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Relevance of Determining Educational Goals in the Course of the Lesson

Vakhob Nakshbandovich Sattorov
Associate Professor of “Social Studies". PhD.
Tashkent State University of Uzbek Language and Literature
sattorovvahob@gmail.com

Abstract:
The article considers learning objectives as the main element of the organization of pedagogical process and the pedagogical process begins with the definition of the goal.

Introduction

The teacher should determine the educational purpose for each topic and lesson. This ensures that the course process dies out qualitatively. Educational goals are considered the most important, leader of the components that make up the pedagogical process. The pedagogical process, regardless of how complex and duration it is, begins, first of all, with the determination of the goal. Other organizing parts of the pedagogical process (principle, Content, Style, Medium, form) are subject to the established goal. they are chosen as intended and harmonized among themselves.

The pedagogical goal is to anticipate the result of the collaborative activities of the educator and student. In traditional didactics, too, most scholars (Babansky Yu.K., Bezrukova V.S., Galperin P.D, Lerner I.Ya., Krayevsky V.V., Mahmutov M.I., Talizina N.F. and others) have also accumulated scientific research on methods for setting educational goals, forms of their more accurate expression, and certain experience on these issues. In particular, there is a certain level of theoretical and practical information on ways to determine and achieve the goals of the modern lesson in teaching, upbringing and maturing the student's personality. But proponents of pedagogical technology have strongly criticized, first of all, the traditional educational process, or rather, the extremely vague definition of educational goals and the immeasurability of achieving them [1].

Indeed, what result does the teacher (school in his image) want to achieve? At first glance, it seems that it is easy to answer this question. When teaching a subject or its department, the teacher sets himself the goal of explaining it to students, mastering its content and, as a result, achieving that students can put it into practice. But, what does it mean" understanding"," mastering"," understanding"," applying"? how can the teacher determine if the goal set has been achieved? If there was a way to determine whether or not the student achieved the goal set by TTYeSI 174 April 21-22, 2021” current problems of innovative technologies of cotton

cleaning, textile, light industry, printing production in the context of integration of Science, Education, production", the teacher would have the opportunity to believe in the correctness of the methods used, the

Any criticism of this situation in traditional pedagogy could not change at once, since the educational institution (along with it the teacher) receives Social demand in an extremely generalized way. Therefore, since society puts a general-style requirement on the educational system, it is natural that the tasks of the educational institution arising from it, as well as educational goals in the programs of the subjects, are also described in a general way. It should be noted that as a result of the adoption of educational standards for all branches of the continuing education system in our country, reflecting the unified requirements for the personnel being prepared in them, clarification of training goals is achieved [2].

We are limited to clarifying the educational goals at the level of the science (course) and its departments, depending on the purpose and mission of the science. Because, it is in this place that the design of the educational process in a technological way is directly manifested. And it is at this level that the teacher, working on the science and its departments, determines the educational goals and organizes the educational process on their basis. Now, let's talk about the following traditional methods of determining educational goals, which are firmly entrenched in pedagogical practice:

1. Determination of goals through the content of the study material to be studied. In other words, educational goals defined in such a way cannot also be a practical (implementing) part of the organization of the educational process. That is why proponents of pedagogical technology have criticized such educational goals, considering them too vague.

2. Determination of educational goals through the activities of the teacher. The teacher acts without the possibility of comparing the learning goals to the result to be obtained, since when the learning goals are determined in this way, it is seen that the result to be obtained itself is not clearly expressed.

3. Determination of educational goals through the internal development processes of the student in the intellectual, emotional sphere. Such academic goals represent common goals at the academic science or science cycle level, but they do not even imply the goals of a class or lecture series.

Proponents of pedagogical technology completely deny such goals. Indeed, it is impossible to believe that they were achieved or that these goals, even approaching, were achieved during one lesson. This method also makes it impossible to think about the directions for achieving the goal, since they are expressed in an extremely "procedural" form.

In our opinion, this method is not entirely ineffective, it is only necessary to seriously clarify the goals. In this place, too, the methods of clarifying goals, created within the framework of pedagogical technology, help (D. Kratval-affective sphere). ” Current problems of innovative technologies of cotton cleaning, textile, light industry, printing production in the conditions of

integration of Science, Education, production and their solution " TTYeSI 175 April 21-22, 2021

4. Setting academic goals through student behavior and activities. For example:" solving a quadratic root equation"," calculating the length of a circle"," studying the fibrous structure of a plant, "" disassembling or assembling the gas distribution mechanism", etc.k. At first glance, it seems that in such a representation of educational goals, it is clarified to plan and conduct a lesson. However, even in this method, the most important indicator - the result expected from training-seems to fall from attention. But this result is an internal shift of the student towards the development of his own personality, which is reflected in one or another activity of the student.

The method of determining the educational goals proposed by proponents of pedagogical technology is characterized by the fact that it has a high level of clarification. The educational goals are expressed in the student's reliable measurement and behavior, which can be learned from the outside, and they are formed through the results of training. At the same time, it will also be possible for a teacher or expert to accurately track and evaluate these actions of students. Of course, this effective idea initially met with a lot of resistance.

By what method can the result of training be transferred to student actions? How to maintain a strictly identical meaning in this transfer? Let us note that such problems are solved mainly by the following two different methods.

1. It is necessary to create such a system of educational goals, within which the sequence of categories and levels of educational goals is clearly defined. Such a system of educational goals is called pedagogical taxonomy.

2. To express learning goals, it is necessary to find such a clear and understandable language that the teacher clearly represents the goals through this language. Hence, the above-mentioned clarification of the definition of educational goals is considered one of the first, most important aspects of pedagogical technology that is fundamentally different from the usual teaching methods [3].

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