



THE ESSENCE OF THE DEFINITION OF PEDAGOGICAL GOALS AND OBJECTIVES

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Article history:	Abstract:
Received: 10 th May 2021 Accepted: 30 th May 2021 Published: 30 th June 2021	In this article, it is impossible to clearly define the purpose of the training, to perform the set tasks and achieve a practical result without a clear goal, to have the same result as the goal, to analyze the needs and problems in setting a goal, to focus on important problems, serious and clear goals setting goals to determine whether they have been achieved, setting motivational goals, and focusing on making participants aware of the goals.
Keywords: Training, purpose, practical result, activity, introduction, process, final, conditions, opportunities, education.	

It is impossible to achieve the desired result without setting a clear learning goal, and without a clear goal - to achieve the assigned tasks and achieve a practical result. As the goal is set, the result will be. Only when the teacher sets himself a clear final goal, he will look for ways to achieve it. Analyze needs and problems when setting goals, focus on important issues, set serious and clear goals, formulate goals to determine if they have been achieved, set motivational goals, focus on keeping participants aware of goals, make sure the goals of each session correspond to the purpose of the program must comply.

The quality of teaching largely depends on the correct choice of their goal, objectives, content, form, method, technology and means, mobilization of students to master the teaching materials to achieve this goal. Each lesson should be aimed at developing reading skills, independently finding the necessary information from textbooks, teaching aids, additional literature.

The quality of teaching is determined by the teacher's responsible approach to the topics studied, the ability to convey to students the content of these topics, his methodological activity in organizing and conducting lessons in accordance with the requirements of today. He would achieve a certain goal if he could explain the topics, that they are based on an important theory, that ideas are logically connected. For this, it is important to use modern teaching aids and tools, to cover the topic based on the capabilities and methods of pedagogical technology.

In particular, the use of problem-based, modular, design, heuristic and collaborative learning technologies in the classroom involves teaching students to think creatively and independently, increase their independence, strengthen their confidence in their abilities, develop a sense of responsibility. These technologies prepare students for the quality of assignments and mastery of teaching materials. In order to use the methods of teaching these technologies in groups, to organize creative research in small groups, the teacher must understand the purpose of each method, create problem-based learning tasks and identify ways to use them in their place.

In order to formulate the purpose of the lesson on the basis of these requirements, the educator must know what to get at the end of the lesson, what indicators to use to achieve the result. Today, there are many shortcomings in the definition of goals, including the excess of goals, the inadequacy of the scale to the training resources, the formality in setting them, the frequent change of goals in the training process, inaccuracies in their formation.

We recommend the following algorithm for setting training objectives: to evaluate the existing problems and identify the main ones, to formulate these problems clearly, identify the steps and sequence of solving them, clearly formulate the intermediate results in the performance of each stage, evaluate which of these stages can be clearly implemented within the training, and then formulate the training goal.

Modern research shows that in the pedagogical process, the goal is a decisive factor in the integration of all pedagogical tools into one system. Goal-setting is an important condition of pedagogical activity, which allows to model the trajectory of personal activity, to realize personal development.

The idea of goal setting in the planning and implementation of training is key in improving the quality and effectiveness of the learning process. Goal setting not only identifies the activities of learners, but also educators, as well as the entire educational institution, which allows to determine the appropriate teaching technologies and a system of criteria for evaluating the results obtained.

Defining a pedagogical goal emerges as the most basic professional competence of a teacher in a modern approach to education. They are the educator's ability to solve important problems, to systematize the process of goal setting, to think creatively, to analyze pedagogical phenomena, to set reasonable pedagogical goals, to choose the means of their implementation, to evaluate personal performance.

The problem of defining pedagogical goals is attracting the attention of many foreign scholars: in the system of general education, didactics, upbringing. The development of goal-setting ideas in didactics contributes greatly to the concept of problem-based learning, based on the logic of the overall development of the learning process and the effective development of the thinking process.

To the problem of goal setting in the pedagogical process, L.V. Bayborodova, N.V. Kuzmina, A.K. Markova, O.E. Lebedev studied the theoretical basis for determining the pedagogical purpose in the education system. V.G. Gladkikh, analyzed the problems of determining the pedagogical goal in education, created a theoretical basis for determining the pedagogical goal in the activities of the leader. N.Ya. Korostyleva identified the peculiarities of defining the pedagogical purpose as an object of management.

The analysis of the definition of the pedagogical purpose shows that there are different approaches in understanding its essence. In the concept of some scientists, the peculiarities of defining a pedagogical goal are reflected in the design of education as a public institution, the formation of the pedagogical process, the professional and practical activity of the teacher.

Defining a pedagogical goal is understood by scholars as the process of correctly defining and setting pedagogical goals, reflecting the teacher's interaction with students and the ability to plan a public goal with self-purpose, as well as choosing a clear goal and effective ways to achieve it (N.V. Mezentseva); the ability to share society and one's own personal goals, and then invite them to discuss with learners (A.K. Markova); the process of the main social goals of education, determined by the social order on the basis of specific goals of educational content (education, upbringing, development), subject matter, subjects of study, lessons (O.A. Bobyleva); not only to set, develop, and use learning goals, but also to diagnose the disclosure of goals in which to make adjustments in the future (T.P. Ilevich);

According to N.V. Kuzmina, the stage of goal setting is characterized by the fact that the teacher transforms the state goals of the education system into pedagogical goals and transforms students from the object of education to the subject of self-education, independent learning, self-development.

Pedagogical goals define the activity of students, provide independent solutions to problems in various areas of life, the development of their abilities, the acquisition of knowledge and skills, the clearly achieved results of pedagogical activity. V.G. Gladkix distinguishes the following as a direction for defining goals: the state of the institution as an integrated system, the specifics of the pedagogical team, a specific contingent of learners, a specific pedagogue (educator, teacher), a separate learner.

Thus, goal setting as a key component of goal setting integrates analytical, diagnostic, directional, design, outcome evaluation characteristics and serves as a system-forming function in the learning process.

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