

## **TASKS TO BE SOLVED AS A RESULT OF THE FORMATION OF TASKS**

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**Annotation:** the purpose of training, training and teaching methods, determination of pedagogical purpose, structural components of determination of pedagogical purpose, models of determination of pedagogical purpose, levels of development of determination of pedagogical purpose, It was mentioned about the formation of training tasks.

**Key words:** educational process, lesson training, training components, problem-based teaching, teaching methods, pedagogical goal, training tasks, training topics, activity content.

The formation of educational goals in higher education institutions is aimed at achieving certain pedagogical goals, which are resolved as a result of this process. This article discusses several main pedagogical tasks that can be solved by formulating educational tasks in universities.

1. Training of qualified specialists. One of the main tasks of higher education institutions is to prepare students to perform specific professional functions. The formation of educational goals allows to determine the necessary knowledge, skills and abilities that a university graduate should have in order to successfully carry out his professional activities. Thus, the formation of educational goals is the basis for the development of educational programs and curricula, as well as for evaluating the results of students' learning.

2. Development of critical thinking and analysis skills. Universities strive to develop students' not only knowledge in a certain field, but also their thinking. By setting learning goals in higher education, students learn to analyze information, critically evaluate different perspectives, make informed decisions, and develop their own ideas and concepts. As a result, students become independent and able to apply their knowledge in real professional situations.

3. Formation of communication skills. One of the important tasks of the university is to prepare students to communicate effectively in a professional environment. The formation of educational goals includes work on the development of communication, interaction and teamwork skills. Students learn to express their thoughts correctly and clearly, listen and understand others, constructively resolve conflicts and work in a team. These skills are critical to a student's successful career after graduation.

4. Formation of self-development and self-organization. Universities strive to develop students' self-development and self-organization skills. Setting learning goals helps students identify their goals and objectives, develop action plans, and organize their time and activities. Students take more responsibility for their own learning and development, learn to independently identify and use various sources of information and learning opportunities.

It is known that it is impossible to achieve the intended result without clearly defining the goal of the training sessions, to implement the previously defined tasks and to achieve a practical

result. As the goal is, so is the result. Only when the teacher sets a clear final goal, he looks for ways to achieve it. When setting goals, analyze needs and problems, focus on important problems, set serious and specific goals, formulate goals in order to determine their achievement, set motivational goals, pay attention to the awareness of the participants of the activities, and ensure that the goals of each training meet the goals of the organization. should be done.

In order to form the purpose of the training in accordance with these requirements, the pedagogue should know what to get at the end of the training, what indicators should be used to achieve the result. Today, there are many shortcomings in the definition of goals, among them the following can be included: excessiveness of goals, lack of scope for training resources, formality in setting them, frequent replacement of goals during training, inaccuracies in their formation.

We recommend the following algorithm for setting training goals: assessment of existing problems and identification of problems, precise formulation of these problems. determining the steps and sequence of solving them, clearly forming the intermediate results in the execution of each step, evaluating which of these steps can be clearly implemented within the framework of the training, and then forming the training goal.

Modern research shows that in the pedagogical process, the decisive factor is the pedagogue's integration of all pedagogical objects into one system. Aiming for the goal is an important condition of the pedagogue's activity that allows to model the trajectory of personal activity and realize personal development.

In the planning and implementation of education, the idea of determining the goal is important in improving the quality and camaraderie of the educational process . Determining the goal not only determines the activities of learners, but also pedagogues, as well as the entire educational process, which allows to determine the effective technologies of teaching and the system of evaluation criteria of the obtained results .

In the modern approach to education, determining the pedagogical goal is the most important professional competence of the pedagogue. They challenge the pedagogue's ability to solve important problems, to systematize the goal determination process, to think creatively, to analyze pedagogical events, to set coordinated pedagogical goals, to choose the means of their implementation, and to evaluate personal activity.

Determining the pedagogical goal is problematic, attracting the attention of many foreign scientists: in general education, didactics, education system. The development of the ideas of determining the goal in didactics, based on the logic of the general development of the educational process and the cameral development of the thinking process, adds a great deal to the conceptualization of problem-based teaching.

The analysis of the definition of pedagogical purpose shows that there are different approaches to understanding its essence. In the concept of some scientists, the unique powers of determining the pedagogical goal are highlighted in the design of education as a public institution, in the creation of the pedagogical process, and in the practical work of the pedagogue.

The definition of pedagogical goal is understood by scientists as: the process of correctly identifying and setting the goals of pedagogical activity, in which the pedagogue's interaction with students and the ability to plan public goals with his own goals, as well as the selection of specific goals and objectives for achieving them, are emphasized; the ability to use community and personal resources together, and then offer them to students for discussion; specific goals of the educational content (education, education, development), the process of the main social goals of education determined by the social order in the academic subject, educational topics, classes; not only to set educational goals, develop and use emacs, but also to analyze the opening of goals and make future corrections in them.

For example, according to N.V. Kuzmina <sup>1</sup>, the task of determining the goal is characterized by the fact that the pedagogue transforms the state goals of the educational system into pedagogical goals, and with the help of choosing the means of their implementation, self-education, independent education, self-development of the learners from the educational facility. turns into a cube.

Pedagogical goals mean clearly achieved results of pedagogical activities that determine the activity of learners, provide independent solutions to problems in various spheres of life, develop their abilities, and acquire knowledge and skills. V.G. Gladkikh <sup>2</sup>distinguishes the following as the directions for determining the goals: the state of the system as a single system, the unique competence of the pedagogical team, the determined contingent of learners, a specific pedagogue (coach, teacher), individual learner.

Aspects of educational activity (cognitive, psychomotor, affective) as an object of determining pedagogical purpose; ECA, pedagogues, heads of educational programs, pedagogical team can act as subjects. The components included in the pedagogical goal determination structure are given in Table 1.

**Table 1**

**Structural components of determining the pedagogical goal**

The maker of the maqqad	Setting the goal, the educational process is directed to the process of showing and improving the goal, achieving new goals.
Projecting	Dividing strategic goals into sub-goals and tasks in the process of achieving the goal.
Organizational	Pedagogical influence on goal-seeking units and selection of effective means of solving goals and tasks.
Aggressive	Analysis of causal relationships between goals, tasks, methods, conditions, and results of activities aimed at achieving goals).

Thus, as the main component of goal setting, goal determination integrates analytical, analytical, directional, design, result evaluation characteristics and serves as a system-wide function in the educational process.

The process of determining the pedagogical goal has a creative character, because all its functions are related to the search for flexible, effective operational-technological ways of teaching and training. N.A. Cerov divides the process of looking for a goal into three components.

1. Formation of the goal: actualization of the need, assessment of conditions and opportunities, selection of action-oriented objects.
2. Goal setting: setting a clear and correct goal, choosing ways to achieve it.
3. Implementation of the goal: evaluation of the results of the created goal, the possibilities of achieving it.

N.L. Gumerova <sup>3</sup>, the structural elements of the process of determining the goal: setting the goal, design of implementation steps, implementation and correction of the set goal are discussed.

<sup>1</sup> [Kuzmina, N.V.](#) The structure of pedagogic skills / [N.V. Kuzmina](#) // Pedagogical psychology : chrestomatiya : uchebnoe posobie / Sost. [B.B. Aysmontas](#) . - Moscow: Moskovskiy gorodskoy psichologo-pedagogical university, 2004. - p. 365-369.

<sup>2</sup> Gladkikh V. G. Theory and methodology of professional education . Orenburg State University . ISBN 978-5-7410-2329-7 . 2019 .

<sup>3</sup> N. L. Gumerova. FORMATIROVANIE GOTOVNOSTI K TSELEPOLAGAYUSHEY DEYATELNOSTI U BUDUSHCHEGO UCHITELYA V PROTESSE PROFESSIONALNO-PEDAGOGICHESKOY PODGOTOVKI V VUZE

Scientists distinguish the following goal-seeking levels in pedagogic activities: systematic: formation of general educational goals, subject: selection of a general direction, modular: selection of didactic systems, textbook: creation of methodical support.

M.I.Rozhkov and L.V.Bayborodova <sup>4</sup>distinguish free, serious, integrated types of concrete. In defining a free goal, the participants of mutual movement develop and construct their personal goals, create an action plan in the process of intellectual dialogue and collaborative research. In defining a serious goal, action goals and programs are given to learners from outside, only tasks are specified and divided in the process of interaction. Free goal setting provides different goals for individual and group content. These goals reflect the individual needs and capabilities of each and are directed to individual self-development. In defining a serious goal, the goals are of the same type, but for some it is impossible for others, but externally it can unite the participants of the cooperation activity.

In determining the integrated goal, the group goals are given by the pedagogue and the group leaders from outside, but the ways to achieve them, the division of actions is carried out through a collaborative search based on the interests and needs of the learners. All targeting types are specific for specific groups and operating conditions. The type of goal determination depends on the forces of association: independence, con and quality composition of groups, duration, point of origin, content of activity, skill of pedagogues. It is recommended to look for the most comfortable free space.

According to N.K. Cergeev, in the framework of a holistic approach to education and training of students, the purpose of forming some kind of system should be implemented taking into account the following: the purpose of the system should be to meet the requirements of society in the development of the individual characterized by specific qualities, and modern scientific discoveries regarding its structure and development. it is necessary, the goals and tasks of the training system, events, and individual trainings should be such that their implementation should be aimed at the realization of the main goal of the educational process, bring it to a higher level, and provide an opportunity to achieve one goal and solve other tasks. .

Principles of goal determination (goal classification) - psychological, logical, clarifying, holistic, practical orientations were used to create a methodological model of goal determination in the learning activities of learners. Scientists have developed models for determining pedagogical purpose.

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<sup>4</sup> Pedagogy v 2 t. Volume 1. Obshchie osnovy pedagogy. Theory of education: teacher and practical training for students / M. I. Rozhkov, L. V. Bayborodova , O. S. Grebenyuk, T. B. Grebenyuk; editor-in-chief M. I. Rozhkova. — Moscow: Izdatelstvo Yurayt , 2023. — 402 p. — (Vysshee obrazovanie). — ISBN 978-5-534-06487-2.

**Table 2****Pedagogical goal determination models**

<b>Author of the model</b>	<b>Model name</b>
O. A. Bobyleva <sup>5</sup>	The model of determining the purpose in teaching.
T.P. Ilevich <sup>6</sup>	The model of the goal determination process in the design of educational tasks.
O. E. Lebedev <sup>7</sup>	Theoretical model of determining the pedagogical purpose in the educational system.
N. Ya. Korostyleva <sup>8</sup>	A management model for identifying pedagogical goals in a modern school.

An important problem is the development of the identification of the pedagogical goal. N. L. Gumerova distinguishes the levels of its development.

**Table 3****Levels of development of identification of pedagogical purpose**

Intuitive	Actions that determine the goal are performed based on the scientific principles of action, relying on trial and error by intuition.
Reproductive	The action has a template and formal character, does not deviate from the instructions and rules in the regulation, is not analyzed independently).
Productive	The action has a conscious character, the analysis is the evaluation of some actions in the action).
Creative	The movement is understood at the level of theoretical thinking, it is performed independently in the state of awareness in standard and new situations.

N.V. Mezentseva<sup>9</sup> distinguishes four groups of pedagogues at different levels of development of need determination: part, possible, sufficient and optimal. The author highlights the general problems of development of goal identification, which apply to pedagogues of different groups.

1. Pedagogues have limited information about the essence and structure of determining pedagogical goals.

2. They have difficulty setting a clear goal. Tasks sometimes do not meet the set goals, which negatively affects the work and psychological state of the pedagogue.

3. There is a big difference between theoretical and practical knowledge in determining the goal.

<sup>5</sup>Bobyleva O.A. Razvitiye idei tselepolaganiya v postroenii obucheniya v otechestvennoy didaktike: mid 50-x - 80-e gg. 20th century: dis . ... candy. ped. science Khabarovsk, 2008.

<sup>6</sup>Ilevich T.P. Technology of proektirovaniya uchebnykh zadach v kontekte lichnostno-orientirovannogo tselepolaganiya: dis . ... candy. ped. science Rostov n/a, 2001.

<sup>7</sup>Lebedev O.E. Teoreticheskie osnovy pedagogicheskogo tselepolaganiya v sisteme obrazovaniya: dis . ... Dr. Ped. science SPb., 1992.

<sup>8</sup>Korostyleva N.Ya. Pedagogical tselepolaganie v sovremennoy skole kak obekt upravleniya: dis . ... candy. ped. science SPb., 2002.

<sup>9</sup>Mezentseva N.V. Osobennosti pedagogicheskogo tselepolaganiya u uchiteley v zavisimosti ot urovnya ix lichnostnoy zrelosti // Teoriya i praktika obshchestvennogo razvitiya. 2011. No. 6. S. 95–101.

4. The degree of development of goal identification is not only related to their work capacity and competence, but also related to the degree of personalization.

Only when there are clear ways to know whether the pedagogical goals have been achieved or not, the pedagogue can be sure that his work is good and that the chosen methods are in accordance with the goals or, on the contrary, they are bad. This is precisely what proponents of pedagogical technology have in mind when researching conventional teaching methods.

The best way to understand pedagogical technology is to focus on clearly defined goals, to establish regular interaction with learners. Interaction should fully cover the educational process by organizing the pedagogical technology acoc. The pedagogue usually creates a challenge for students to understand and master the content of the educational material, acquire certain knowledge and use it in practice.

The goals set in the textbooks are limited to a few explanations. Here it is possible to make a unique ladder of clarifying the goals: from the general requirements of the society - to the tasks of the educational system, from them - to a specific educational goal, science, its thematic departments and separate educational subjects. It is in accordance with the goal that pedagogues prepare methodological developments in the form of lecture texts in the pedagogical technology association in order to achieve the perfect level of preparation of control tasks, in order to correctly set goals and tasks, connect them with the content of education and the results of its mastery. In the model of such developments, they can be built in different schemes. The most important thing is that the connection between common goals, identical learning goals, and the final result in the preparation of projects should satisfy the learners. For this purpose, the content of methodical development is prepared for mastering levels I, II, II, IV. The rules for mastering the learning content are explained to the learners and these developments are intended to help them learn cooperatively in small groups.

The setting of educational, educational and developmental goals in the teaching process creates good conditions for the acquisition of knowledge and the formation of necessary personal qualities. Views and moral qualities are also formed in the process of acquiring knowledge in training sessions, of course, that is, the unity and interdependence of these functions is observed. Understanding the interdependence of the teaching functions of the teacher allows him to creatively set and solve the educational, educational and developmental tasks of training sessions. The goals set in the training session help to find solutions in the implementation of educational work. The teacher's knowledge of the implementation of these tasks in the teaching process ensures that they work with creativity and pedagogical skill. In the process of teaching, it creates good conditions for separating these goals, acquiring knowledge, and forming the necessary personal qualities. Views and moral qualities are also formed in the process of acquiring knowledge in training sessions, that is, the unity and interdependence of these functions is observed.

Another aspect of the evidence of the content of the educational function of teaching is the acquisition of educational materials. Achieving this goal depends on the nature of the knowledge imparted to learners. The more precisely this goal is defined and the more it corresponds to the materials obtained in the training sessions, the easier it is to choose teaching methods in this process. The goals of general education are to provide students with knowledge, skills and abilities in a certain system, to develop their oral and written speech, to make effective use of the content of subjects for their correct understanding of existence, to use educational materials, and to provide students with the necessary knowledge, information, skills and abilities to continue their independent continuous education in the future. provision, selection of educational content and its structure, revision and planning of new educational materials, determination of basic concepts, transition from general problems to solving specific problems in educational materials.

The educational goal of teaching is to form positive views and beliefs, morals, willpower

and morals in students. The teacher performs a certain aspect of the educational task in the process of teaching educational materials in each session. The formation of worldview, moral qualities of a person, needs, will is a continuous process, which cannot be divided into clearly limited parts. The results of the educational process will not be as specific and clear as the results of the educational process. Educational goals are realized differently in learners. Studying any educational material affects the growth of learners, the development of logic of thinking, knowledge and motivation to study. These goals include education, connection of theory with practice, interest in studying science, education of the right thinking culture, education of mental, social, moral, hard work, moral, ideological, patriotic qualities, ability to continue learning independently from science.

Realization of the developmental goal of teaching is similar to the realization of the educational goal. The most important thing in the implementation of the task of improving the skills in the implementation of the educational goal is the formation of the students' desire for it. In one session, it is possible to set and implement the task of developing the logical ends of analysis, synthesis, the ability to think abstractly, and forming active and independent thoughts. The purpose of training is to constantly plan certain ideas and develop the logic of thinking, activity and interest in learning. Developmental goals include the level of students' acquisition of theoretical knowledge in the sciences, the development of scientific and theoretical thinking, the development of the individual's thinking, willpower, needs, abilities, and the ability to use scientific methods in the study of sciences.

When determining the goals of education, the pedagogue analyzes textbooks, textbooks, manuals and necessary literature. Reorganizes educational materials, selects them according to the needs of the subject. The ability of the learners to meet the requirements of the individual approach to education. He chooses theoretical and practical materials according to the mastery level of subjects.

In countries such as the USA and England, it is customary to set goals for students and teachers separately. This is logical, because teaching, their cooperative activity is hindered. In this case, the emphasis is based on the activities of the pedagogue (teaching, explaining, showing, telling).

The task of training is a cooperative step of pedagogues and learners to achieve this goal. Tasks are often formed in the form of a perfective verb (What should be done?): it includes completed actions that can be achieved from the beginning.

Formulation of tasks means showing specific results obtained in the implementation of one or another course of action in a given task. They are formed in such a way that it is possible to see how the set goal was achieved: establishing mutual relations, mastering knowledge, forming or developing skills, qualifications and competences, developing skills, experience of creative activity, communicative culture. The formation of training tasks depends on the topic of the training. Macalan, in classes for learning new materials: giving insight, introducing, consolidating knowledge in classes eca: repetition, consolidation.

Table 4

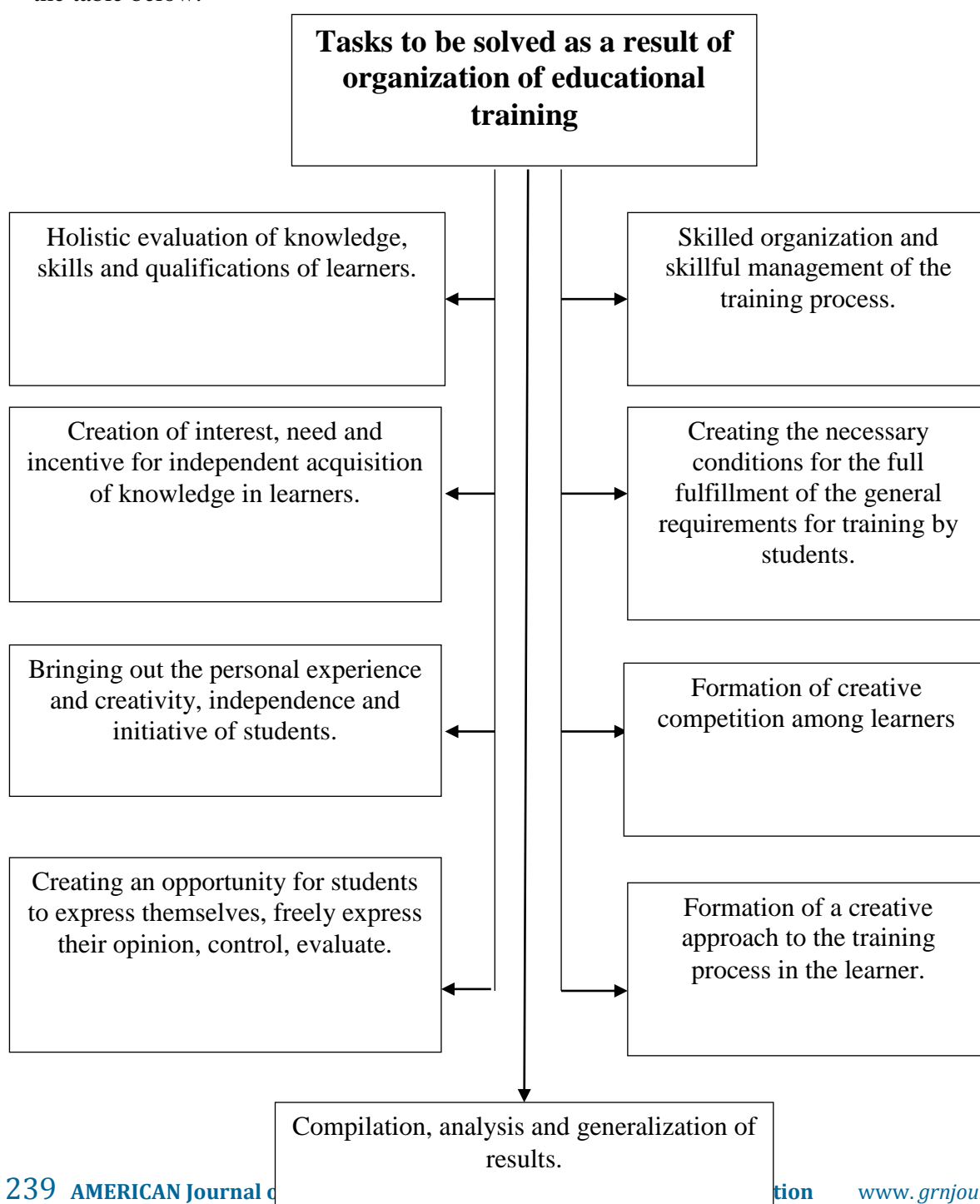
#### Formation of training tasks

Educational tasks	Forming views about ... in learners, creating ..., introducing ..., continuing to introduce ..., clarifying ..., expanding ..., generalizing ..., systematizing ... , categorize ..., teach to practice ..., teach to use ..., practice ..., check ....
Development tasks	Consolidation of attention (voluntary, involuntary, sustained, focusing, increasing the volume of attention) by performing ..., oral speech related to performing ... (management, planning and analytical

	functions, correct interpretation, passive and active vocabulary) filling), development of written speech (when working with deformed texts, essay, story, creative dictation), ... memory (short and long-term), visual and auditory perception, ... small fingers ( formation of dexterity, development of rhythmicity, smoothness of movements), thinking activity (analysis and synthesis operations, generating a creative thought, establishing logical connections that plan the thinking function), in the emotional-free range of learners (self-control skills, tolerance, self development and correction of personal qualities.
Educational tasks	Cultivating interest in science, study, team work skills, independence, moral qualities (love, reasonable attitude, diligence, ...).

The tasks to be solved as a result of the organization of training sessions are presented in the table below.

Table 5



In order to be able to define tasks and repeat teaching, it is necessary to know the criteria for achieving each goal, that is, the educational goal should be set in such a way that it is possible to make a clear conclusion about its achievement.

The content of education is usually very thematic, and it is difficult to see the clear goals of such teaching. In order to facilitate the development of the (required) goals of the teaching tasks, in their definition, verbs can be used that express the competence of the learners. Macalan: knows a clear rule, translates verbal material into a mathematical expression, explains a scheme (graph, diagram, etc.), draws conclusions from givens, applies a concept and rule (law) to a new situation, correctly demonstrates the application of a known rule to a new situation, distinguishes abstract hypotheses, finds errors and flaws in the logic of thinking.

In order to clarify the learning objectives to be met, it is necessary to use verbs that express a specific operation, action or skill that can be performed by the students and observed by the pedagogue. For example, the second of the goals below is more obvious: the learner is learning the rule, and he is applying the rule in a familiar (or unfamiliar) situation.

Thus, an easy way to make goals more specific is to use verbs that express actions that end with a specific result. The formation of the educational goals to be achieved should be carried out step by step according to the following scheme: the general goal of specific educational training - the practical goal of teaching - the goal of teaching to be met. For example, in mathematics, we can consider the verbs used in the development of goals: calculate, prove, measure, determine, adjust, redevelop, divide, measure, satisfy, organize, codify.

There may also be difficulties in determining the educational goals to be met. However, it is difficult to compartmentalize and properly analyze some learning outcomes when learning outcomes need to be segmented and analyzed separately. When choosing educational goals, the pedagogue should pay attention to the fact that when using strictly relevant educational goals, teaching will have a reproductive memory.

Thus, the formation of educational goals in HEIs plays an important role in achieving pedagogical goals. It allows you to train qualified professionals, develop critical thinking and analytical skills, develop communication skills and encourage self-development and self-organization in students. These results help university graduates successfully adapt to the labor market and serve their professional growth.

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