

THE CONSISTENCY OF EDUCATIONAL REFORMS IN THE YEARS OF INDEPENDENCE AND ITS ESSENCE

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ABSTRACT

In this article, the essence of the development of pedagogical ideas in different periods is described, and the specific features and content of pedagogical ideas of each period are highlighted. In particular, different directions of development of pedagogical ideas in the period of independence and considered separately.

KEYWORDS: *Education, Pedagogical Thought, Pedagogical Innovation, Stages Of Gradual Development, Non-Traditional Education, Collaborative Pedagogy, National Pedagogy, Education Reform.*

INTRODUCTION

It is known that the success of fundamental reforms implemented in our country largely depends on changing the education system, raising it to the level of current requirements, and forming a well-rounded person. Because the development of the society, its economic and social development is determined by the intellectual and spiritual potential of the citizens living in this society. Therefore, in the development of society, each period has its own promising directions, and each science has its place in the implementation of this task. In this place, pedagogical ideas, which are considered the main concept of pedagogy, have their own experience and development.

If we look at the history of education, we can see that the most important, the main issue in modern times is a person, to educate him well. Starting from the oldest sources, in the educational and moral works that appeared later, both theoretical and practical issues of education were analyzed, based on which the issue of spiritual and moral formation of the human personality was the central problem.

The goal of this problem is to look at education as a whole process, to determine its content, form and methods, methods, tools, on the one hand, if we turn to the history of education, and on the other hand, to put scientific innovations into practice. It is necessary to take into account the effectiveness of the specific characteristics of education. Views on the development of pedagogical ideas philosophers (I.Mo'minov, J.Tulenov, M.Khairullayev, T.Mahmudov, S.Shermuhamedov, E.Yusupov, M.Oripov, Q.Nazarov, Z.G'ofurov, H.Alikulov and etc.) by the influence of education on personality development, psychologists (L.I. Bojovich, L.S. Vysotsky, M.G. Davletshin, A.G. Kovalyov, E. Goziyev, B.H. Kadirov, V. Karimova,

G.B.Shoumarov, R.Sunnatova and others) theory and history of our national pedagogy, pedagogic scientists (S.Rajabov, S.Nishonova, K.Hoshimov, O.Hasanboyeva. A.Zunnunov, R.Mavlonova, H.Homidov, R. Jorayev, U. Aleulov, O. Musurmonova, J. Yoldashev, M. Kuronov, F. Yuzlikayev, Safo Ochilov, M. Inomova, R. Safarova, Kh. Mahmudov, A. Choriyev, N. Saidahmedov, S. Turgunov, N. Egamberdiyeva, B. Abdullayeva, O'. Tolipov) and made an invaluable contribution to the enrichment of pedagogical ideas during the period of independence. . It is worth saying that the development of pedagogical ideas has its own stages of gradual development, which are: firstly, views on the formation of ancient education and humanism ("views in the Avesta" and "Orhun-Enasoy" writings); secondly, views of the Middle Ages (descriptions of the Holy Qur'an, Hadiths, teachings of the word, fiqh, mysticism, representatives of classical literature, encyclopedic scholars, and opinions put forward by scholars of the great state; Views on the new era (opinions expressed by modernists and advanced Uzbek pedagogues of the Soviet era); Views in the period of independence (thoughts on education, psychology, spirituality and ideology); It is worth saying that if in the ancient views the ideas of human wisdom are the priority, then in the medieval views the priority of the idea of a perfect person is observed. During the time of the Soviets, the main goal was to educate a person with a class haracter, which comes from the ideological education of the builder of communism. During the period of independence, the idea of raising a mature generation was formed as a priority, and in the first ten years of independence, regarding the theory and history of pedagogy:

- Well-rounded human education in the development of pedagogical thought;
- Formation of spiritual and moral culture in young people;
- The spirituality of independence and the basics of education;
- Scientific and methodological foundations of national education in general education schools of Uzbekistan;
- Socio-pedagogical foundations of general secondary education management;
- Problems of organizing primary education and its liberalization;
- Socio-pedagogical foundations of the national personnel training program;
- Introduction of advanced pedagogical technologies into the educational process;
- Theoretical and practical foundations of using national traditions in the educational process;
- Laws of interdisciplinary connection and interdependence of pedagogy;
- Pedagogical foundations of general education schools of the Republic of Uzbekistan and the direction of improving the educational process;
- Researches were carried out in areas such as modernization of the content of mother tongue education.

As a result of scientific research carried out by scientists in the first ten years of Uzbekistan's independence, it was possible to find solutions to the following scientific-theoretical and practical problems in the development of pedagogical ideas.

1. In the years of independence, based on the tasks of educational reforms, the conditions affecting the development of pedagogical ideas have been identified;
2. The impact of the national idea and national ideology formed in the years of independence on the development of pedagogical ideas is highlighted;
3. The main directions of pedagogical ideas are determined;
4. A historical-comparative analysis of the development and formation of pedagogical ideas in the history of pedagogy;
5. The development of pedagogical ideas and the best practices of world pedagogy at the present time are comparatively analyzed.

1. There it is worth saying that in the first ten years of Uzbekistan's independence, traditional education based on the study of pedagogical innovations, their application to the educational process, and the provision of ready-made information related to the issues of reforming the educational system based on efforts to move from the type of teaching to an educational system that teaches students to search for information themselves. Accordingly, the need for new knowledge has increased. The updated ideas, their content and scientific aspects were substantiated by Uzbek scientists U.Nishonaliyev, B.Farberman, N.Saidahmedov, N.Azizkhodjayeva, U.Tolipov, M.Usmonboyeva. In the first ten years of independence, pedagogical innovations in the conditions of Uzbekistan were mainly focused on the improvement of the pedagogical system, the development of pedagogical technologies aimed at the effective organization of the educational process, and their application to the educational process.

The content and essence of pedagogical innovations served to enrich the content of pedagogical ideas by requiring the improvement of this pedagogical system, making its components more convenient for the student. As a result, in the first ten years of independence, the foundation was laid for directing pedagogical innovations to improve the education system, adapting it to the level of socio-economic development of the society, and thus training competitive personnel who can adapt to changing life conditions. Also, the transition from the traditional method of teaching and upbringing to the technological, creative and research method in the organization of the educational process made possible a technological approach to the educational process. This served to enrich the content of pedagogical ideas by managing the educational process on the basis of democratic principles, encouraging the activities of learners, supporting initiative, and creating a favorable opportunity for the formation of cooperative pedagogy based on cooperation.

Collaborative pedagogy - unlike traditional teaching, focuses on establishing a friendly relationship with the child. The principle of "working in cooperation" is based on a deep knowledge of the personality of the student. Collaborative pedagogy has a positive effect on the child's personality, allows for the purposeful and purposeful direction of pedagogical thoughts by directing warmth, cooperation, like-mindedness, one's will to a single goal - education in the educational process. . Uzbek scientists such as N.Azizkhodjayeva, J.Yoldoshev, R.Safarova, B.Khodjayev, Sh.Abdullayeva, N.Dilova, Q.Inokov, enrich the content of pedagogical ideas in the years of independence by explaining the strategies of cooperation pedagogy. z contributors.

In Conclusion, It should be said that the reforms carried out in our country in the first ten years of independence, changes in people's minds, changes in pedagogical thinking ensured the further development of pedagogical ideas.

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