



ON THE ISSUE OF CLASSIFICATION OF EDUCATIONAL OBJECTIVES IN HIGHER EDUCATION INSTITUTIONS

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ABSTRACT

The article deals with the formation and development of students' value orientations, worldview attitudes, the development of interests, the formation of needs and the achievement of other personal results based on the educational objectives of training.

KEYWORDS: *formation, development, non-pedagogical university, value orientations, educational objectives.*

INTRODUCTION

In the developed countries of the world – the United Kingdom, the United States, Germany, and South Korea, research is being conducted on the introduction of new models for the formation of students' speech competencies, systematization of their knowledge and skills for professional communication in an international language, and attention is being paid to technology, reproducibility, and guaranteed learning outcomes. This gives future specialists a wide access to study the achievements of world civilization, the development of international cooperation and communication. The implementation of cultural and competence-based approaches in the educational process, ensuring the continuity and continuity of language learning, and organizing the content of training based on international standards involves studying the problem of improving the mechanisms for designing learning objectives and brings it to the rank of actual problems of pedagogy.

MATERIALS AND METHODS

Education is relatively stable only in its material facilities: educational buildings, manuals, educational facilities, etc. In the transition from the "natural" principle of learning to "cultural" changed the objectives to which the teacher was to aspire in his activities. [5]

The objectives of education have both an external and internal orientation. The external purpose of education as a public-public institution is

to support society in specific historical conditions, in the development of its productive forces, in the common culture and in strengthening the civil status of relations and moral and legal foundations of members of society. In a narrower sense, the educational objective is related to the problem of the transfer of knowledge by teachers and learning students and can be called the purpose of learning. Such an objective is always specific and related to a specific occupation, lecture, etc. Some authors [3,4,6] suggest calling them tasks, or objectives, of learning. In the traditional approach, educational objectives are defined as personal growths, which are formed in students. Accordingly, the definition and design of educational objectives through the description of students' personal new formations is at odds with new social expectations in education. Based on this postulate, we have developed a classification of mechanisms for designing educational objectives in classes in non-educational universities.

The objectives are usually formulated in terms that describe these tumors. Students must learn certain concepts, information, rules, skills, they need to form certain views and qualities. This approach to setting educational objectives is quite productive, especially in comparison with the common practice of identifying pedagogical objectives and pedagogical tasks, when objectives are formulated in terms describing the actions of the teacher (reveal, explain, tell, etc.).



During the study we analyzed the scientific and methodical literature within the framework of the dissertation. According to the analysis, we highlight differences in approaches to determining the objectives of education, which are in the understanding of the essence of the expected result. Here, it is important to stipulate that under the concept of non-pedagogical universities, we meant universities, where specialists of technical and other training profiles (except pedagogical workers) are trained. Thus, for experimental works we have chosen - National University of Uzbekistan named after Mirzo Ulugbek, Tashkent State Technical University named after Islam Karimov, Tashkent State Road Institute, Bukhara State Institute of Technologies, Samarkand State Architectural Institute.

In the course of the study, we identified the following groups of educational objectives:

The first group can be characterized as objectives-intentions. These are the objectives of forming and developing value orientations of students, worldview attitudes, developing interests, forming needs, and achieving other personal results that depend on many different factors, including extracurricular ones.

The second group of objectives includes the description of the "destination finish", the results that the university can guarantee (with a certain cognitive activity of the student and a number of other conditions). There are four types of objectives in this group:

- objectives that simulate meta-objective results that can be achieved by the interaction of a number of subjects (e.g., the formation of linguist concepts, skills and skills, communication and other key skills, some functional skills);
- The objectives of meta-subject results that can be achieved in the academic discipline, but can be used in other disciplines or other activities (e.g., the formation of the reader as the purpose of literature study);
- Objectives, focused on learning about the knowledge and skills that ensure the cultural competence of students, their ability to understand certain problems and explain certain phenomena of reality;
- Objectives that focus on learning knowledge and skills that are of a fundamental importance to the vocational education of a particular profile.

As part of the study, we conducted a general classification of educational objectives.

General classification of educational objectives

Nomination of educational objectives	Characteristics of educational objectives
Specific educational objectives	The objective must be clearly articulated. Otherwise, the result, which is different from the planned one, may eventually be achieved.
Achievable educational objectives	Objectives are used as an incentive to meet challenges and thus move forward through success. It is necessary to set rather complex objectives, involving efforts, but they must be achievable.
<i>Results-based objectives</i>	Objectives should be characterized based on the result, not the work being done. Thus, efficiency is achieved.
Measurable educational objectives	If the objective does not have any measurable parameters, it will be impossible to determine whether the result has been achieved.
Objectives correlated with a specific deadline.	Any objective must be feasible in a certain time dimension.
Determining objectives through the content studied (by M.V. Clarin).	an indication of the content area that is covered in a class or in a series of classes.
<i>Setting objectives through teacher activities</i>	In this method, it is impossible to find benchmarks by which to judge the achievement of the objective; it is necessary to move along the path of their clarification
<i>Setting objectives through students' learning activities</i>	A certain shift in the development of the student, which is reflected in one or another of his activities

As can be seen from the table, in order to productively design educational objectives, it is necessary to set educational objectives with a certain degree of accuracy that meet the modern requirements of the educational process, where the objectives of education are formulated through the learning outcomes expressed in the actions of students.

CONCLUSIONS

According to scientists-teachers, in the pedagogical educational system there is the following hierarchy of educational objectives:

- The objectives of education in the society, determined by the socio-economic state of the society, its spiritual culture, and the life values of the members of the society;
- educational objectives



implemented at various stages of the system of continuing education;

- Educational objectives implemented in the educational process of a particular educational institution;

- The objectives of education, implemented through the educational subject and the activities of the teacher.

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