

THEORETICAL ISSUES OF FORECASTING THE CONTENT OF EDUCATION IN GENERAL

SCHOOLS IN GENERAL

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Annotation: This article outlines the theoretical basis of the processes of predicting educational content of secondary schools based on modern didactic approaches. The pedagogical aspects of the development of the individual in the educational processes are explained by different methods.

Key words: Prognostics, prognosticate, teacher, mechanism, motion, strategy, intelligence, conception, person, society, continuous education, module, comparative.

Introduction

Today, the role of each state in the world community is measured by its intellectual potential and the quality of training. This was stated by the President in his address to the Oliy Majlis of "Science, education and the development of the digital economy," declared, saying: "We are very reasonable and Development aims to transform the country into this, we only can we accelerate the reforms of science and education and innovation". The whole world has become a problem of time to adapt to the requirements of the quality of training in our country, is also very important. It is known that modern society is characterized by an increase in the popularity of education as a result of the expansion of the systems of secondary special, vocational education, higher education, advanced training and retraining.

Modernization of the content of secondary school education is one of the most important parameters to select the content of education, the basic content of the learning object structured. Choose to select the content of the training in accordance with the purpose of it is to find the optimal solutions to the problems.

Today, secondary, and vocational education of the Republic of the contents of the individual, the state, society, science, industry standards, taking into account the needs of the pupil assignment process is carried out.

In the current context, in the development of educational content (training plans) for general secondary schools in the context of education, such areas as humanization, integration, standardization, multi-level, implementation, informatization, individualization, continuity play a key role.

The humanization of the content of education implies the priority of the pupil's personality in the educational process, respect for his personality, desires and interests, first of all to develop their abilities, to create

conditions for them to find their way in independent life. Humanization involves the optimal balance of the humanities and natural sciences, the enrichment of the content of mathematical, biological, technical courses with knowledge about humanity. Education reflects the ideas of the meaning of human formation of the pupils thinking capacity.

The humanization of education serves to develop this education system and the whole educational process by respecting the human rights of everyone, developing relationships based on mutual respect between educators, maintaining and strengthening their health, ensuring a sense of personal dignity and personal development. The humanization of education is the second important idea of the new basic curriculum.

The humanization of education is primarily reflected in the increase in the volume of humanities in the basic curriculum. This is particularly the organization of aesthetic education curriculum time to increase two-fold.

Humanization is the focus on mastering the content of education, which allows to solve the main social problem - the problem of human well-being, regardless of the stage and type of education.

The third idea of developing a new content of education is to differentiate education. This direction, along with compulsory courses, provides for in-depth and specialized teaching in large classes, based on the choice of subjects. In the classroom, between classes, and in classrooms of different ages, individual, group lessons and the development of clubs according to their interests are also provided. Differentiated - this is the general direction of the development of education in a contemporary setting. In order to differentiate education in the country in the 90s of the last century, specialized schools and classes (with in-depth study of physics, chemistry, mathematics, foreign languages), lyceums and gymnasiums were opened.

The Law on the "Status of Teachers" regulates legal, social and economic relations related to the pedagogical activity of teachers, creates conditions for full expression of the legal status of teachers, their professional activity, socio-economic status, the introduction of guarantees of social protection. State education standards and requirements of the new generation of educational programs have been developed.

Classes integration of new content aimed at developing a concept pupils, the ability to imagine a whole world of compromise, the outlook for the development of the integration, which allows subjects to create plays an important role.

Standardization is the determination of a clearly defined amount of hours in a set of compulsory subjects. With the help of educational standards, the norms of educational work in educational institutions are adjusted, uniform criteria for assessing pupils' knowledge are developed.

Multilevel is the organization of a multi-stage learning process that allows the learner to reach a level of knowledge that can respond to the level of opportunity and interest at each stage of learning. The final state of training at each of the different stages is the quality completion of the training.

Practice is the preparation of a person (pupil) for social activity, mastering theoretical knowledge and being able to actively apply it in practice. In other words, in the process of school education, special attention is paid to the development of basic skills that allow a person to acquire in-depth and systematic acquisition of scientific and theoretical knowledge in the education system, curriculum, science of secondary special or higher education institutions.

Informatization of education is associated with the mass and widespread use of computer technology and information technology in the process of teaching pupils. Informatization of education has become widespread in the last decade, due to the fact that modern video and radio equipment and computers can be used in the education system and are relatively simple to use.

Individualization of education in the process of interaction between pupils and teachers, using all kinds of means to take into account their individual characteristics and development. Continuity is the essence of the process that leads a person to continuous learning (independent learning) due to the rapid change in society. The formation of the content of education in general secondary schools should be carried out in accordance with the following general principles:

1. The principle that all elements of the content of education meet the requirements of society, science, culture and personal development at all stages. This principle requires the inclusion in the content of education of sciences that reflect the development of society, scientific knowledge, level of cultural life and the developmental potential of the individual, along with traditional knowledge, skills and abilities.
2. The principle of a single meaningful and procedural aspect of education. This principle rejects a one-sided scientific orientation in the choice of educational content. It involves taking into account the pedagogical truth associated with the implementation of a specific learning process. This means that in designing the content of general secondary education, it is necessary to take into account the principles and technology of its transfer and mastery, the level of mastery and the actions associated with it.
3. The principle of integrated structure of educational content. This principle implies the transfer of theoretical knowledge at different stages of the education system, the interdependence of its organizers, such as the subject of study, teaching material, pedagogical activity, the personality of the pupil.

In recent years, principles such as the humanization and fundamentalization of the selection of educational content have taken the lead. This means that general secondary and secondary special education will be focused

on shaping the humane culture of the individual. Humanistic culture is primarily a combination of knowledge, a culture of emotions, behavior, and creative action.

4. The principle of humanizing the content of education. This principle is primarily related to the creation of conditions for pupils to actively creatively and practically master the universal and national culture. To do this, humanitarian ideas must be integrated into the general educational content. This, in turn, requires a change in the principle of interdependence and interdependence of the humanities and natural sciences, which should be based on the individual.

5. The principle of fundamentalization of the content of education allows to eliminate barriers in the humanization of education (in traditional pedagogy it is considered as a principle of scientificity, comprehensibility and historicity). It requires the integration of humanities and natural sciences, the establishment of sequence, and interdisciplinary connections based on pupils' understanding of the essence of the methodology of perception and practical activity.

6. The principle of sequence of educational content means that this principle consists in planning the content of education in a growing direction, in which each new knowledge is first and foremost based on and derived from the previous one.

7. The principle of continuity of the content of education, this principle assumes the role of the studied knowledge and skills in a single system, general secondary and secondary special education, all courses and integrated content as a system that is interconnected and universal, national culture.

8. The principle of conformity of educational content to the capabilities of pupils' youth implies the age level and readiness of pupils. They are invited to master this or that system of knowledge and skills.

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