

Principle of Educational Training and Requirements to Organizations Educational Process

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Abstract: The article analyzes implementation of the principle of educational training. Fundamentality in teaching presupposes scientific character, completeness and depth of knowledge. It is due to the nature of the modern scientific and technological revolution, which requires a person to have highly intellectual mobility, a research mindset, the desire and ability to constantly replenish their knowledge as changes occur in life and activity.

Keywords: Principle, regularity, pedagogical activity, fundamentality.

The principle of educational teaching is based on the pattern of unity of teaching and upbringing in the holistic pedagogical process. This principle presupposes the formation in the process of learning of the basic culture of the individual: moral, legal, aesthetic, physical, culture of work and life, communication. Education in the learning process is associated with intellectual development and, above all, with the development of creativity of individual cognitive abilities, taking into account the interests of students [1-3].

The personality of the teacher has a significant educational influence if it is a reference for students. The latter is due to his attitude towards children and teaching activities, his erudition and level of professionalism.

The principle of educational teaching presupposes a respectful attitude towards the personality of the student and at the same time reasonable demands on him, since this is one of the conditions for the implementation of a humanistic approach in education. Demanding behavior that is not based on respect causes dissatisfaction and aggressiveness in the relationship between students and the teacher. Goodwill without exactingness leads to violation of discipline, disorganization, and disobedience of students.

Demandingness is a kind of measure of respect for the individual. A. S. Makarenko emphasized that as many demands as possible should be made of a person, but at the same time as much respect as possible. The educational potential of demandingness increases if it is objectively appropriate and dictated by the needs of the learning process and the tasks of personal development. Demandingness, no matter how justified and fair it may be, will not bring any benefit if it is unrealistic, impossible, if it is not designed for the achieved and given level of development of the student's personality.

The implementation of the principle of educational training involves relying on the strengths of students. This is due to the fact that the students are not the same in level of education. In this regard, repeatedly emphasizing their shortcomings can reduce their self-esteem and level of aspirations instead of positive changes in personal and intellectual development. The appearance of outsider children and children with deviant and delinquent behavior is one of the reasons for the teacher's mistrust of the student, excessive criticism and his rejection.

By identifying the positive in a student and relying on this positive, relying on trust, the teacher advances the level of achievement and guides personal development. When a student masters new forms of behavior and activity, achieves tangible success in working on himself, experiences joy and inner satisfaction - this strengthens his confidence in his abilities and encourages personal growth. A. S. Makarenko believed that a person should be approached with an optimistic hypothesis, even if there is a risk of making a mistake [4-7].

The educational potential of learning increases when there is consistency in the strategies and tactics of subject teachers, educators, administration of an educational institution and parents. If educational influences in the learning process are unbalanced, unharmonized, and multidirectional, and sometimes opposite, then the student learns to view the norms and rules of behavior as something optional, established arbitrarily by each person.

The principle of fundamentality and applied orientation of education requires thorough theoretical and practical training of students already in secondary school. In traditional didactics, it was formulated as a connection between learning and life, theory and practice.

Fundamentality in teaching presupposes scientific character, completeness and depth of knowledge. It is due to the nature of the modern scientific and technological revolution, which requires a person to have highly intellectual mobility, a research mindset, the desire and ability to constantly replenish their knowledge as changes occur in life and activity. Fundamental knowledge has the ability to become obsolete more slowly than specific knowledge. They appeal not so much to memory as to human thinking.

The fundamental nature of training requires systematic content in the main branches of knowledge, an optimal balance between their theoreticality and practicality, and practical orientation - modeling and extrapolation of this knowledge to real situations in human life and activity [8-10].

Studying the most modern and fundamental theories is not sufficient for the normal course of the learning process. Practical knowledge, understanding of the conditions and methods of their application are no less important, as they expand the range of possibilities and enrich personal experience, make theoretical knowledge more thorough and in demand in everyday life, and not just in educational situations.

The fundamental nature of learning has as its main result the development of consciousness and self-awareness. Being a set of concepts, judgments, assessments, beliefs, consciousness directs a person's actions and actions and at the same time itself is formed under the influence of behavior and activity. Consequently, a scientifically based construction of the learning process presupposes its focus on the unity of knowledge and skills, consciousness and behavior. This requirement follows from the law of the unity of consciousness and activity, recognized in Russian psychology and pedagogy, according to which consciousness arises, is formed and manifests itself in activity. In accordance with this law, training requires timely reinforcement of knowledge, including about social norms and rules of behavior. We are talking about the conscious assimilation of knowledge, i.e. revealing the possibilities of their use in a variety of social practices, organizing activities in which students would be convinced of the truth and scientific nature of the knowledge and ideas they receive, and would master the skills of socially valuable behavior [11-14].

IN Law Republic of Uzbekistan "About education" given requirements To organizations educational process.

The education system includes:

- state educational standards, state educational requirements, curricula and training programs;
- educational organizations implementing state educational standards, state educational requirements and training programs;
- organizations that assess the quality of education;

- scientific and pedagogical institutions performing research work necessary to ensure the functioning and development of the education system;
- government bodies in the field of education, as well as organizations subordinate to them.

The education system is unified and continuous.

Types of education are:

- preschool education and upbringing;
- general secondary and secondary specialized education;
- professional education;
- higher education;
- postgraduate education;
- retraining and advanced training of personnel;
- out-of-school education.

The forms of education are:

- off-the-job education (full-time);
- on-the-job education (correspondence, evening, distance learning);
- dual education;
- education in the family and self-education;
- adult training and education;
- inclusive education;
- external education;
- training in the field of defense, security and law enforcement.

Cabinet of Ministers of the Republic of Uzbekistan:

- implements a unified state policy in the field of education;
- approves and ensures the implementation of state programs in the field of education;
- manages authorized government bodies in the field of education;
- determines the procedure for certification and state accreditation of educational organizations, certification of teaching staff and scientific personnel, issuance of licenses to non-state educational organizations for the right to carry out activities in the provision of educational services (hereinafter referred to as the license), notification of the authorized body about the start of activities in this area, affixing an apostille to educational documents ;
- determines the procedure for hiring teaching staff in educational organizations and evaluating their activities;
- issues permits for the right to engage in educational activities to educational institutions of foreign states on the territory of the Republic of Uzbekistan;
- determines the procedure for recognizing educational documents obtained in foreign countries;
- approves state samples of education documents and establishes the procedure for issuing state-standard education documents;
- approves the list of areas of education, specialties and professions for which external training is not permitted;
- approves the list of areas of education, specialties and professions, training in which is

- carried out only in state educational institutions;
- establishes the procedure for admission to state educational institutions and organizations;
- appoints and dismisses rectors of state higher educational institutions, as well as rectors (heads) of higher educational organizations created with the participation of the state (non-state higher educational organizations with a state share, joint educational institutions, educational institutions created on the basis of public-private partnerships, and others);
- establishes the procedure for transferring students from one accredited educational organization to another, as well as their expulsion and reinstatement;
- establishes the procedure for determining the rating of educational organizations;
- determines the procedure for retraining and advanced training of personnel;
- forms government orders for personnel training in educational organizations based on forecasts and analysis of labor market needs;
- establishes material, technical, infrastructural and parametric requirements for educational organizations;
- establishes the procedure for the preparation and publication of textbooks and teaching aids, as well as the requirements for their delivery and use in educational organizations.

The Cabinet of Ministers of the Republic of Uzbekistan may exercise other powers in accordance with the legislation [15-18].

The authorized government bodies in the field of education are the Ministry of Preschool Education, the Ministry of Public Education, the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan.

Authorized government bodies in the field of education, within the limits of their powers:

- implement a unified state policy in the field of education;
- develop, approve and implement sectoral state programs in the field of education;
- coordinate activities and provide methodological guidance to educational organizations;
- exercise control over the fulfillment by educational organizations of the requirements of state educational standards (including the state standard of preschool education and upbringing), state educational requirements for the level of education and the quality of professional training;
- ensure the development and approval of state educational standards (including the state standard of preschool education and upbringing) and state educational requirements;
- establish the procedure for assessing the knowledge, skills and abilities of students;
- establish a list of professions and specialties of vocational education, areas of undergraduate education and master's specialties of higher education, as well as areas of knowledge and areas of education;
- ensure the introduction of progressive forms of teaching, new pedagogical technologies, technical and information teaching aids into the educational process;
- develop measures aimed at improving the quality of professional training in educational organizations, improve training programs;
- organize the preparation and publication of educational literature;
- approve regulations on assessing academic performance, organizing the educational process, final state certification of students, and also determine the categories of external students;
- submit proposals to the Cabinet of Ministers of the Republic of Uzbekistan on the appointment of rectors of state higher educational institutions;

- organize training, retraining and advanced training of management and teaching staff of educational organizations;
- develop requirements for the use of material and technical resources in educational organizations;
- participate in the development of regulatory legal acts in the field of education;
- carry out international cooperation in the field of education.

Authorized government bodies in the field of education may exercise other powers in accordance with the law.

Public administration bodies may be created in educational organizations.

Personnel consumers participate in the management of educational organizations and personnel training [19-23].

Curricula and training programs are developed based on the goals and objectives of the corresponding levels of education.

The content, procedure for the development and implementation of curricula and training programs in relevant state educational institutions and organizations are determined by the Ministry of Preschool Education, the Ministry of Public Education, the Agency for the Development of Presidential, Creative and Specialized Schools under the Cabinet of Ministers of the Republic of Uzbekistan and the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan .

Curricula of general education subjects should be aimed at the comprehensive development of personality, the formation of knowledge, abilities, skills, outlook and the development of students' abilities.

Curricula of professional subjects are aimed at students mastering relevant professions and specialties.

The introduction of curricula and training programs into the educational process is carried out by educational organizations.

In the process of introducing curricula and training programs, modern pedagogical technologies, innovative forms and methods of teaching, and information and communication technologies are used.

When introducing curricula and training programs into the educational process, educational organizations can use learning technologies based on a credit-module system.

The curriculum, as a rule, reflects the schedule of the educational process, the beginning, duration and frequency of training, academic years, quarters, semesters, practice, vacations and certification, the number of weeks allocated, subjects studied (modules) and hours (credits) allocated to them, and other necessary parameters.

The curricula of professional and higher education, retraining and advanced training of personnel provide for internships for students.

The procedure and organization of internships for students are determined by the relevant authorized government bodies in the field of education [24-25].

Curricula for vocational and higher education are formed from subjects in specialties, as well as general professional, mathematical, natural science , humanitarian and additional subjects in accordance with state educational standards.

It is not allowed to include additional subjects in the curriculum on the basis of instructions from government bodies or in any other way not provided for by this Law.

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