Spectrum Journal of Innovation, Reforms and Development
Volume 16, June, 2023 | ISSN (E): 2751-1731
Website: www.sjird.journalspark.org

DEVELOPMENT OF CURRICULUM AND METHODOLOGY OF SPECIAL SUBJECTS

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ABSTRACT
This in the article special of sciences educational and methodological supply work exit about word goes. Examples of the main parts of educational-methodological complexes in specialized subjects given. Expertise sciences teaching to improve the quality, teaching tools included in the teaching-methodological complex are explained in detail.

Keywords: lesson, student, new pedagogical technology, educational system, science, method, knowledge, skills, competence, interest.

Introduction

Personnel preparation national in the program education process content reform to do basically normative documents set (state education standard, qualification requirements, training plans and programs) based on to personnel education and education to give national independence ideas according to done increase separately emphasizing passed.

That's why is also an expert for model work on the way out person, state and of society the following need signs, ie certain person education will receive direction according to standards, directions and specialties according to classifier requirements attention get necessary. Of course, work developed model of the graduate professional-personal quality control to do system and control to do technology cover take need.

Special sciences educational - methodical supply in creating education process organize in getting , teaching efficient methods in choosing , education content in defining to himself special the approach Demand is enough.

The textbook is the most common teaching tool for all types of education and subjects, and is the leading component of educational and methodological support. Therefore, developers of educational and methodological support should be involved in the process of creating textbooks for special subjects. In order to develop modern teaching-methodical support from special subjects, it is necessary to study the extent to which educational-methodical complexes ensure the achievement of educational goals and tasks in the current period, and on the basis of which didactic principles they should be compiled and developed.

Researchers say that the effectiveness of training students for profession and work depends mainly on the interrelated components of the educational and methodological complex, i.e.

the structure of the educational material in the program, teaching methodology, educational literature and depends on the exhibition materials. They group the educational-methodological complex according to its functions in the training process of training students for work and profession, that is, normative documents (curriculum, educational programs); to methodical materials for training (development of special methods, methodical journals); educational literature for students (textbooks, didactic materials, methodical guides for experiments and practical training) and demonstration materials (pictures, original samples and objects). Researchers consider the textbook to be the main link of the educational-methodological complex.

The Main Part

In order for learners to independently perform a certain technical and technological task in their specialty, they need textbooks, various technical literature, methodological instructions, dictionaries, drawings, schemes, products, raw materials, models and equipment, tools and provision of teaching-methodical complexes that include equipment activates teaching and forms education with a creative approach.

The educational-methodical complex should be developed not as a set, but as a system of teaching tools, in terms of the functions of individual components, which can be interchanged. It is an open system of didactic tools, including textbooks, educational and methodical manuals, and various literature. It is the carrier of invariant content in the structure of this educational-methodological complex, and a dictionary-reference of basic concepts and terms can serve in the direction of preparation. The rest of the informative material is variable.

The main parts of educational-methodical complexes in specialized subjects include:

- documents and materials defining the content, scope and teaching procedure of the specialty subject (curriculum, curriculum, method of teaching the subject, etc.);
- materials and documents for monitoring the educational process and strengthening knowledge;
- educational materials (textbooks, study guides, thematic plans, etc.) ;
- resources for independent study and strengthening of knowledge (books on independent study, dictionaries, data sets, instructions for repetition, practicums, etc.);
- materials providing technological aspects of the educational process (original objects and things, tools, models, models, posters, handouts, tools for computer technology, projection, diacine and video techniques);
- teachers for intended educational - methodical materials.

The study is methodical to the complex incoming of components content and composition study of the subject type according to is determined . Because study of the subject type according to necessary and addition study materials, exercises, assignments, independent learning according to materials differently level is determined. Special sciences educational and methodological complex of components and teaching methodology content education by type work developed State education standard and qualification requirements based on Created study to the program according to is determined.

Special sciences study methodical to the complex incoming each one teaching tool didactic in terms of based on to be need. Study of the complex all teaching in the means main concepts, terms, conditional characters one different to be compliance to be done and of students specialty sciences learning according to take over need has been knowledge and to skills directed to be it is necessary

Expertise sciences i ni teaching quality improve for educational and methodological complex to the composition the following teaching tools entrance need:

1. Basic teaching tools - preparation directions according to education standards , training plans and science programs , print and electron textbooks , education manuals , methodical manuals, teachers for methodological manuals.

2. Additional teaching tools - lesson process organize reach according to instruction , exercise and issues collection, posters, slides, electronic multimedia study manuals, control and test questions collection, handout materials, theory and practical training organize reach according to Methodical manuals.

3. Practical teaching tools - electronic blackboards, flipchart boards, video mirror, multimedia, television, computer, laboratory equipment, layouts, original samples, products, machines, equipment.

Curriculum complex in creating study period volume according to scientific technical assignments work output, education in the activities of recipients psychological to study the aspects as well Demand will be done.

The analysis of the educational-methodological complex of specialized subjects provides an opportunity for the teacher, stylist, master of industrial education to design, develop and prepare the necessary teaching materials for training.

Organizing and conducting training sessions in specialized subjects with the help of educational-methodical complexes improves the quality of education, organizes the labor activities of learners during the training period, and helps them to develop their skills and qualifications. will help.

In order to achieve educational goals, it was found necessary to include components according to the following general requirements in the development of educational-methodological complexes for specialized subjects:

- firstly, systematization of knowledge, skills and qualifications to ensure effective teaching in an educational institution;
- secondly, practical orientation of specialized subjects to professional activity, which - requires sufficient and solid knowledge and skills for application in practical situations;
- thirdly, it is necessary to strengthen the educational, searching and developing functions of teaching. The developed system of practical exercises and assignments creates conditions for the development of creative and independent working skills of learners (thinking, comparison, analysis, drawing conclusions, etc.).

The educational orientation of teaching is expressed through the selection of assignments and exercises aimed at educating students to work aesthetically, ecologically, technically and technologically;

- fourthly, to the specialty has been interest strengthen It is necessary to develop educational materials that form a positive motivation to learn in students.

In addition to the above-mentioned requirements for the educational-methodical complex of specialized subjects, the inclusion of the following additional requirements also facilitates the achievement of the goal. Environmental, historical, national and economic aspects should be highlighted in the educational-methodical complex of specialized sciences, the model of practical activity in different situations should be recommended to students, and their creative activity should be increased. Should be to create optimal conditions for students' independent learning and development of work.

Educational-methodical complex - the formation of knowledge, skills, qualifications and competencies that must be acquired by students defined in the qualification requirements and the science program, obtaining guaranteed results based on the comprehensive design of the educational process, independent knowledge and learning, and includes educational and methodological resources, didactic tools and materials, electronic educational resources, teaching technology, assessment methods and criteria, which ensure the implementation of control, and are aimed at the development of the student's creative abilities.

The content of the components of the educational-methodological complex of science is developed in accordance with the science program created on the basis of the State educational standard and based on the principles and requirements of individual-oriented, developmental and technologies.

It is important to clarify the specification of guiding and interesting knowledge in the development of teaching-methodical complexes. Here we focus on the experiences of training specialists in foreign countries, where projects and modules are used as the main forms of training organization. These tools are aimed at independent learning and work activities of students and are developed in different educational and material bases. The main teaching tool is modular training programs. Modular training programs cover a system of knowledge and work assignments of various types, sizes and complexity, so that learners have sufficient knowledge and skills in the execution of technological processes and methods of operation in their direction and specialty. . Only the modular curriculum serves as the main component of the teaching-methodical complex and is the leading means of transfer of educational material.

That is why it is recommended that the content of the educational-methodical complex of specialized subjects should be developed in the form of a module or section that defines an independent and complete educational process. A teaching-methodical complex with a modular structure serves as a methodical apparatus for the teacher, because the teacher will have the opportunity to make necessary additions to it. In the development of the modular structure of educational and methodological complexes, it is important to pay attention to the main aspects such as individual work of learners, effective learning of educational material, independent learning and development of labor activities, activation of knowledge and skills.

In the modular curriculum according to this model, interrelated topics of theoretical and practical importance for each method of activity are grouped into separate modules. Learning objectives and content are defined for each module. Each module should have its own educational and methodological support.

In the teaching methodology, the methods of organizing and conducting the teaching of the specialty subject based on this educational and methodological complex, applying new pedagogical technologies, and evaluating the knowledge and skills of students are given.

The development of educational-methodical complexes in the form of a modular structure and their application to the educational process allows to increase the quality of training of specialists.

The phrase "Rgosessus" is Latin for "moving forward" meaning change. In Uzbek, the concept of "process" is used as its alternative.

Pedagogical process means the activity of mutual cooperation between the teacher and the student in order to achieve the set goal. In this case, a predetermined state of change occurs, and the personal qualities and characteristics of the student change. In other words, social experience is transformed into personal qualities and qualities. In pedagogical sources, the phrase "educational process" is also used as a synonym. However, according to Russian pedagogic scientists PFKapterev, AIPinkevich, Yu.K.Babansky, the concept of "educational process" has a relatively narrow meaning, revealing the nature of integrity. By ensuring the unity of education and development, the integrity and generality of the pedagogical process is achieved.

Pedagogical process as a system includes a number of interrelated structural elements. Formation in the pedagogical process. development, upbringing, as well as all conditions, forms and methods combine to form a single whole.

The organization of the pedagogical process in this way provides an opportunity to clearly distinguish its constituent elements, to analyze the interrelationships and relationships between these elements, as well as to manage it in pedagogical practice.

Structure (Latin structure, structure) means the arrangement of elements in a system.

The structure of the system consists of components, which are divided according to certain criteria, as well as the relationship between them. It is possible to find a solution to the problem of improving the quality and efficiency of this process only by understanding the interrelationship of the system components.

object of the pedagogical process is the subject at the same time . The result of this process directly depends on the interaction (influence) of the participants, the technology used and the student.

In order to analyze the pedagogical process as a whole system, it is necessary to establish the analysis criteria. Any condition, achieved result, size can be taken as a criterion. It is important that it meets the objectives of learning the system.

The formation of a person is influenced by various external conditions, including geographical, social environment, school, family, neighborhood.

The effectiveness of the educational impact is directly reflected in its goal orientation, regularity and competent management (leadership). Education subordinates human

development to the goal. It is a factor to fill the existing gaps in development. Therefore, determining the student's direction and ability, individual characteristics, opportunities is one of the important tasks in educational work. His personal activity is important in the development of a person. Its essence is expressed in the proverb "The more sweat is shed, the higher level of success is achieved." For example, the main forms of activity of teenagers are play, conversation-study, menhat.

As mentioned earlier, the system-forming component of the pedagogical process is the goal. It describes the educational outcome ideally. The pedagogical system is organized with a goal in mind, and all integrity is subordinated to it. The purpose of education will be clearly historical in nature. Currently, the goal of global education in our independent republic is to raise a well-rounded generation.

Pedagogical influence can be direct and indirect, controllable and uncontrollable. Students' reactions can be active or passive, accepted or not accepted, emotional or indifferent (indifferent, indifferent).

Results and discussions.

At present, pedagogic scientists have agreed that a person should not be educated in separate parts, but as a "whole person". The overall pedagogical process is characterized by the unity of the interaction of all organizational components, its external and internal aspects. The pedagogical process is carried out within the framework of the pedagogical system. The pedagogical process results from the interaction of the components of the pedagogical system. The pedagogical system, in turn, is created and operates in order to ensure the optimal course of the pedagogical process.

Pedagogical process is a dynamic system, and its goal is a system-forming element. In the pedagogical process, the goal ensures that all its constituent components are subordinate to each other in a vertical line. The horizontal compatibility of the system is determined by the preparation and development of the participants of this process.

The object of mastery is the educational content, and the participants' activities are focused on it. This activity, in turn, is carried out through methods, tools and organizational forms.

The results of the pedagogical process are analyzed in comparison with its purpose. If necessary, necessary changes are made and pedagogical interaction is continued. Thus, the pedagogical process is a self-correcting, developing and improving system.

In this system, relatively stable, i.e., stable, long-term unchanging elements are the goal, participants, and educational content, while its changing components are methods, tools, and organizational tools. It is mainly the pedagogical process that is governed by these changing components. Therefore, as a result of mutual communication and attitude of the pedagogue and students, a certain pedagogical problem will find its solution. The interaction of subjects in the system is recognized as the main initial relationship of the pedagogical process. In the holistic pedagogical process, objectively, holistic educational content and activities of holistic participants find their expression. The integrity of the educational content consists of the unity of its constituent parts. These include knowledge, ways of

working, experiences of creative activity, emotional and volitional attitudes towards the external world (conversation-learning, work, man, nature, society and the student's self).

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