

ISSUES OF THEORY AND PRACTICE OF PEDAGOGY IN THE EDUCATION OF DURING THE INDEPENDENCE OF THE REPUBLIC OF UZBEKISTAN

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Annotation. In this article will discuss “Issues of theory and practice of pedagogy in the education of during the independence of the republic of Uzbekistan” highlights some issues of the theory and practice of pedagogical science, its components - modern training, education, upbringing, personality formation in the conditions of strengthening the independence of the Republic, the creation of a new training system specialists who meet the increasing demands of a market economy - competition in the education market. To reform the education system and create a new personnel training system, a national Uzbek development model was created. On this basis, a model for educating a harmoniously developed generation has been developed.

Key words: Uzbek development model, competition, national program, spiritual and moral education, reform, career guidance, education market, specialist market, education model, etc.

ВОПРОСЫ ТЕОРИИ И ПРАКТИКИ ПЕДАГОГИКИ В ОБРАЗОВАНИИ В ПЕРИОД НЕЗАВИСИМОСТИ РЕСПУБЛИКИ УЗБЕКИСТАН

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Аннотация. В данной статье будут рассмотрены «Вопросы теории и практики педагогики в образовании в период независимости Республики Узбекистан», освещены некоторые вопросы теории и практики педагогической науки, ее составляющие – современное обучение, образование, воспитание, формирование личности. в условиях укрепления независимости республики

создается новая система подготовки специалистов, отвечающая возрастающим требованиям рыночной экономики - конкуренции на рынке образования. Для реформирования системы образования и создания новой системы подготовки кадров создана национальная модель развития Узбекистана. На этой основе разработана модель воспитания гармонично развитого поколения.

Ключевые слова: узбекская модель развития, конкуренция, национальная программа, духовно-нравственное воспитание, реформа, профориентация, рынок образования, рынок специалистов, модель образования и др.

The end of the 20th century was a turbulent process of the emergence of independent states in the world.

The Republic of Uzbekistan has chosen an evolutionary path of development and strengthening of independence; the country has created its own development path, which is called the Uzbek model of development of society and state.

In the conditions of the first stage of strengthening independence (1991-1997), attention was paid to education, upbringing, and personality formation by the adoption of the Law "On Education" of 1992, which indicated its public-state character. Its essence was that all types of schools, secondary specialized educational institutions and universities worked temporarily with the old curricula, programs, i.e. training of personnel for all sectors of the national economy according to the old system of personnel training, in general the old education system.

1-Law "On Education" (1992) fulfilled the goals set for it, the tasks of this transition period.

In 1997, the Republic adopted the second law "On Education," which is state-public in nature.

He set before pedagogical science, public education workers, society, and self-government bodies the tasks of upbringing, education, training, development of youth - a harmoniously developed generation, preparing the younger generation for life, forming in them a scientific worldview, devotion, love to an independent homeland.

This law is based on articles 41.41 of the Constitution of the Republic, which states that citizens of the Republic have the right to universal compulsory 12-year education (9 years of secondary school, 3 years of secondary special education) in educational institutions, regardless of gender, language, age, nationality, attitude to religion, race, origin, place of residence, etc.

To implement this law, It was adopted (a national program for personnel training, aimed at creating in the Republic a new system for training specialists, competitive personnel in all areas of social development, and creating a market for the education of specialists).

This program consists of three stages.

- I. 1997-2001
- II. 2001-2005
- III. 2005- and subsequent years.

Each of these stages has specific tasks.

The 1st stage has the goals of a deep scientific analysis of the education system, state, identifying experience and shortcomings in this system.

Stage II: based on preserving existing positive experiences, reform the education system and create conditions for law, personnel training, scientific and methodological, including financial and material support.

The ultimate goal is the full implementation of the national program, the development of the labor market, taking into account the level of socio-economic development.

Stage III: based on the analysis and generalization of the achieved successes, as well as relying on the prospects for the socio-economic development of the country, resources, personnel, and information bases will be strengthened at this stage; educational processes will be provided with new equipment, full provision with new technologies; national (elite) universities and their development will be created.

The Uzbek development model includes the following basic principles;

- A. The state is the main (lead) reformer;
- B. The supremacy of economics over politics;
- C. Gradual transition to a market economy;

D. Strong public protection;

E. Rule of law;

Based on these principles, a system for training specialists in education, upbringing, and personality formation has been developed with the following content;

a) Personality; b) State and society, c) Continuing education; d) Science; e) Production;

This is collectively called the national model of personnel training, each of the components has its own goals, objectives, and content.

In pedagogy, in order to accelerate the implementation of teaching, technology is creatively used in pedagogy.

In the field of education, for example, a model for raising a harmoniously developed personality has been developed, which includes 9 components:

1. Mental education:

2. Spiritual and moral education;

3. Physical education;

4. Nurturing creativity;

5. Labor education and vocational guidance;

6. Legal education;

7. Economic education;

8. Aesthetic education;

2.1 Mental education includes the acquisition of knowledge:

2.2 Development of thinking;

2.3 Education of abilities;

2.4 Strengthening memory;

2.5 Resourcefulness;

2.6 Find solutions to problems and g.p. in a short time.

2.7 Spiritual and moral education includes the following values:

2.8 Education in the spirit of caring for people, love of humanity;

2.9 Education in the spirit of justice;

2.10 Education in the spirit of a patriot of the Motherland and people;

2.11 Education in the spirit of patience:

2.12 Education in the spirit of “Iymoniylik”, which means when a person, at the call of his heart, can tell the whole truth accurately, it cannot be otherwise (this is a religious term);

Sum up, we can come to the following conclusions:

A) The unity of the state, society, family, and individual through improved training, education, upbringing, and personal reform can be achieved by strengthening the country’s independence, ensuring peace and stability.

B) Fulfill the content of pedagogical science, the goals and objectives of didactics, the theory of education, taking into account new technologies in the learning processes, the introduction of investments in the education system, the creation of new technology in the preparation of a new generation of specialists - teachers in the country.

C) The above provides the basis that for the development of national pedagogy (the choice of the spiritual heritage of ancestors, taking into account modern requirements, the specifics of the people, etc.) and, naturally, foreign pedagogical science, its achievements and successes.

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