

Strategy of the improvement of the training-teaching process

Abstract: At the first stage (1999), organizational work has been done to create a normative legal economic and information base of the new education system that meets the modern requirements, ensuring citizens' right to education. Establishment of organizational, legal, regulatory, personnel, financial, logistical, scientific, educational and methodological and information support for the solution of the problems that provide for socio-economic stability of the education sector and the implementation of large-scale reforms in the second stage covering short-term prospective; the management model is expected to be created.

The third stage is the implementation mechanism of all other measures envisaged by the Program. The effectiveness of the use of new methods in the training depends primarily on the organizational and training of teacher training. Improving the quality of education has influenced the substance of the subject and object concept in the learning process and led to a new sense of co-operation.

The active training in the pedagogical process is one of the objectives of educational reform. These methods, which create the conditions for improving the quality of the training, should first be mastered by teachers. Active learners are learning guides and learners as researchers. The quality of the mentioned technology is accompanied by intensification of thinking activity.

Keywords: Education; socio-economic learning-process; reform.

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Összefoglalás: Az első szakaszban (1999) szervezési munkát végeztek az új oktatási rendszer normatív jogi gazdasági és információs alapjának megteremtése érdekében, amely megfelel a modern követelményeknek, biztosítva az állampolgárok oktatáshoz való jogát.

Az oktatási ágazat társadalmi-gazdasági stabilitását biztosító problémák megoldásához szükséges szervezeti, jogi, szabályozási, személyzeti, pénzügyi, logisztikai, tudományos, oktatási, módszertani és információs támogatás megteremtése, valamint a rövid távú perspektívát lefedő második szakaszban a nagyszabású reformok végrehajtása; az irányítási modell létrehozása várható.

A harmadik szakasz a Programban előírányzott összes többi intézkedés végrehajtási mechanizmusa.

Az új módszerek képzésben való alkalmazásának hatékonysága elsősorban a tanárképzés szervezésétől és képzésétől függ.

Az oktatás minőségének javítása befolyásolta az alany és a tárgy koncepciójának lényegét a tanulási folyamatban, és az együttműködés új értelmét eredményezte.

A pedagógiai folyamatban való aktív képzés az oktatási reform egyik célja. Ezeket a módszereket, amelyek megteremtik a képzés minőségének javításához szükséges feltételeket, először a tanároknak kell elsajátítaniuk.

Az aktív tanulók tanulási vezetők és a tanulók mint kutatók. Az említett technológia minősége a gondolkodási tevékenység intenzívebbé válásával jár együtt.

Kulcsszavak: Oktatás; társadalmi-gazdasági tanulási folyamat; reform.

INTRODUCTION

It is known that one of the main purposes of the education is to bring up highly developed persons on highly level, having got scientific potential, being competitive. Nowadays the personality expected education policy focuses this factor a bit more.

Literally the science about the upbringing, that is to say pedagogy meanwhile is teaching and new method.

Education and improvement deal with definite categories. The teaching process which is the mutual expedient activity of the teacher and learner is also the basic means for upbringing and improve from psychological viewpoint. The maintenance, essence, principles, methods and organizing forms are defined by the didactics.

Didactics is a Greek word meaning "I am teaching". This word firstly was brought to the science by the German pedagogue V. Ryashke (1571–1635) and the Czech pedagogue John Amos Comenius (1592–1670). Didactics is teaching process which has inside contradictions.

The main point is that those contradictions have got motive power. For example: in the contradictions that arise among the opportunities of those who learn the complicated demands regularly the teaching always outstrip the mental improvement.

In the field of independent state building to bring up highly intellectual leveled personalities is one of the important duties of the pedagogues working in education field. For this purpose, on the state program level serious reforms are carried out in the education field.

The successful solution of the problem having national importance depends on using efficiently from the opportunities of the teaching. The teaching has broad conception, and the quality, the degree of its being carried out, is defined by the formation of the knowledge, skills, and habits in those who are taught.

Knowledge is the main criterion of the mind, skills and habits are the basic parameters of the mind. The teaching has different steps, that is why the teachers must keep the succession of mastering of any theme in the focus. It can be said that the steps for to make the learners to master teaching themes for any subjects which are taught.

In pedagogical literature there are different opinions about the rules and objective laws. These rules characterize the rules of the teaching according to the mutual relations among the teaching elements (the activity of teacher and student, the theme and duties of the teaching, material and technical, spiritual- psychological environment).

LITERATURE REVIEW

For example, rising of the mastering while the degree of the variety of teaching methods increases applied depending on the features of the teaching theme is called objective law. As a rule, it is expressed as following: the rule of the dependence of the mastering from the variety of the teaching methods.

Without knowing the rules of the teaching, it would be impossible to master the knowledge, skills, and habits, it would be difficult to secure their improvement from psychological viewpoint. From other side it is necessary to know that the principles of the teaching are based just on these rules.

“Principle” is Latin word, it is used in the meaning of “basic demand”. The quality of the teaching demands on the rightly usage of its principles. The didactic ideas which give a way to set up the joint activity of the teacher and learner efficiently are called teaching principles. The opinions of the pedagogues are different in what demands to call teaching principles and to define their quantity. To analyze the problem from viewpoint of characterizing the principles of the teaching is according to the reality of the day.

It includes the connection of the teaching with life, to establish acceptable environment for the teaching taking into consideration the individual features, collaboration in teaching, consciousness and activity, scientific character in teaching, educative feature of the teaching, obviousness in the teaching, usage of the different methods and strengthening of the knowledge and skills.

Students 'mastering to definite science, skills, and habits under the leadership of the teachers according to the stages of teaching, their bringing up and improving according to the national- patriotism are called the methods of teaching.

One of the functions of the leadership to the pedagogical process is the organization of the supervision to the teaching and cognition activity of those who learning teaching.

Conclusion and suggestions

During the supervision in teaching process the teacher demonstrates his humanist attitude, democratic approach by defining how much rightly the learner answered the question. The teacher's reaction to the mistakes of the students during the teaching process must be extremely sincere. The observation of the lasting years shows that in most cases the teachers who can't endure the insignificant mistake display nervousness.

During the supervision in the teaching the teacher must be kind and must regularly direct the learners to think about the theme, must inform them about understanding, thinking, and working independently including to define their mistakes.

The theme of the supervision changes by depending on the character of the subject that is taught, and on the lessons. For example: the teacher who wants to discover the skills on the application of the theoretical knowledge on the practical works organizes the experiments. The supervision in the teaching discovers the inward world of the learner. This time the teacher must pay attention to the learners' speech skills, their way of judgment, their skill on analyzing ability of comparison, their logical speaking, and other qualities. The supervisions become current thematic, result and in testing forms.

The valuing of the success in the teaching is the criterion defining in what degree the essence of the pedagogical process answers to the interests and needs of consumers According to our opinion, electronic accounting machines, the broad application of the test programs to the teaching process, establishing of the education on the new technology, will be able to liquidate such negative cases. During the valuing the knowledge, skills and habits the teacher must take into consideration some pedagogical needs in unity.

The purpose, duties, theme, and methods of the education have been collected in the organizing system of the teaching. The lesson that has the lasting developing way in that system takes a leading place.

The lesson, which is the main organizing form of the teaching, is characterized by its important features.

The mutual activity at the lesson is characterized with each other. So, during the lesson the ways of the activity of the students under the teacher's leadership changes. It is necessary to look for the essence of the internal mechanism of the structure of the lesson just in there. If the pedagogical needs for each lesson are carried out that lesson has positive result. Alongside by defining didactic structure at the lesson, the education giving, upbringing and improving aspects must be carried out in unity.

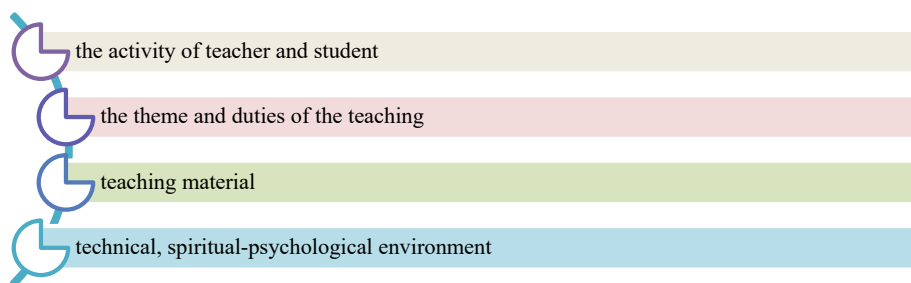
In Azerbaijan to establish new educational system according to the independence and our national ideology, basing on universal values, democratic and worldly principles, improving of its managing, adapting it to the democratic rules depends on the strengthening of state-public features, carrying out self- government principles.

We think about regulation of our activity according to the democratic principles, about each step we take. That is why not depending on their profession each student must perfectly know the forms and methods, the organizing rules of the teaching, and must be active independently according to it (2. Page 7)

During independent state building one of the important duties of our pedagogues working in the education field is to bring up highly intellectual personalities. For this purpose, serious reforms are carried out in the education on the level of state program. In the pedagogical literature there are different opinions about the rules and objective laws about the teaching.

This problem was solved properly by the professor N. Kazimov. He characterized the rules and objective laws of the teaching according to mutual relation between the elements of the teaching:

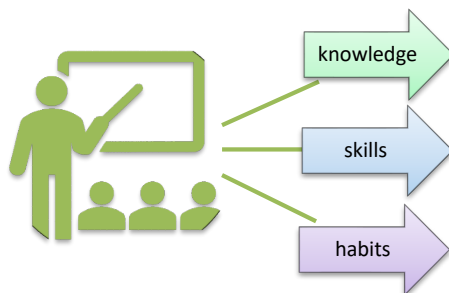
Picture 1.



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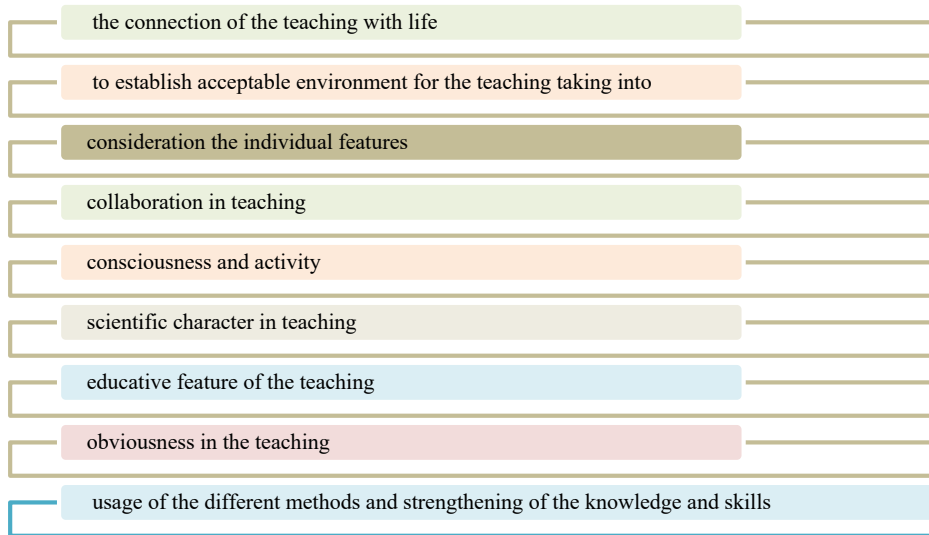
Picture 2. Rules of the teaching



From other side it is necessary to know that the principles of the teaching are based just on these rules. Principle” is Latin word, it is used in the meaning of “basic demand”. The quality of the teaching demands on the rightly usage of its principles.

To analyze the problem from viewpoint of characterizing the principles of the teaching is according to the reality of the day:

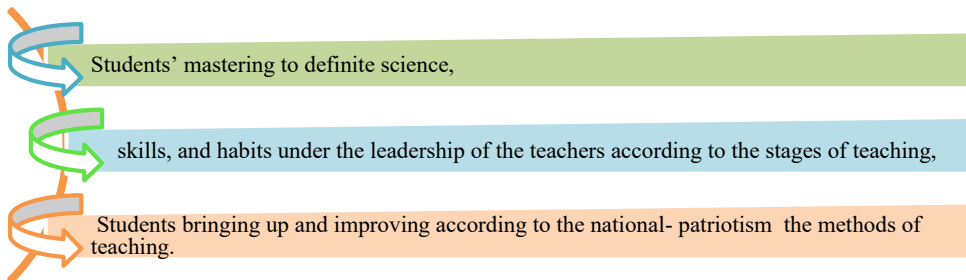
Picture 3.



It includes the connection of the teaching with life, to establish acceptable environment for the teaching taking into consideration the individual features, collaboration in teaching, consciousness and activity, scientific character in teaching, educative feature of the teaching, obviousness in the teaching, usage of the different methods and strengthening of the knowledge and skills.

Professor N. Kazimov defined the teaching methods as following:

Picture 4.



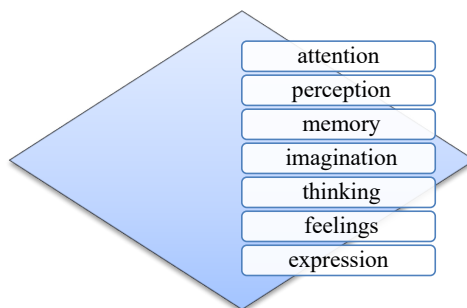
The reform carried out in the education field demands us to use efficiently from the national-spiritual features, traditions of our people, from the progressive ideas which had been formed in Azerbaijan in this field. To realize all what had been mentioned above the existing problems must be studied and priority fields must be defined.

Just according to the thesis mentioned above the education reforms, the improvement of teaching-training process is solved in some steps.

In the first stage the organizing affairs related with to establish the normative legal economical and information base of the education system corresponding to the modern needs, securing the rights of each citizen to get education.

The human beings master the knowledge of the mankind with the help of the teaching which is one of the basic activity the teaching activity is regulated in the mutual relations with the psychological processes. Altogether in the improvement of the psychological processes the teaching activity plays great role.

Picture 5. Psychological processes



As a result of the carried out psychological and pedagogical research it has been proved that different from other psychological processes thinking has more superiorities in mastering the teaching materials consciously and in perceiving its essence. From the viewpoint of the integration the world education system the occurring approaches, the gained achievements because of the teaching activity in the carried-out reforms can't be denied.

The personality is formed in concrete life environment in his teaching and training. In this case one of the main purpose and duty of the teaching is to bring up personality corresponding to the needs and demands of the independent Azerbaijan state.

Optimizing of the teaching process, its scientific organization, increasing its effect, intensification of the student's activity causes to the quality of the education.

By achieving the decrease of the difference between the development process off the people living in the society and the spiritual-psychological and intellectual levels of the people it is possible to establish civil state.

Having education strategic influence is related with above mentioned factor. The teachers who teach at the training which was organized related with the new teaching methods use their practical skills.

It is important to strengthen the achievements which were valued as the first step, on the republic scale. In the process of carrying out the education reforms the purpose, principle, legal base-which were on the state program must be reflected.

If we analyze the new teaching methods according to their theme the main attention must be paid to pedagogical ability of the teacher to teach the knowledge, skills, and habits. From the meaning and essence view point the teaching conception serves to the rules of the choice and application of the new methods by keeping their value.

Without approaching the learner as the personality, it is difficult to consider him the comprehensive being. By using authoritarian attitude is it impossible to appreciate the essence of the teaching.

The second stage embraces short-termed perceptiveness it is supposed to solve the problems providing the social-economic stability of the education field, the organization of legal, normative, cadre, material-technical, scientific, educational-methodical and informative guarantee, and to set up new management model. In the third state all the execution mechanism of the all events meant in the program have been reflected.

It has been planned to carry out some events on the level of the program. Providing of instructiveness in the teaching, the important steps of the teachers in the direction of the innovation carried out in the education is estimable.

The efficiency of the usage of the new methods in the teaching depends on the properly organizing of teacher training. To increase the quality level of the education influence to the essence of subjective and objective conceptions and resulted the collaboration having get new meaning.

The experiences of the long years show that the individual having highly thinking ability became passive being lost in the uncertainty psychology. Only the active teaching methods may liquidate this. The application of the active teaching in the pedagogical process is one of the main purposes of the education reform. These methods cause to increase the quality of education have been mastered by the teachers.

During the active teaching process the teacher is like a guide, and the learner is like an investigator. The quality parameter of the mentioned technology has been accompanied by the intensification of the thinking activity.

Logical thinking is the ability of comparison, classification, and systematizing. Comparison is to define the similar and different features among the things and events.

Generalizing is uniting the things and events according to their common and important features. Classification is to classify the things and events for certain features. Systemizing is to replace the objects according to certain rules, to define succession among them.

The creative thinking is the ability of creating the innovation. Creative thinking is the quick-wittedness originality of the mind, curiosity to know everything. The quick-wittedness is defined with the number of the created ideas in some defined time. Curiosity is to accept the innovation and to be interested with everything.

Critical thinking is the ability of to appreciate and distinguishing the accepted information.

Recently a new pedagogical conception- motivation is often used in teaching. Motivation is the reason that causes activity in the learner. The role of the motivation in the teaching process is to interest, to draw the attention of the learner.

RESULT

To carry out active teaching methods firstly the problems must be discovered, the hypothesis must be put forward, the organization of the research must be applied.

There are some ways of creating active teaching. The teacher must carry out those demands in the teaching process. It includes to liquidate the problematic situation, activity of researching, drawing to encourage, to provide the situation for to get knowledge independently. The teacher must be intellectual to be able to teach the relation and attitude between the things and events.

This process is systematic and is defined by the motives of the direction of human activity. The person who leads to the process of the ruling the pedagogical process must be aware of regulating the brain activity. Up present time the scientist didn't pay attention to this point. During the valuing the knowledge, skills and habits the teacher must take into consideration some psychological and pedagogical needs in unity.

The behavior of the learner, the theme of the knowledge, defining of marking objective and fair during the academic are conditioned. Depending on the level of the success it is possible to define the teacher's work. The purpose, the theme, the methods of the education have been collected in the organizing system of the teaching. In that system the lesson takes the leading place.

The type and structure of the lesson is related with each other. In the structure of the lesson there are external and inside features. In all, in the higher educational institutions the joint activity of the teacher and the students the experiences, physical preparation is one of the important factors. During the period in which we are integrating the world education system there arises need for to use new technologies in the teaching.

The relations between the teacher and the students, the democratic opportunities given to the students during the teaching process broaden their independently activity. The new technologies are the demand of the period, that is why we must use them. From other side, while replacing the national value, the achievements that we had got from the historical experience we must be attentive and must regulate everything properly.

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