



THE IMPORTANCE OF SETTING GOALS AND OBJECTIVES IN THE CLASSROOM, STUDENTS' WORLDVIEW AND METHOD OF SETTING LEARNING OBJECTIVES

Senior teacher (PhD) I.B. Mattiev

Samarkand Institute of Economics and Service

Department of Language Teaching,

+998932240076

ilhom_matiev@gmail.uz

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Received: 10 th December 2021	This article discusses many issues related to the quality of teaching, the correct choice of their goals, objectives, content, form, method, technology and tools, mobilizing students to master the teaching materials to achieve this goal.
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The main way to understand pedagogical technologies is to focus on clearly defined goals, to establish regular interaction with the student. interaction should form the basis of pedagogical technology and fully embrace the educational process. The teacher usually strives to ensure that students understand and assimilate the content of the educational material, acquire certain knowledge and learn to apply it in practice.

Only when there are clear ways to know whether pedagogical goals have been achieved can the teacher be convinced that his work is effective and the methods he chooses are appropriate or ineffective. This is exactly what the advocates of pedagogical technology had in mind when they studied the traditional teaching method¹.

The objectives outlined in the curriculum are limited to a few explanations. Here you can create a certain hierarchy of goal-setting: from the general requirements of society to the tasks of the education system, from them to a specific educational institution, science, its thematic departments and individual educational issues.

The methodological development model can be as follows: In this model, methodological developments can be structured according to various schemes. Most importantly, the relationship between the overall objectives, the defining learning objectives and the final result of the preparation of the developments must satisfy the student. For this, the content of methodological developments has been prepared as I, II, III, IV levels of assimilation. The rules for assimilating learning content are explained to students, and these developments are designed to help them learn together in small groups.

Setting educational, pedagogical and developmental goals in the learning process creates good conditions for the acquisition of knowledge and the formation of the necessary personal qualities. In the process of acquiring knowledge in the classroom, views and spiritual qualities are also formed, that is, the unity and interdependence of these functions is observed.

For example, if a student has mastered the program material, we evaluate it independently, even if independent thinking is not sufficiently developed, and, conversely, if the student has not mastered the program material independently and confidently, he will not receive a positive assessment.

Understanding the interdependence of learning functions allows the teacher to creatively set and solve educational, pedagogical developmental learning tasks. The objectives of the training will help you find ways to conduct educational work. The educator's knowledge to perform these tasks in the teaching process ensures that he is working with creative and teaching skills.

Creates good conditions for the separation of educational, pedagogical and developmental goals in the learning process, the acquisition of knowledge and the formation of the necessary personal qualities. In the process of acquiring knowledge in the classroom, views and spiritual qualities are also formed, that is, the unity and interdependence of these functions is observed.

Another aspect of the content of the educational function of training is the assimilation of scientifically grounded educational material. The implementation of the educational goal of learning depends on the nature of the knowledge transferred to the student. The more clearly the educational goal is formulated and the more relevant it is to the

¹ Pityukov V.Yu. Basic pedagogical technology. –M.: Gnom-Press, 1999.

educational material received in the classroom, the easier it will be to choose a teaching method in the classroom. The set of educational learning objectives also consists of skills that are formed on the basis of this knowledge, and the nature of knowledge is determined by the corresponding skills.

The educational goal of training is to form students' positive attitude and beliefs, morality, willpower and emotions. The teacher performs a certain aspect of the educational task in the process of teaching the educational material in each lesson.

The formation of a worldview, moral qualities of a person, emotions, willpower, etc. is a continuous process and cannot be divided into clearly limited parts.

The results of the educational goal will not be as specific and clear as the results of the educational goal. The educational goal of different students is realized in different ways. The educational goal of training is the formation of certain moral, aesthetic, emotional and volitional qualities in the student.

The study of any educational material affects the development of the student, the development of his logic of thinking, cognitive abilities and motivation for learning.

Achieving a developing learning goal is similar to achieving an educational goal. The most important thing in the fulfillment of the task of improvement, as well as in the implementation of the educational goal, is the formation of the student's desire for excellence.

It is impossible to set and complete the task of analysis, logical synthesis methods, the development of abstract thinking skills, the formation of active and independent thinking in one lesson. Achieving the goal of improving the lesson requires constant planning of specific ideas and the development of logic of thinking, activity and curiosity.

General educational goals: to give students knowledge, skills and abilities in a specific system, develop them orally or in writing with all the necessary qualities, effectively use the content of the subject to understand the real world, use teaching materials, continue independent learning in the future, providing knowledge, information, skills and competence, choosing and structuring educational content, revising and planning new educational material, defining basic concepts, moving from general questions in the educational material to solving specific problems.

Basic phrases or concepts are the basic information in the training material. Also, there are basic phrases that are used when planning or reorganizing the studied topic. The assimilation of educational material also depends mainly on the assimilation of basic phrases. You can also find basic phrases in other topics in the tutorial. Therefore, it is convenient to study educational material based on basic phrases.

Educational goals - are to cultivate a dialectical-materialistic worldview, combine theory with practice, interest science, cultivate a culture of correct thinking, develop such human qualities as mental, physical, moral, delicacy, work, professional education, ideology, patriotism. to continue your self-study.

Developing goals - the level of assimilation of theoretical knowledge by students, the development of their scientific and theoretical thinking, the development of human thinking, will, feelings, needs, abilities, the use of scientific methods in the study of science, special methods in science.

In setting learning goals, the educator analyzes curricula, textbooks, manuals and related literature. Restores educational material. Selects material in accordance with the objectives of the topic. The trainee's ability takes into account the requirements of an individualized learning approach. Selects theoretical and practical material corresponding to the level of knowledge of natural science².

In the United States, the United Kingdom, and other countries, it is common to set goals separately for the student and teacher. This is logical, because learning is their joint activity. In this case, goals are set on the basis of the teacher's activities (teaching, explanation, demonstration, storytelling, etc.), and the results expressed in the student's character are called learning tasks. In this sense, study assignments mean what the student may know or complete at the end of the lesson.

A lesson objective is a specific step that educator and student take together to achieve this goal. Often, tasks are formed as completed verbs (what to do?): This includes completed activities that can be completed from the beginning.

The formation of tasks, therefore, implies the demonstration of specific results obtained in the implementation of a particular course of action at this stage. They are shaped in such a way that they fit into it. They are formed in such a way as to show how the goal was achieved: the organization of interactions, the acquisition of knowledge, the formation or development of skills, abilities and competencies, skills, experience of creative activity, the development of a communicative culture.

Learning tasks:

- the formation of students' views on educational tasks;
- Initiation of educational tasks;
- acquaintance with educational tasks, continuation of acquaintance;
- definition of educational tasks;
- expansion of educational tasks;
- generalization of educational tasks;

² Mavlyanov A., S. Abdalova, A. Ernazarov. Technology for defining learning goals and converting them into assignments. Study guide. –T.: Tafakur Bostoni. 2015 p.

- systematization of educational tasks;
- stratification of educational tasks;
- training in the use of educational assignments in practice;
- training in the use of educational assignments;
- Initiation of educational tasks;
- practice of completing educational tasks;
- examination of educational assignments.

Development tasks:

- strengthen attention (voluntary, involuntary, firm, focused, increase the amount of attention) by doing
- development and correction of oral speech (managerial, planning and analytical functions, correct interpretation, filling passive and active vocabulary);
- development and correction of written speech (when working with deformed texts, essays, stories, creative dictate);
- development and correction of memory (short-term and long-term);
- development and correction of visual perception;
- development of auditory perception;
- little fingers (formation of hand skills, development of rhythm, smoothness of movements) development and correction of movements;
- development and correction of mental activity (analysis and synthesis operations, generalization of the main idea, the establishment of logical connections that plan the function of thinking);
- development and correction of the personal qualities of students in the unemotional sphere (skills of self-control, patience, self-control, the ability to show sensitivity ...).

Learning tasks:

- develop an interest in science and reading;
- development of team and pair work skills;
- promoting independence;
- to educate moral qualities (love, reasonable attitude, hard work, ...).

The formation of coursework depends on the topic of the lesson, collected from coursework and type. For example, in the lesson of mastering new material: in the lesson of comprehension, introduction, consolidation of knowledge: repetition, consolidation.

To be able to measure, identify and reproduce tasks, it is necessary to know the criteria for achieving each goal, that is, the learning goal must be set in such a way that clear conclusions can be drawn about its achievement. It should be noted that in the pedagogical literature, tasks are sometimes referred to as comparable pedagogical goals³.

Revealed or identifiable learning objectives are the learner's learning objectives, sometimes referred to as a task or problems they need to know. When it comes to the question of a student in education, what does he not know about the teaching material, what should he know, how he should learn? - to the concept related to answering questions.

Determining the student's goal through learning activities is called the identified learning goal, which is synonymous with the teacher's goal. An identical learning goal is an unambiguous expression of the instructor's learning goal.

The learning goal of the teacher and the learning goal of the student are expressed in the same sense, but in different ways. In the learning process, it is recommended to express the student's observations, actions, terms, key phrases and concepts.

The student's identical goals are directly related to the result of his or her mastery, a goal that directly links theory to practice. Identical learning goals are derived from the goals of the educator. The teaching material is divided into parts that fit into several logically related small, easy-to-learn learners. We call this little piece the main question. Topic planning is divided into several, at least two main questions, based on the main phrases and concepts contained in it.

The general goals of the topic (educational, pedagogical, developmental) are now clearly defined by the teacher in each key question for this issue. Here a sequence of goals is formed, one of which comes first, and the other comes later. The order of goals is determined by how the overall goal achieves the end result. The idea of comparing goals implies that you can then observe the student's actions, explaining them through measurement.

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