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PEDAGOGICAL FUNDAMENTALS OF CONTINUOUS EDUCATION DEVELOPMENT

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ABSTRACT

Continuing education is a holistic education system consisting of stages connected on the basis of mutual logical consistency and developing from simple to complex, and one-to-one. The basis of the personnel training system in the Republic of Uzbekistan, one of the main principles of state policy in the field of Education. The law of the Republic of Uzbekistan "on Education", adopted on August 29, 1997, and the National Program of training of personnel, was noted as a separate principle. Continuing education is one of the main structural prerequisites of the national model (see national model of Education), a priority area providing for the socio-economic development of the Republic of Uzbekistan, meeting the economic, social, scientific and technical and cultural needs of the shakhe, society and the state. Continuing education creates the necessary conditions for the formation of a creative, socially active, spiritually rich personality and the training of highly qualified competitive personnel. The functioning of the system of continuing education is provided on the basis of state educational standards, on the basis of the consistency of educational programs at various levels, and includes preschool education, general secondary education, secondary special, vocational education, higher education, post-secondary education, training and retraining of personnel, extracurricular education.

KEYWORDS: *Education, Innovation, Educational Effectiveness, Pedagogical Skills, Education and Upbringing, Quality Of Education.*

INTRODUCTION

Stimulating research and innovation activities in our country, creating effective mechanisms for implementing scientific and innovative achievements, ethical culture on a global scale, in the image of a globally thinking person of the future, his main qualities, that is, humanity, responsibility, serving the interests of society, legal literacy, hard work, tolerance, self - it is a matter of forming important qualities and qualities such as self-education and self-improvement. At the same time, on the scale of the world communityimplies significant changes in the principles of moral culture and traditional lifestyle towards modernization of youth.

"... as we aim to turn Uzbekistan into a developed country, we can achieve this only through rapid reforms, science and innovation. For this, first of all, it is necessary to educate the new generation of personnel who will be proactive reformers, who think strategically, and who will be educated and qualified. That's why we started reforming all stages of education, from kindergarten to higher education [1] . This situation creates the need to introduce a new form of distance education, which will take a large part of the world education market due to its flexibility, mobility and general availability, not only to traditional educational activities and its content.

MAIN PART

Until now, it is known that in traditional education, young people were taught only to acquire ready-made knowledge. It is clear that such a method does not give young people a great opportunity to develop independent thinking, work, creative research, and initiative skills.

Now, as a result of the development of science, technology and innovative technologies, the interest and attention to increase the effectiveness of education by using interactive methods (innovative pedagogical and information technologies) in the educational process is increasing day by day. Trainings using modern technologies in the educational system are aimed at young people searching for acquired knowledge, independently studying and analyzing it, evaluating their own knowledge, and drawing correct conclusions.

Everyone's life is built on the need for continuous education and development. In addition, today, educational activities are becoming more and more digitized and technological [2]. To understand the main opportunities for the development of distance education, it is necessary to analyze its origins and the main trends that may occur today and in the future.

In the world, a number of philosophical studies are being conducted to improve the socio-pedagogical and organizational aspects of the formation of the intellectual culture of young people, to determine the axiological attitude to scientific research activities. At the same time, attention is being paid to deepening the theoretical foundations of the development of critical and creative thinking of young people, to the formation of scientific and innovative thinking in students based on its priorities and ideas. In this regard, the President of the Republic of Uzbekistan Sh.M.Mirziyoyev said "...our youth have independent thinking, high intellectual and spiritual potential, and use all the strength and capabilities of our state and society so that they can be happy and become people who are not inferior to their peers in any field on a global scale. we will mobilize" [3] - he emphasized. Based on this necessity , clarifying the socio-philosophical features of the formation of the intellectual culture of young people in the educational process is of urgent importance.

In education, the interest of young people in the imparted knowledge serves as a mutually aspiring force. That's why for of pedagogymainq of them one hambeing given to knowledgeto trace is dead with children to class attraction reachh is calculated. "Education is education give reducation to the recipient giving knowledge ability open , trace , explain during what do you think ?to quality tooth for him to the pupil one how many there is repetitiona must b dies . Education system forward placed indicators with didactics principles pedagogical of activity common methodology" [4].

Thus, universal informatization, digitalization of all areas of human life, robotization and creation of artificial intelligence, on the one hand, will ensure a sharp decrease in the habit of human activity, and on the other hand, will lead to the devaluation of reproductive professions, competencies and functions in the labor market. This means that the modern education system for each person should always create forms and methods for the comprehensive and effective development of his abilities and powers, which will give him an advantage and competitiveness not only with other people, but also with artificial intelligence, technology and other opportunities. . The driving force behind the development of digitization processes in modern education and the development of unprecedented opportunities for lifelong learning is distance learning, which has deep historical roots.

Officially recognized by many historians, the first stage of the development of distance education is considered to have begun in the middle of the 19th century in European countries. In 1836, the University of London was founded in Great Britain . Its charter allows students from other cities to take the exam if they have previously attended other accredited institutions of higher education. Thus, the foundation was laid and the possibility of higher education at a distance was renewed. In 1858, students from other countries were allowed to take exams at the University of London.

Due to the popularity and effectiveness of such an experience, other training centers began to accept it, which provides training by mail in accordance with the university program.

In 1850, in Germany, Gustav Langenscheid published "educational letters" that made it possible for anyone to learn the language. One of the founders of distance learning, Isaac Pitman, began teaching scripted instruction to students in the United Kingdom in 1840. He did this by sending a letter by post.

In the second stage, teaching manuals for distance education began to be supplemented with audio and video recordings, which could already be delivered via radio and television. Along with television and radio courses, study guides, classroom exercises, and exam supervision, it became popular by the middle of the 20th century. Interactions between tutors and students took place through residential correspondence, face-to-face consultations and short courses.

The third stage is related to the active development of computer and information-digital technologies, based on which it was possible to organize distance education by e-mail with the help of teleconferences, animation and multimedia. At this stage, distance learning is also known as e-learning. The change in the technology of information delivery to digital and telecommunication networks has led to an exponential growth of educational centers specializing in electronic distance learning in the third stage [5]. In fact, at the present time, young students are becoming aware of many modern scientific and technical news through radio, television, newspapers, magazines and various books and information channels from a young age. All this undoubtedly leads young students to all-round development and expansion of their worldviews . If the student is able to get acquainted with its content by watching a historical work at home on television or in the cinema, and the teacher is limited only to the textbook material during the lesson, then the student will not have any interest in this lesson. In order to get out of such a crisis situation, the teacher should increase his emotional skills in his historical education, take

into account the interest of the students in the content of the subject, and achieve its comprehensive strengthening.

In order to realize the creative potential of our society, it is necessary to give thorough and solid knowledge to the young generation, and in this process to use our educational heritage effectively. The conclusion is that rapid development of science, creative use of the achievements of world civilization in its development, and most importantly, training of personnel with high scientific potential constitute the structural sense of the strategy of strengthening our society and national statehood. The renewal in the socio-economic sphere rests on certain grounds. When talking about the essence, direction and prospects of reforms in the field of science, it is appropriate to emphasize the following main factors.

CONCLUSION

Since the development of science is always closely related to the continuing education system, its role in the development of civil society is constantly increasing. Of course, continuing education does not directly determine the number of scientific discoveries. However, the educational system creates an intellectual environment in society that allows to set and solve scientific problems, and to use the obtained results in practice. For this reason , it will not be appropriate to approach education only as a system that consumes national income , because the ground for scientific-technical and social development is created in this area. Because of this, there is a task to develop a program to stabilize the field of continuous education and improve its efficiency.

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