THE IMPORTANCE OF SETTING GOALS AND OBJECTIVES IN THE LEARNING PROCESS AND HOW TO DEFINE LEARNING OBJECTIVES

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ABSTRACT

This article addresses many issues related to the quality of training, their purpose, objectives, content, proper choice of form, method, technology and tools, the mobilization of learners to master the training materials to achieve this.

Keywords: content, purpose, form, skills, technology, formation, tools, conditions, opportunities, education.

INTRODUCTION

The main way to understand pedagogical technology is to focus on clearly defined goals, to establish regular interaction with the learner. Interaction should form the basis of pedagogical technology and fully cover the learning process. The educator usually sets a goal for the learners to understand and master the content of the learning material, to acquire certain knowledge and learn to apply it in practice.

Only when there are clear means of knowing whether or not pedagogical goals have been achieved can an educator be convinced that his or her work is effective and that the methods he or she chooses are appropriate or ineffective. This is exactly what the proponents of pedagogical technology had in mind when studying the conventional teaching method.

The objectives set out in the curriculum are limited to a few explanations. Here it is possible to create a specific hierarchy of goal setting: from the general requirements of society - to the tasks of the education system, from them - to a particular educational institution, science, its thematic sections and individual educational issues.

In order to set goals and objectives correctly, to link them with the content of education and the results of its mastering, it is advisable for teachers to prepare methodological developments in the form of lecture texts on the basis of pedagogical technologies.

The model of methodological developments can be as follows: In this model, methodological developments can be structured in different schemes. Most importantly, in the preparation of developments, the link between common goals, identifying learning goals, and the end result should satisfy the learner. For this purpose the content of methodical development is prepared as I, II, II, IV level of mastering. The rules of mastering the content of education are explained to the learners, and these developments are intended to help them learn together in small groups.

Setting educational, pedagogical and developmental goals in the teaching process creates good conditions for the acquisition of knowledge and the formation of the necessary personal

qualities. In the process of acquiring knowledge in the classroom, attitudes and spiritual qualities are also formed, that is, the unity and interdependence of these functions is observed. For example, if a learner has mastered the program material, we will value it even if independent thinking is not sufficiently developed, and conversely, if the learner has not mastered the program material independently and confidently, he or she will not receive a positive grade.

Understanding the interdependence of teaching functions allows the educator to creatively set and solve the educational, pedagogical and developmental tasks of teaching. The objectives of the training will help to find ways to carry out educational work. The knowledge of the educator to perform these tasks in the teaching process ensures that they work with creativity and pedagogical skills.

It creates good conditions for the separation of educational, pedagogical and developmental goals in the teaching process, the acquisition of knowledge and the formation of the necessary personal qualities. In the process of acquiring knowledge in the classroom, views and spiritual qualities are also formed, that is, the unity and interdependence of these functions is observed. Another aspect of the content of the educational function of teaching is the mastery of evidence-based teaching material. The realization of the educational purpose of teaching depends on the nature of the knowledge imparted to the learner. The more clearly the learning goal is defined and the more relevant it is to the learning material obtained in the training, the easier it will be to choose the teaching method in the training. The set of educational goals of teaching also consists of skills that are formed on the basis of given knowledge, and the nature of knowledge is determined by the relevant skills.

The educational purpose of teaching is to form positive attitudes and beliefs, morals, willpower and emotions in learners. The educator carries out a certain aspect of the educational task in the process of teaching the teaching material in each lesson.

The formation of worldview, moral qualities of a person, feelings, willpower, etc. is a continuous process and cannot be divided into clearly limited parts. The results of the educational goal are not as specific and clear as the results of the educational goal. The educational goal is realized differently in different learners. The educational purpose of the training is to form certain moral, aesthetic, emotional and volitional qualities in the learner.

The study of any learning material affects the development of the learner, the development of thinking logic, cognitive powers and learning motivation in him.

Achieving a developmental goal of teaching is similar to achieving an educational goal. The most important thing in the fulfillment of the task of perfection, as in the realization of the educational goal, is to form the desire of the learner to perfection. It is impossible to set and carry out the task of analysis, logical methods of synthesis, the development of abstract thinking skills, the formation of active and independent thinking in a single session. Achieving the goal of perfecting a lesson involves constantly planning specific ideas and developing the logic of thinking, activism, and an interest in learning.

General education goals: to provide students with knowledge, skills and abilities in a certain system, to develop them orally or in writing with all the necessary qualities, to use the content of the subject effectively to understand the real world, to use teaching materials, to continue

independent learning in the future providing knowledge, information, skills and competencies, selecting and structuring learning content, revising and planning new learning material, defining basic concepts, moving from general issues in the learning material to solving specific problems.

Basic phrases or concepts are the basic information in a learning material. Basic phrases also arise and are used in planning or redesigning the topic being studied. The mastery of the study material also depends mainly on the mastery of the basic phrases. Basic phrases can also be found in other topics in the study material. Therefore, it is convenient to study the study material based on basic phrases.

Educational goals - to cultivate a dialectical materialist worldview, to connect theory with practice, to interest in the study of science, to cultivate a culture of right thinking, to cultivate human qualities such as mental, physical, moral, delicacy, labor,professional education, ideology, patriotism, to continue independent learning.

Developmental goals - the level of mastery of theoretical knowledge by students, the development of their scientific and theoretical thinking, the development of human thinking, will, feelings, needs, abilities, the use of scientific methods in the study of science, special methods in science.

In setting learning objectives, the educator analyzes curricula, textbooks, manuals, and required literature. Reconstructs the study material. Selects material according to topic objectives. The learner's ability takes into account the requirements of the individual approach to learning. Selects theoretical and practical material appropriate to the level of mastery of the sciences.

In the United States, the United Kingdom, and other countries, it is customary to set goals separately for the learner and the educator. This is logical because teaching is their collaborative activity. In this case, the goals are set based on the activities of the teacher (teaching, explaining, demonstrating, telling, etc.), and the results expressed in the character of the learner are called the tasks of education. In this sense, learning tasks mean what the student can know or accomplish at the end of the lesson.

The task of the training session is a concrete step taken by the educator and the learner together to achieve this goal. Often tasks are formed in the form of completed verbs (what to do?): This includes completed actions that can be achieved from the beginning.

The formation of tasks, therefore, implies the demonstration of concrete results obtained in the implementation of this or that direction of action at a given stage. They are formed in such a way as to show how the goal has been achieved: through the organization of interactions, the acquisition of knowledge, the formation or development of skills, abilities and competencies, abilities, creative work experience, the development of communicative culture.

Educational tasks:
 - Formation of views of students on educational tasks;
- Cite educational tasks;
- To acquaint with educational tasks, to continue acquaintance;

- Definition of educational tasks;
- Expansion of educational tasks;
- Generalization of educational tasks;
- Systematization of educational tasks;
- Stratification of educational tasks;
- Training to apply educational tasks in practice;
- Training in the use of educational tasks;
- Practice of educational tasks;
- Check Educational tasks.

Development tasks:

- Strengthen attention (voluntary, involuntary, firm, focused, increase the amount of attention) by performing ...;
- Development and correction of oral speech (management, planning and analytical functions, correct interpretation, filling of passive and active vocabulary);
- Development and correction of written speech (when working with deformed texts, essays, stories, creative dictation);
- ... development and correction of memory (short and long term);
- development and correction of visual perception;
- development of auditory perception;
- ... to develop and correct the movement of the little fingers (formation of hand skills, development of rhythm, smoothness of movements);
- development and correction of thinking activities (operations of analysis and synthesis, generalization of the main idea, the establishment of logical connections that plan the function of thinking);
- development and correction of personal qualities of learners in the emotional-free sphere (self-control skills, patience, self-control, ability to show their sensitivity ...).

Educational tasks:

- cultivate an interest in science and reading;
- Development of team and pair work skills;
- fostering independence;
- cultivate moral qualities (love, reasonable attitude, diligence, ...).

The formation of lesson tasks depends on the topic of the lesson collected from the lesson tasks and type. For example, in the lesson of learning new material: in the lesson of giving insight, introduction, consolidation of knowledge: repetition, consolidation.

In order to be able to measure, define, and repeat tasks, it is necessary to know the criteria for achieving each goal, that is, the learning goal must be set in such a way that it is possible to draw clear conclusions about its achievement. It should be noted that in the pedagogical literature, tasks are sometimes referred to as comparable pedagogical goals.

Identified or identifiable learning objectives are the learning objectives isf the learner, sometimes referred to as the tasks or issues they need to know. When it comes to the learner's question, in education, what do they not know about the learning material, what should they know, how should they learn? - to the concept related to the answer to the questions.

Defining a learner's goal through learning activities is called an identified learning goal, which is synonymous with the educator's goal. Identical learning goal is the unambiguous expression of the educator's learning goal.

The educator's learning goal and the learner's learning goal are expressed in exactly the same sense, but differently. It is advisable to express the learner's observations, behaviors, learning terms, basic phrases and concepts in the learning process.

The learner's identical goals are directly related to the outcome of his or her mastery, a goal that directly links theory to practice. Identical learning objectives stem from the educator's purpose. The learning material is divided into pieces according to several logically interrelated small easy-to-learn learners. We call this small piece the main question. The topic planning is divided into several, at least two main questions based on the basic phrases and concepts in it. The general objectives of the topic (educational, pedagogical, developmental) are now clearly defined in each key question by the educator for that question. Here a sequence of goals is formed, which of these goals comes first and which comes next. The ordering of goals is determined by how the overall goal achieves the end result. The idea of comparing goals implies that it is then possible to observe the activities of the learner, to explain them by means of measurement.

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