfaction of the practitioner's needs.

7. Being convinced that solved problems are solved.

It is clear that the selection of educational materials is not only a pedagogical problem but also a complex of important socio-economic, organizational and political issues.

We regard the logical structure of the learning material as the basis for a specific system of internal and external communication between its components. It should be pointed out that the practice is widely used as a reliable target, which determines the State's educational standards - the entire pedagogical system, as well as the goals, objectives, content of the particular subject matter.

Educational materials are reflected in a curriculum with a degree of complexity, ie the level of complexity, taking into account the objectives, tasks, pedagogical-psychological laws, age characteristics of students. Interpretation of the information on the object (subject, event, process) as an educational material, as well as teaching materials:

1. Determining the type, goals and objectives of the institution (institution).
2. Determination of the objects to be studied and the extent and scale of their study.
3. Study content of objects, their internal and external relations.
4. Providing material logical completion by translating the material into pedagogy.
5. Development and testing of methodological recommendations on introduction of educational material in educational process.
6. Finding or improving solutions that have been proven through testing, and so on.

CONCLUSION

In short, we look at learning comprehensible subjects - as potential factor for acquiring advanced skills, logical integrity, and sufficient level of knowledge, behavior, and personal qualities. In addition, the study of the basics of involvement is aimed at activating pupils, training professionals with creative ability, capable to compete not only on learning time but also compete in the labor market. We recognize the material unity, internal and external relations, interaction and interrelationships of the component (s) of the content of the subject matter of the subject matter, as a key factor ensuring logical completeness.

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