

Basic Principles of the Diversification Process and Their Content

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Abstract: In the context of continuous education, we have identified the main principles of the diversification process as continuous change, individual orientation, alternative options, humanism, and innovation. In this article, we will explore the characteristics of each principle and examine their collective impact on the quality of education.

Keywords: principle, variability, person-centeredness, alternative options, humanity, innovation, education, diversification, technology.

Society possesses the capability to fulfill its own demands and needs. Often, there is a prevailing belief that the need for new, modern, and content-specific knowledge can only be satisfied through the introduction of new teachers or educational institutions.[1] As a result, there is an active search for proactive teachers who possess a repertoire of new pedagogical technologies, engage in social activities, and continuously strive for personal development. Such approaches to enhancing the quality of education are not novel concepts. A.S. Makarenko, a notable figure in pedagogy, once articulated a similar principle: 'The higher the respect for the individual, the greater the demands placed on them.' This underscores the timeless value of respecting and challenging educators and learners alike to achieve higher standards.[2]

A modern educational institution is recognized as an integrated system, noted for its flexibility and dedication to optimizing the effectiveness of pedagogical processes. The diversity and variability of teaching forms, along with the potential for in-depth instruction and the liberty to select teaching and methodological complexes, necessitate a fundamental shift in the teacher's methodological paradigm. This shift involves changes in three primary areas: 1. Educational content, 2. Teaching technology, and 3. The roles of teacher and student in the educational process. Implementing abrupt and sporadic changes to educational content can detrimentally impact the quality of education. Effective change is characterized by its regularity, smooth transition, and the refreshment of outdated materials. Therefore, as educators modify their paradigms with respect to educational content, this evolution should adhere to the principle of gradation, starting with the update of vivid and memorable materials to ensure they are retained by learners. This approach also has psychological significance, fostering an orientation towards novelty and transformation.[3] Moreover, it is important to acknowledge that educational programs, particularly within the general secondary education system, possess an inherent 'historicity' that can hinder students' ability to adapt their learning approaches. For instance, topics taught in advanced levels often build upon foundations laid in earlier stages of education. To implement content changes effectively, it is necessary to move beyond this 'historical' aspect of educational materials. Diversification in continuous education, including the practices of entities and individuals offering educational services based on market demands, entails the rejuvenation of educational content 'from its origins.' This principle of continual change facilitates the adaptation of all participants in the educational process.[4]

The shift towards self-teaching technologies in the classroom brings about certain challenges. A notable issue is the decline in traditional book references among students, who now

predominantly access information about their subjects through information technologies and social networks. This shift significantly affects the teacher's role and the 'language' of instruction. For instance, the methods and forms used to present material, and the perspectives offered by traditional textbooks and manuals, may differ from those encountered through digital platforms, potentially leading to misunderstandings among students. Moreover, the widespread adoption of information technologies in education necessitates that teachers embrace new teaching forms, methods, and methodologies. Consequently, teachers must adapt or significantly overhaul their functions (e.g., transitioning from a narrative function to emphasizing coordination and management to facilitate activities like debates on specific topics).[5] Implementing such changes can be particularly challenging in general education schools or higher education institutions with a sizable community. This is because traditional institutions must first establish the pedagogical conditions necessary to transform the learning environment into one that is more communicative and creative, a process that is inherently gradual and time-consuming. However, the diversification of educational services, driven by societal demands and needs, offers potential solutions to these challenges. Notably, modern educational institutions, which operate at the same level in the horizontal hierarchy as traditional ones, often employ 'prepared teachers'—specialists with a high degree of creativity. This approach demonstrates a pathway towards addressing the challenges associated with changing teaching technologies.[6]

The principle of individual orientation in the diversification process of continuous education underscores the importance of the evolving relationship between the teacher and the learner, emphasizing the need for this relationship to form and stabilize continuously. It's crucial to recognize the significance of the teacher's personal qualities, as, despite the proliferation of information sources like television, the internet, and experiential learning opportunities, the teacher remains the primary and essential source of knowledge for the student. In the student's perspective, the teacher is seen as a 'know-it-all'; without this perception, the teacher's efforts lose their significance.[5] However, captivating students with new knowledge presents a challenge for modern educators, especially given the wide range of interests among a diverse student body.[6] To address this, teachers must first endeavor to understand each student's personality, employing reflexive methods to gauge their attitudes towards all aspects of education. This involves a deep analysis of the information gathered and the systematic organization of knowledge delivery. Prioritizing the organizational function is essential, with a focus on unlocking students' creative potential. Teachers must foster collective activity to enhance individual student engagement, thereby creating a conducive communicative environment that elevates each student to an active participant in the educational process. This shift from an objective process approach to a subjective-active approach aims at the continuous and holistic development of the individual, leading to an escalation in the learner's educational needs.[7] This scenario underscores a foundational principle for the accelerated development of education's diversification process. It can be likened to a simple life analogy: a person, initially preoccupied with immediate surroundings, eventually feels an innate urge to explore the universe from a higher vantage point. With each ascent, the vastness of the universe becomes more apparent, fueling the desire to ascend further and perceive more profoundly. Consequently, the individual's needs and demands expand, mirroring the dynamic nature of educational diversification.

The principle of diversification in continuous education necessitates dual participation from the key stakeholders in the educational process: it manifests as an increase in the learner's demand for knowledge and the teacher's responsibility to provide access to diverse sources of knowledge. Consequently, the principle of individual orientation within the diversification process ensures the enhancement of a subject-active approach in the educational journey.

The alternative option principle in the diversification process of continuing education is characterized by:

- Alignment of educational content with the learner's needs;
- High quality of education;

- Focus on fostering the individual's development;
- A broad spectrum of choices.

These features underscore the commitment to providing an education that is not only relevant and high in quality but also tailored to individual growth and diverse in its offerings. We will examine each feature of the alternative option principle in continuing education separately to highlight its positive impact on the quality of education. The alignment of educational content with the needs and requirements of the learner goes beyond merely adhering to the set educational programs and topics mandated across educational institutions, which follow a curriculum developed according to relevant regulatory documents (such as DTS). Instead, when discussing educational content, we emphasize the importance of incorporating the latest and most relevant information on specific topics that satisfy both the quantitative and qualitative needs of learners. For instance, a pedagogy student at a higher education institution should not only engage with encyclopedic information about the concept of 'diversification' but should also explore analytical materials related to the term, with the teacher's guidance, to develop a well-rounded understanding and personal viewpoint. This broadened scope of learning underscores the essence of this feature. Another aspect of the alternative option principle is its emphasis on the quality of education, which extends beyond the simple dissemination and assessment of knowledge. It encompasses the teacher's involvement in diagnosing learners' abilities, making goal-oriented predictions, organizing activities, motivating through communication, and conducting creative research and analytical evaluations.[4] Pedagogical diagnosis involves assessing learners' understanding, creativity, and research skills, thereby allowing for tailored instructional strategies. This process fosters the evolution of the student-teacher relationship into a more collaborative, subject-subject dynamic. The goal-oriented prediction entails evaluating the gap between learners' needs and their capabilities, enabling teachers to tailor their approach based on an understanding of learners' interests and the aspects of knowledge they find most accessible.

Organizational activity is a crucial aspect of a teacher's responsibilities, playing a significant role in the principle of diversification in continuous education and its impact on the quality of education. When organizing the educational process, teachers encounter the challenge of selecting teaching technologies that align with the learners' needs and capabilities. Ensuring that the chosen technology meets these criteria is essential for fostering an effective learning environment.[8]

Beyond the selection of teaching technologies, teachers engage in another critical activity: communicative and motivational interaction. This facet of their role is vital for stimulating and engaging students. Communicative stimulation emerges from the teacher's reflexive-analytical observations, enhancing the collective learning experience. Since learning processes are inherently collaborative, fostering a team environment where learners are synchronized in their educational journey facilitates the transfer of knowledge from one individual to another, embodying the essence of collaborative learning.[9] To further elucidate the significance of communicative and motivational activity within the diversification process in continuous education, consider the insightful analogy attributed to Albert Einstein: 'If you have one apple and I have one apple and we exchange these apples, then you and I will still each have one apple. But if you have one idea and I have one idea and we exchange these ideas, then each of us will have two ideas.' This analogy beautifully captures the essence of knowledge exchange and the amplification of ideas through communicative interaction.

The principles of humanism and innovation in the context of diversification in continuing education are interpreted through a comprehensive understanding of the previously discussed principles. These principles are manifested in a holistic manner, emphasizing the importance of addressing the individual needs of learners while fostering an environment that encourages innovation and creativity. Together, these components underscore the multifaceted nature of the teacher's role in a diversified educational system. By embracing organizational activity, communicative engagement, and the principles of humanism and innovation, teachers can

significantly enhance the quality of education and contribute to the development of a dynamic and inclusive learning environment.

The influence of diversification principles in continuous education on the quality of education manifests in several key ways:

- enhancing educational opportunities for individuals within market dynamics and aligning educational processes with the interests of learners;
- viewing education as a primary instrument for fostering a free and democratic society;
- acknowledging that education evolves according to the needs of individuals and society, serving as a crucial driver for economic growth and the development of the socio-cultural landscape;
- providing comprehensive insights into the educational system;
- aiming for continuity in education to address two critical socio-economic challenges: the development of a human resources system and its ongoing renewal;
- promoting extensive integration of education with scientific, economic, spiritual-educational, and cultural sectors.

Thus, it is evident that diversification in continuous education represents a significant innovation, emerging from the demand for newness among education service users. To satisfy the educational needs of consumers, traditional educational institutions must embrace the principles of diversification in continuing education. This entails acquiring a deep understanding of these principles and integrating them into educational practices.

In essence, the diversification of continuous education necessitates a comprehensive approach, ensuring that educational offerings are not only responsive to the evolving needs of learners but also contribute to the broader objectives of societal advancement and personal growth. By adhering to these principles, educational institutions can better prepare individuals for the complexities of the modern world, thereby enriching both individual lives and the community at large.

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