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Multipontal Model Of Education According To The New Paradigm

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ABSTRACT

In this work on the example of educational system of Uzbekistan the new paradigm of education is substantiated in the following edition: education through all life. It is demonstrated that the proposed in correspondence to this paradigm the formalized model reflects multi-component system, multi-variant approaches and cyclist of educational process in a modern society. The examples of educational processes which are modeled within the framework of proposed formalized model of education are presented.

KEYWORDS

Paradigm, education, formalized model, reproduction of knowledge, innovative - didactic program complexes, pentane.

INTRODUCTION

With regard to innovation and Information Technology, which is becoming increasingly broad and inclusive of the educational system, it is clear that they are becoming an integral part of the modern education system in all countries, that is, recognizing them as the object of the education system.

After all, the paradigm in this edition also represents one of the main beliefs of Eastern philosophy in the meaning of "Seek knowledge from the cradle to the grave".

Based on the concept of paradigm in the above education, the analysis of the importance and

interconnectedness of innovation and Information Technology in it, and finally the proposed new variant of the paradigm of education, we propose the following definition:

In the educational system, the paradigm is a set of concerted ideas, rules and methods of pedagogy, that is, a collection or a clear and meaningful phrase that characterizes scientific and practical pedagogical research recognized by the Society of well-known pedagogues at a certain time or period.

If the paradigm of education is a set of concerted ideas, rules and methods of pedagogy, then the educational model can be called – an interpretation of educational practice or a scheme that characterizes educational practice. Most educational models have a lexical structure, the content of which depends on a number of factors, such as the social phase, the political system, the attitude of society to education or the conditions created for educational practice, the development of production, science and technology. In the theory of pedagogy, the paradigm of education of a certain period, as well as the corresponding model of education and its types, is allocated an important place.

First of all, let's briefly dwell on the educational model and its types.

The educational model is a holistic interpretation of educational practice or reflected in some parts of it, it is divided into the following 3 types:

1) Descriptive, that is, reflecting the basic content, structure, basic elements of educational practice;

2) Functional, reflecting the educational system and its relationship with the social environment;

3) Prophetic, indicating the theoretical justification of the future state of educational practice.

In general, the model of education is associated with the development of society, with the development of the educational system, the development of new models of education, that is, education, is considered a natural process. It is known that the traditional model of education, more precisely the traditional system of education, is based on the fact that the teacher gives information to the students, in which little attention is paid to the assimilation of knowledge, the activity of knowledge recipients. In particular, the results of education in this system have not been determined in a timely manner and critical thinking in the acquisition of knowledge has not been paid attention. In the traditional model of education, work was performed on the basis of the paradigm of knowledge – experience – teacher – pupil, that is, the paradigm and the model had the same (lexical) structure [1; 4].

In the process of education, the pupil is a subordinate object, the pupil is a soldier, the teacher is a commander, the only initiator is considered. In the traditional model of teaching, in the process of learning, the student-students only increased their knowledge through the use of educational literature, textbooks and manuals in the form of a simple, printed publication, as well as the opportunity to find the necessary knowledge in the required place and at the required time, to strengthen their knowledge and to test their knowledge. In the process of organizing classes, insufficient attention was paid to the

creation of educational complexes, which were created, especially in the system of Higher Education, relying on methods of giving knowledge, time distribution, various technical tools used, including modern computer and information technologies.

Today, the use of various interactive techniques, innovations and information technologies in the educational process continues to grow day by day. In the process, the teacher-educator should look for effective ways to communicate each taught subject in the most obvious, interesting way possible and decide on the above trends in the educational system instead of the traditional model of teaching, a new non-traditional model should be developed.

The new model should be distinguished from the lessons of various forms and content in the secondary school by the fact that lectures, seminars, laboratory works, practical classes, production and field operations in the higher educational institution are based on its clearly defined goals, innovative methods of giving knowledge, distribution of time, technical and methodological tools used by students, including modern computers and multimedia. In fact, in the process of introduction of pedagogical and information technologies into the educational system, the teacher-educator should develop a new model of education that will allow each educational material to illuminate in an interesting way, motivate the student to be active, think independently of them, draw the necessary conclusions and acquire certain knowledge. In society, in the Republic of Uzbekistan, the historical changes that are taking place in the educational system also require the development of a new, modern model aimed directly at improving the

effectiveness of education, rather than the "old", traditional model of Education.

Of course, no matter how deep and meaningful the model is created, it does not solve all the existing problems. But as already mentioned above, there is no doubt that the meaningful model, in particular the educational model, will allow to understand the trends and concessions in it, to define the educational strategy.

2. The paradigm of "education for the whole life" and the structure of the model of Education corresponding to it

One of the conclusions drawn on the basis of the foregoing can be recognized – in pedagogy, as well as in all areas of science, if there is polygamy and the presence of various concomitant factors, then the second is the main criterion for theoretical developments is practice. For this reason, we describe the structure of the new model of Education, which corresponds to the proposed paradigm "education for the whole life" and which is offered for the first time.

We call the process of mastering knowledge and skills an educational process. This process is divided into types according to the content and the financial and organizational provision according to the set goals. For example, the process of preschool education or the process of Higher Education. In due time, the process of preschool education can be financed by the state or the private sector and divides into suitable types. The educational process chosen for the educational person or group of study takes place in the appropriate time zone, depending on the planned set of knowledge and skills set below.

Below is a collection of mastering certain knowledge, V is considered as a subject of the educational process of a "conscious person" with the ability to formulate certain skills in the collection itself. Bunda A and V are collections that are not empty, are formed in an individual way and are constantly updated. And the concept of a "conscious person" relies on the concept of a "person who can be taught" in pedagogy, that is, a person who is able to adequately react to signals in the environment.

On the basis of the new model, the following thesis lies: "a conscious person" is a participant in the educational process all his life.

Description 2. G according to the thesis is called a "conscious person" or an object of training – a student.

Description 3. A student who shapes certain knowledge and skills in a student is called a teacher.

Description 4. A student who has mastered the elements of A and V collections in accordance with the existing regulations or criteria and is able to carry out certain activities independently is called a highly qualified specialist(HQS).

Description 5. It is called the active member of the Society, who contributes to the solution of the problems of society and certain individuals (AMS).

Description 6. The formation of highly qualified specialists-an active member of the society – is considered the main goal of the educational process.

According to the definitions included, the teacher himself will muttably kengaytiradi and update the scope of knowledge so that the knowledge that he transmits to the students becomes actual.

Below, in describing a formalized model of education, we assume that our student is familiar with certain knowledge and definitions in the framework of Higher Mathematics Science, which is taught in the universities.

Suppose, $[0, T_1]$ – the period of activity of a particular teacher, $[0, T_2]$ – whether the period of residence of a particular student. Below / (that is, the vertical line) sign is used in the meaning of "quot; or quot;, while the combined sign $::=$ (two double points and equality) is used in the meaning of" exist according to the definition"; $K_1 K_2$ means that the sign in the note, K_1 or K_2 , or both components at the same time, can exist in the corresponding position.

Based on the above definition, the educational model corresponding to the paradigm" education for the whole life " can be given in the form of the following scheme:

<the teacher> → <IDPC> → <the student> → <HQS\AMS>. (1)



1-Scheme.

The presented scheme is proposed as a formalized, multicomponent and cyclic model of Education [2].

The fact that this model is called formalized is based on the fact that its components are interpreted according to certain definitions. The reason why multicomponent is called each component can have many or different part components on time. Finally, the cyclicity of the model is expressed in the fact that the various options that are distinguished from it (such options are shown below) can repeat a particular process in time for the participants of the training process. Of course, such a recurrence, expressed in the model, also implies the possibility of exchanging participants in the educational process.

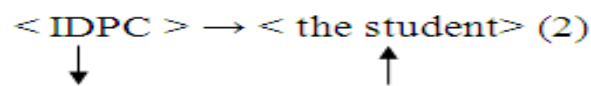
In this regard, (1) if we pay special attention to what the < teacher > component in the scheme means. This subject of the educational process is a constant recipient of knowledge in

accordance with the G thesis, and as a < the student > may also be a participant in other educational processes or processes. (1) variants of this component in the scheme are represented in the conditions of Uzbekistan by the following metallurgical structure:

< the teacher > :: = < parent > | < the educator of preschool establishment > | < the teacher of high school > | < the teacher of college > | < the teacher of the academic lyceum > | < the teacher of a higher educational institution >.

Similar concretized interpretations and metalingvistic structures (1) are easy to cite compared to other components of the scheme.

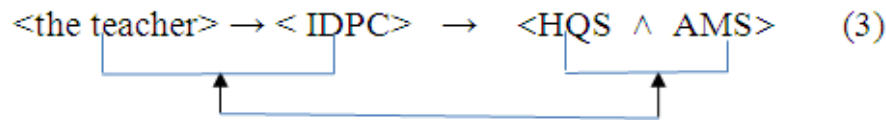
Example 1 Let it be in the form of a pentanome $\{\exists, \wedge, \neg, \exists, \wedge\}$. In this case (1) the following learning process model is derived from the scheme corresponding to the selected cyclic:



2-Scheme.

This model of education represents the process of obtaining independent knowledge on the basis of innovation-didactic complexes on the basis of information technologies in the conditions of distance learning.

Example 2 Let the pentanome be in the form of $\{\exists, \wedge, \neg, \exists, \wedge\}$. In this case (1) the following learning process model is derived from the scheme corresponding to the selected cyclic:



3-Scheme.

This model expresses that an active member of society and highly qualified specialists can improve their skills or acquire a new specialty using **teachers** → **IDPC**.

The exact variants of this model are different, namely: from the upbringing in the family to the individual education. In the literature, such a model is called a classic model.

If we assign to the <student> component the following contents that are real in the conditions of Uzbekistan through the metalinguistic structure::

<student> ::= <child> | <pupil> | <schoolboy>
| <college student> | <high school student>
| <student> | <master> | <aspirant> | <
doctoral student> | <expert>

(3)appropriate pentanomes in the scheme represent a number of innovative learning processes in the selected case.

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