



PEDAGOGICAL FUNDAMENTALS OF TEACHING METHODS IN A HIGHER EDUCATIONAL INSTITUTION

Journal Website:
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Submission Date: October 01, 2023, Accepted Date: October 05, 2023,

Published Date: October 10, 2023

Crossref doi: <https://doi.org/10.37547/pedagogics-crjp-04-10-04>

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ABSTRACT

A teacher at a modern university must be methodically prepared in order to successfully implement the central type of his professional activity, provided for by the state educational standards of the new generation - teaching.

KEYWORDS

Teaching, teacher, didactics, education, innovation, integration, criteria, competence, factor, education.

INTRODUCTION

The pedagogical process in a modern university is complex and ambiguous. It is being built in the context of permanent and controversial reforms of higher education. On the one hand, the organization of the pedagogical process is determined by the general trends in the development of Russian education and the changing educational policy of the state. On the other hand, there is quite a lot of scope or freedom in choosing pedagogical technologies for the teacher. This choice occurs in conditions of intense competition between traditional and non-traditional pedagogical models and systems.

The main competition is between two paradigms of education: utilitarian-technical and personal-humanistic. The personal-humanistic paradigm is focused on the free and comprehensive development of each individual. It involves state guarantees of free high-quality education of all forms and levels of education, as well as guarantees of employment for graduates in their specialty. The humanistic paradigm is based on the priority of humanistic values in the content of education, on the unity of upbringing and education. It assumes a classical universal, comprehensive education personality. The utilitarian-technical pedagogical paradigm is that a person is



considered as an agent of the production process and is assessed according to his narrow professional qualities. Education comes down to teaching an individual narrow professional knowledge and skills.

Therefore, an inevitable feature of this ideology is the idea of professional differentiation of education, both horizontally and vertically. This involves inequality in people's abilities and identifying these inequalities with limited educational opportunities for people with low abilities. The value of a person and his education is determined not by his humanistic spiritual potential, but by market demand, level, and market value of his professional qualifications. The content and goals of the pedagogical process are dictated by market conditions or production orders. The meaning of the pedagogical process comes down only to special, highly professional training with complete indifference to personal development and the educational aspect of the pedagogical process.

In this regard, pedagogical innovations become important. On the one hand, the use of innovative pedagogical technologies that have not been sufficiently tested in pedagogical practice is risky. On the other hand, ignoring pedagogical innovations and radical changes in the conditions of organizing the educational process is almost impossible. Obviously, the best course of action for a modern teacher in choosing effective pedagogical technologies should be a rational combination of traditional and innovative technologies, avoiding their one-sided accentuation, careful and thoughtful testing of pedagogical innovations, flexible change of pedagogical technologies in accordance with the changing conditions of the organization of the pedagogical process in modern society. It is very important to form a master's pedagogical position, which determines the creative manifestation of his personality as a future

teacher, preparation for various types of teaching activities:

- implementation of vocational educational programs and curricula at a level that meets the accepted educational standards of higher education;
- development and application of modern educational technologies, selection of the optimal teaching strategy depending on the level of students' preparation and learning goals;
- identifying the relationships between research and educational processes in higher education, the possibilities of using one's own scientific research as a means of improving the educational process;
- formation of professional thinking, education of citizenship, development of a system of values, semantic and motivational spheres of the individual, aimed at humanization and democratization of society;
- conducting research on specific and general problems in the field of teaching.

The tasks implemented in the learning process contribute to the development of such important characteristics of the pedagogical position as:

- an idea of pedagogical activity, its content and features as a complex professional activity;
- about performing professional duties that require the teacher to have a variety of knowledge about a person, society, the process of cognition, etc.
- it is on this basis that the ability to understand all the nuances of human relationships, organize these relationships, resolve conflicts and contradictions, educate the student, help the student reveal his individuality can be formed;
- the ability to trace the life path of an individual, to see how the situations of success and happiness he has achieved are determined by personal qualities;



- the ability to analyze pedagogical situations, identify contradictions in the process of personal development;

formulate tasks for personal development and determine ways and means of solving them;

- the ability to evaluate pedagogical influences (their content and forms), to think in advance what results they can lead to (the ability to predict);
- the ability to analyze and substantiate one's judgments about the appropriateness of pedagogical actions, using knowledge about the process of personal development at student age;
- the ability to comprehend one's own actions when organizing the pedagogical process, to avoid impulsiveness, spontaneity and chance in organizing the educational process (within the framework of the taught discipline).

CONCLUSION

In conclusion, we can say that as a result of mastering the discipline, a master's student should be able to analyze, compare, contrast different approaches to organizing the pedagogical process in higher education. Apply theoretical knowledge in practice, design teaching activities in accordance with acquired knowledge in the field of advanced pedagogical experience on the problems of training specialists at a university, apply one's own knowledge in the context of innovative changes in the modern educational process. Take into account the various contexts (social, cultural, national) in which the processes of learning, education and socialization of students take place. Must form the motivation for the educational activities of students in higher educational institutions, carry out a psychological and pedagogical study of the student's personality. As a result of mastering the discipline, a master's student must master the basic skills of analyzing teaching and educational situations.

And also, methods of applying the basic principles of organizing training and education in the formation of the content of training and education, adequate choice of the pedagogical situation, methods of teaching and education, methods of diagnosing the training and education of students, methods of organizing and planning the educational process at a university, psychological foundations of pedagogical communication and methods realizing your professional growth.

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