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ANALYSIS OF THE EDUCATIONAL SIGNIFICANCE OF MALLA OCHILOV'S PEDAGOGICAL IDEAS

Annotation: In the scientific work of Professor M. Ochilov, the main place is occupied by the problem of the teacher, the problem of educating pedagogical ethics and teacher ethics. His monographic research and the book "Moral formation of the future teacher" (Нравственное формирование будущего учителя, Tashkent: Оқитувчи, 1979, 328 pages) created on this basis are devoted to the theory and practice of moral education of future teachers. In it, the system of forming professional ethics in future teachers was theoretically based and scientifically tested. This work is the result of many years of observation and research, in which the tasks, content, forms and methods of moral education of students of the pedagogical institute were developed.

Keywords: pedagogy, reflection, research, teacher ethics.

Аннотация: В научном творчестве профессора М. Очилова главное место занимает проблема учителя, проблема воспитания педагогической этики и этики учителя. Его монографическое исследование и созданная на этой основе книга «Нравственное формирование будущего учителя» (Нравственное формирование будущего учителя, Ташкент: Оқитувчи, 1979, 328 стр.) посвящены теории и практике нравственного воспитания будущих учителей. В ней теоретически обоснована и научно проверена система формирования профессиональной этики у будущих учителей. Данная работа является результатом многолетних наблюдений и исследований, в которых разрабатывались задачи, содержание, формы и методы нравственного воспитания студентов педагогического института.

Ключевые слова: педагогика, рефлексия, исследование, этика учителя.

The theoretical model of the educational system proposed by M. Ochilov includes the moral development of students in their academic and extracurricular activities. The work reveals the existence of objective legal connections between specialized and pedagogical knowledge, skills and qualifications in the formation of professional and moral qualities necessary for a school teacher and various types of social activity of students; effective ways of moral education of future teachers in the educational process, pedagogical practice, public works, cultural and mass activities are analyzed. The author includes the following pedagogical conditions that increase the effectiveness of moral education of students in a higher educational institution: selection of educated applicants who have the ability and interest in the teaching profession; orientation of the integrated educational process in the educational institution in accordance with the goals of professional and moral education; planning of all educational work for the entire period of education in the educational institution; individual approach to the moral education of future teachers, establishing self-moral education; educational influence of the student community, high moral and spiritual state in the professor-teacher community, etc. In the treatise "Teacher's Manners" (Tashkent: Teacher's, 1997, 136 pages), written by Malla Ochilov in collaboration with N. Ochilova, it is emphasized that the teaching profession requires selflessness, that it is a profession of well-rounded people who embody a set of universal and national moral qualities.

Because "the fruits of a teacher's labor are manifested in every aspect of social life, in every sphere of human activity. The teacher has a share, a share, a blessed influence in the threshing floor of the cotton and grain harvester, in the work being done on construction sites and huge water structures, in the discoveries of scientists and in the ghazals of the poets. "The most important thing is that the teacher is a moral educator, the teacher educates students with his deep knowledge and pedagogical skills and instills in them human qualities. A teacher who educates spiritual and moral qualities must first of all possess these qualities himself. M. Ochilov, describing the ethics of a teacher, says that a teacher should be a person who can see, understand, and enjoy the beauties of nature and society with a high taste, strive to do good to others, and find satisfaction in the establishment of good and justice in the uncompromising struggle against evil; justifies the need to be proud of the intelligence of a young person who is increasingly learning the secrets of nature and society, The scientist highly appreciates the virtue of honesty in the ethics of a teacher. Honesty is a moral quality that expresses the unity of the teacher's inner and outer world, the correspondence of his words and actions, and his sincere attitude towards students, colleagues, and parents. He emphasizes that high morality is a vital necessity.

The work pays more attention to outlining the rules of etiquette in the educational process: the teacher's etiquette with students; the rules of etiquette in the school pedagogical team; the etiquette with parents; the rules and objective laws of the school principal's etiquette with teachers are widely analyzed.

In 2001, the publishing house "O`qituv" published a collection of selected pedagogical works by Professor Malla Ochilov entitled "Teacher - Architect of the Heart" (Tashkent: O`qituv, 2001, 430). This book contains the excellent scientific, theoretical and practical works of the scientist. The book is intended for professors and teachers and students of higher educational institutions, teachers of secondary schools, teachers of academic lyceums and vocational colleges, and a wide readership. The collection consists of four parts: "Pedagogical Ethics", "Pedagogical Education", "Edges of Perfection", "History of Pedagogy", and includes samples of 24 works of the scientist. This book is intended for higher and secondary specialized pedagogical.

At Tashkent State University named after Ulugbek and Samarkand State University named after Alisher Navoi, as well as at Tashkent State Pedagogical University named after Nizami, Andijan, Bukhara, Fergana, Samarkand, Karshi and other higher educational institutions, prospective plans for educational work with students have been developed and implemented. Observations conducted at Karshi State University and the experience of other higher educational institutions show that as a result of the implementation of educational work programs and prospective plans, educational work has been consistently carried out. As a result, student learning in the classroom is improving year by year, and discipline is being strengthened.

The number of students actively involved in public affairs is constantly increasing, and the activity of departments and professors in the field of educating young people as well-rounded people is increasing.

Students of pedagogical institutes and universities in Uzbekistan achieve good results every year in competitions held in the field of scientific work of students, in Olympiads, competitions and other works, in sports competitions and amateur art competitions. A scientifically based perspective plan and program unites the main directions of all work in the field of moral education of students, serves as the basis for the activities of faculties, departments and public organizations in the field of moral formation of future teachers. The experience of

higher education institutions shows that it is advisable to draw up a perspective plan or program of educational work aimed at all years of education.

Long-term planning allows you to clearly imagine the entire volume and scope of educational work carried out in a higher education institution, to determine specific tasks to be performed in each course. All main parts of the higher education institution must participate in a long-term plan or program. In particular, the departments of social and humanitarian sciences, pedagogy and psychology actively participate in this work. They should help other departments and mentors in correctly determining the content and directions of educational work on the basis of a long-term plan. The spiritual department leads the work on educational planning in pedagogical higher education institutions. This task is assigned to the departments of social sciences, pedagogy and psychology. In some institutes, commissions formed by the scientific and methodological council on the issue of educating students are engaged in this work. When drawing up a long-term plan or program, conclusions arising from presidential decrees and state documents on raising a competent generation are taken as a basis.

For the effectiveness of educational work and prospective planning, it is necessary to consistently conduct sociological research. Sociological research allows you to study the life and activities of students, their spiritual world, needs, interests and ideals, the time and budget of students and teachers, the effectiveness of certain areas, forms and methods of education. For example, it is difficult to correctly determine educational activities without first studying the time budget of students of a course. Because the planned activities may be too many or too few. As a result, the principle of continuity in educational work is violated. This reduces the effectiveness of moral education.

Educational work specified in a prospective plan or program must be inextricably linked with the educational process in higher education. This fact is that the content of education should not only be educational in nature, but also the forms and means of educational influence should depend on the characteristics of the education provided to students at this time. The effectiveness of prospective planning also depends on monitoring the implementation of certain planned activities and the general plan. Usually, the spiritual department carries out general control over the implementation of the plan. In the prospective plan and program, it is advisable to clearly indicate not only the fact-executor and organizer, but also those who control. Because consistent and effective control is an important condition for the implementation of the plan. However, in some cases, decisive efforts are not made to implement the planned work. In some higher educational institutions, its implementation is not sufficiently controlled, and the councils of institutes and faculties do not consistently discuss issues related to the implementation of the prospective plan. As a result, some planned activities are not implemented. This significantly reduces the effectiveness of educational work. One of the main directions of moral education of students in higher education is the formation of teacher ethics in future teachers. The formation of love for the pedagogical profession in these students involves the formation of moral concepts and behavioral norms characteristic of teacher ethics. The departments of pedagogy and psychology, as well as specialized disciplines, play an important role in the formation of teacher ethics in the minds of students. Because it is no secret that teacher ethics is formed as a result of studying pedagogy and psychology, as well as specialized disciplines, and directly mastering the teaching profession.

In the first year of a pedagogical university, students study "Introduction to the teaching

profession" during the first semester. The main tasks of this course are: to reveal the social value and importance of the pedagogical profession, its role, tasks and characteristics in a democratic society based on the laws of a market economy; to describe the system, content, forms and methods of preparing a teacher for pedagogical activity; to study the organization of the educational process at a pedagogical institute, the methodology of independent work. Studying the "Introduction to the teaching profession" course helps to deeply understand the essence of the pedagogical profession, to consciously and actively participate in independent study, scientific work, and public affairs. Thus, studying this subject allows future teachers to form their activities and thinking in a professional and pedagogical direction, to get used to the conditions of education in higher education. Usually, this subject analyzes the ethical aspects of the teaching profession and arouses interest in the pedagogical profession in students. In the process of studying it, students learn about their professional duties, the role and importance of the teacher, and they begin to feel a sense of responsibility for the results of their pedagogical activities in the future. In some pedagogical universities, subjects that help form teacher ethics are taught starting from the second year. For example, optional classes are held on "Pedagogical Ethics" (teacher ethics). It describes the ethical nature of the pedagogical profession, the concepts, norms and rules of teacher ethics. This helps to perfectly form future teachers in terms of ethics. The formation of teacher ethics in students of pedagogical universities is also carried out in the process of teaching pedagogy and psychology, as well as in the process of teaching subjects that provide specialization. In connection with the content of the topics taught in these subjects, students' attention is drawn to issues of ethics. In the perspective plans and programs of a number of pedagogical institutes, work in the field of directing students to acquire the teaching profession is separately highlighted. Acquiring teacher ethics is a component of work in the field of studying the pedagogical profession. In addition, some programs and plans have sections such as "Moral education", "Labor education". They also serve the purpose of educating students in teaching ethics.

Some of the long-term plans include meetings with graduates of the institute who are working in schools, secondary specialized and vocational schools and other educational institutions, as well as other events that will help improve their professional qualifications. This serves the purpose of establishing regular contact with graduates of higher education. This work is particularly noteworthy. Because it helps to determine the results and effectiveness of all the work carried out in the field of teacher training, in particular, to determine to what extent the moral qualities of young teachers who have graduated from the institute correspond to the current requirements of schools and public education departments. Information about the activities of graduates of the institute also allows us to make some changes and adjustments to the educational process at the higher educational institution. In order for the work in the field of moral education of students to be effective, it is necessary to seriously plan the upbringing of professors, teachers, workers and employees with the ideas of independence and national spirituality. Some higher educational institutions, along with a comprehensive plan for the spiritual education of students, also draw up and begin to implement perspective plans for educational work with professors, teachers and other employees of the institute. These plans also provide for measures to morally educate all employees of the higher educational institution. The educational work program and perspective plans being drawn up for higher schools set out the goals and objectives of the educational institution, the principles of educating young students. They are aimed at determining the main directions and content of educational work. Such programs and perspective plans drawn up in a number of higher educational institutions indicate a system of measures and types of activities that will allow educating students in the spirit of

universal and national morality. As is known, pedagogical institutes are called upon to train highly qualified teachers for secondary general education schools. Therefore, the main goal of a pedagogical higher educational institution stems from the requirements and needs of a general secondary education school, as established by the Law "On Education". The main tasks of general secondary education (grades I-IX): - to provide students with the necessary amount of knowledge, develop independent thinking, organizational skills and practical experience skills, initially guide them to a profession and help them choose the next stage of education;

- to form a scientific worldview in the younger generation, to cultivate in students a high sense of patriotism - love for the Motherland, their people and a sense of readiness to defend the Motherland;

— ensuring the comprehensive development of students, their legal, aesthetic and physical education, strengthening their health, establishing proper labor education, preparing students for life, consciously choosing a profession, labor and public activity.

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