

Using a Mobile Pedagogical System for Providing Methodical Assistance in the Continuous Education System

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Abstract. The article shows how to use mobile collaboration in the system of continuous education to ensure independence of students in the educational process and manage educational activities, to achieve the goal, what teaching methods should be used to jointly organize educational activities.

Key words: innovations in lifelong education, mobility, cluster approach, mobile design, mobile learning design method, learning model, identified learning goals, taxonomy of learning goals.

I think it is acceptable to mark the following sentence as the beginning of a word. President of Uzbekistan Sh.M. Mirziyoyev, “Education is upbringing is our future, life is a matter of death. Therefore, we have no right to delay reforms in this area. No matter how difficult they may be, from today we must lay a strong foundation in school education. Because we lost a lot of time.” Of course, our country has long experienced difficult problems with education. But despite this, he developed new laws aimed at radical changes in the education system. This necessitated a high level of development of the sphere of lifelong education and strengthening of its modern mobile communications. Education reform we always focus on the desire of society, and the need leads to the exchange of knowledge between students of higher educational institutions and schoolchildren. Because the content of education is studied by consumers of education in accordance with their needs. While new relationships being introduced in the educational system strengthen mobile connectivity, specific aspects must differ from traditional ones. Students’ independence in the educational process and controllability of educational activities, as well as goal orientation, are important.

For the joint organization of educational activities, the need for consciously directing them into teaching activities and performing any activity not according to command, but according to interests, is satisfied. Further development of students' interest in studying the subject will be scientifically studied by university students and teachers. Freedom of education is realized on the basis of the right of free choice of students without limiting their needs and interests. It is based on a new cluster approach in the teacher education system. The pedagogical educational cluster approach is usually understood as a branched vision of cooperation communication used in production processes for sorting finished products (analogy with production technology). Achieving predetermined goals means a set of

methods that guarantee the expected results. If by methods in the education system we understand a set of methods that represent a way of cognition, research, or action to master a certain area of practical and theoretical knowledge in any activity, then we can consider the pedagogical cluster as a set of teaching methods based on mobility, in a certain sense - the need to apply the results, means, forms and methods of educational processes. Pedagogical mobile collaboration has many distinctive features from traditional teaching methods. Pedagogical education in the innovation cluster system differs from traditional methods, first of all, in the clear setting of goals and their achievement. The method of applying pedagogical methods includes the development of general learning goals (teacher and student goals), setting educational goals in control (test) tasks, and methods for achieving goals. The most important thing in the system of continuous education is that design activities are the most popular form of organizing work with students. Design as a scientific method in the education system is a scientific organization of teaching, which finds its content in the form of a project through preliminary planning of student activities and the development of technology for performing practical tasks. As a result of applying this design method and establishing close collaboration, knowledge is acquired in the form of a project(s). Based on the cluster of teaching staff and school teachers, which represents a close relationship between the mobility of students and students, joint training of educational participants is carried out. Collaborative learning of students, design of educational processes with students and pupils - teaching methods in the modern pedagogical system.

The widespread introduction of mobility communication into the modern educational process requires the teacher to work hard on himself. The teacher must have a complete understanding of how he can use external opportunities that help him, that is, the availability of theoretical, practical, teaching aids and tools. The teacher must have information on the area of study in question based on the information and capabilities available to him, as well as the ability to direct advanced teaching methods to the intended goal. The development of a teacher's developed knowledge, skills and abilities, the ability to use teaching aids, the ability to purposefully direct modern pedagogical mobility to practice using its specific capabilities determines his specific goal for the student based on state educational standards. This, in turn, leads to the development of a mutually prepared plan for educational practice, pedagogical mobility to requirements, i.e. to the definition of tasks. A mobile model of collaboration in learning is created taking into account the goals and objectives set. The development of the model is carried out mainly on the basis of the systematic approach method, the construction of a system of goals and the sequence of its achievement. The creation of a mobile educational model has attracted attention as one of the main requirements of modern educational technologies.

The first task of students: "familiarization with regulatory documents on education" determines a set of modern requirements for the training of competitive specialists in the pedagogical field. The set of interrelated requirements constitutes a model of generalized mobile communication for a teacher. In accordance with the generalized model, the main requirements are:

- educational skills of the teacher;
- teacher's ability to educate;
- education is the quality of personality, ensuring the human factor in the process of

education;

- Ability to objectively evaluate and control students' knowledge.

Today, the introduction of a mobile cooperation system in education will allow Uzbekistan to make a decision on a new education system aimed at entering the global educational space. This, simultaneously with the process, makes significant changes in the theory and practice of the pedagogical educational process. There is a systematic change in the structure of approaches in education and other similar relationships. Pedagogical mentalities are established on the basis of close interrelation. The system of continuous education today makes it possible to work with new information, creatively develop abilities, and individualize educational programs.

In turn, in the system of lifelong education—considered as an important component of the pedagogical process—personally-oriented interaction of the school teacher and teachers with the student-student leads to improvement. The role of science in organizing pedagogical experience equivalent to social cognition is increasing.

The main directions for improving mobile communication from a psychological and pedagogical point of view in modern pedagogical activity are presented:

- the student's transition to the function of memorization in memory, that is, to the process of mental development that allows the use of what has been learned;
- transition from focusing on the average student to differentiated and individualized training programs;
- Transition from external motivation of the student to internal spiritual order.

Mobility in the system of lifelong education helps to increase the effectiveness of modern didactics and educational content, lays the foundation for the scientific development and practical justification of new ideas and technologies. At the same time, a connection arises between various pedagogical systems and teaching technologies, testing of new forms of the state education system in practice, and the possibility of using the pedagogical systems of the past in the conditions of the present. Before the advent of teacher education in the conditions of an innovation cluster, no rules had been developed for sufficiently effective design of the educational process within the framework of the educational system, in which, among other things, complex devices and processes are studied. This gap is filled by mobility in education, leaving wide space for the teacher's creative approach to the process of mobile learning, developed by the Chirchik State Pedagogical University in pedagogical activities. The peculiarity of pedagogical mobile communications is that in them the unconditional achievement of educational goals is projected in the educational process and the professional activities of students are carried out in advanced work. This mobile educational approach is expressed, first of all, not in superficiality, but in constructive, visual methods that make it possible to realize the intended result. The goal is learning-oriented, diagnostic verification of the results of the process, allowing you to work out all aspects of the educational process in reverse mobility. Mainly it includes:

- setting a common goal in education;
- moving from a structured general goal to a specific goal;

- preliminary (diagnostic) assessment of the level of knowledge of student students;
- Complex of educational work performed (at this stage there should be an immediate correction of the educational process based on feedback); – evaluation of the result.

In the system of lifelong education, the norm for complete standardization of learning goals can be: a) high, but not absolute; b) absolute.

Firstly, due to the complexity of the main goal in the educational process, which does not allow it to be turned into a fully observable type of behavior, the period is not completely processed.

The second deals with the reproductive type of learning, which is an assembly line process. At all stages of the educational process, one can trace the main aspect of the mobility of the entire system - focus on the final results of the educational process.

In general, pedagogical mobility includes:

- development of individual learning goals;
- taxonomy of learning objectives;
- transformation of learning objectives into control tasks;
- methods of achieving the goal;
- Assessment of achieved learning objectives.

The main way of mutual understanding of pedagogical mobility in activities is to focus on clearly defined goals and establish regular interaction with the student. Interaction completely covers the educational process, forming the basis of pedagogical mobile communication. The teacher sets the goal for students to understand and assimilate the content of educational material, acquire certain knowledge and learn to apply it in practice. Only if there are specific means of knowing whether a pedagogical goal has been achieved or not, a teacher can be sure that his work is effective, and that the methods he has chosen are appropriate or, conversely, ineffective.

Russian scientist M.V. Specific ways for teachers to set goals, according to Clarin, are as follows:

1. Setting a goal based on the plan of the educational material.
2. Determining the goal through the activities of the teacher.
3. Setting learning goals through internal processes and patterns of intellectual, emotional, personal development of the student.

The purpose of learning in the system of lifelong education is to determine the content of education through the activities of a teacher or student allows you to get a clear idea of the expected learning results.

In general, in order to be able to measure, define, repeat tasks in the learning process and to be able to reflect, it is necessary to know the criterion for achieving each goal, that is, the learning goal must be set in such a way that an unambiguous conclusion about its achievement can be made. The content of training refers to the volume, as well as the nature of the knowledge, skills and abilities that the student must acquire in the learning process.

When transitioning the content of training to the design of a mobile learning system, it will be necessary to take into account those aspects of the pedagogical system that are mutually differentiated with the first element - the goal.

When determining the purpose of the pedagogical mobile system, a list of it is given that must be studied by students and students, and they act to determine the purpose of learning.

Until the content of training is prepared didactically and thoroughly based on certain patterns, mastering it within a given period of time will be difficult. In the content of learning, knowledge becomes incompatible with students' ability to assimilate. Therefore, in order to facilitate their acquisition of knowledge, it will be necessary to include learning technologies with interest in the learning content or offer other methods accumulated by the teacher.

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