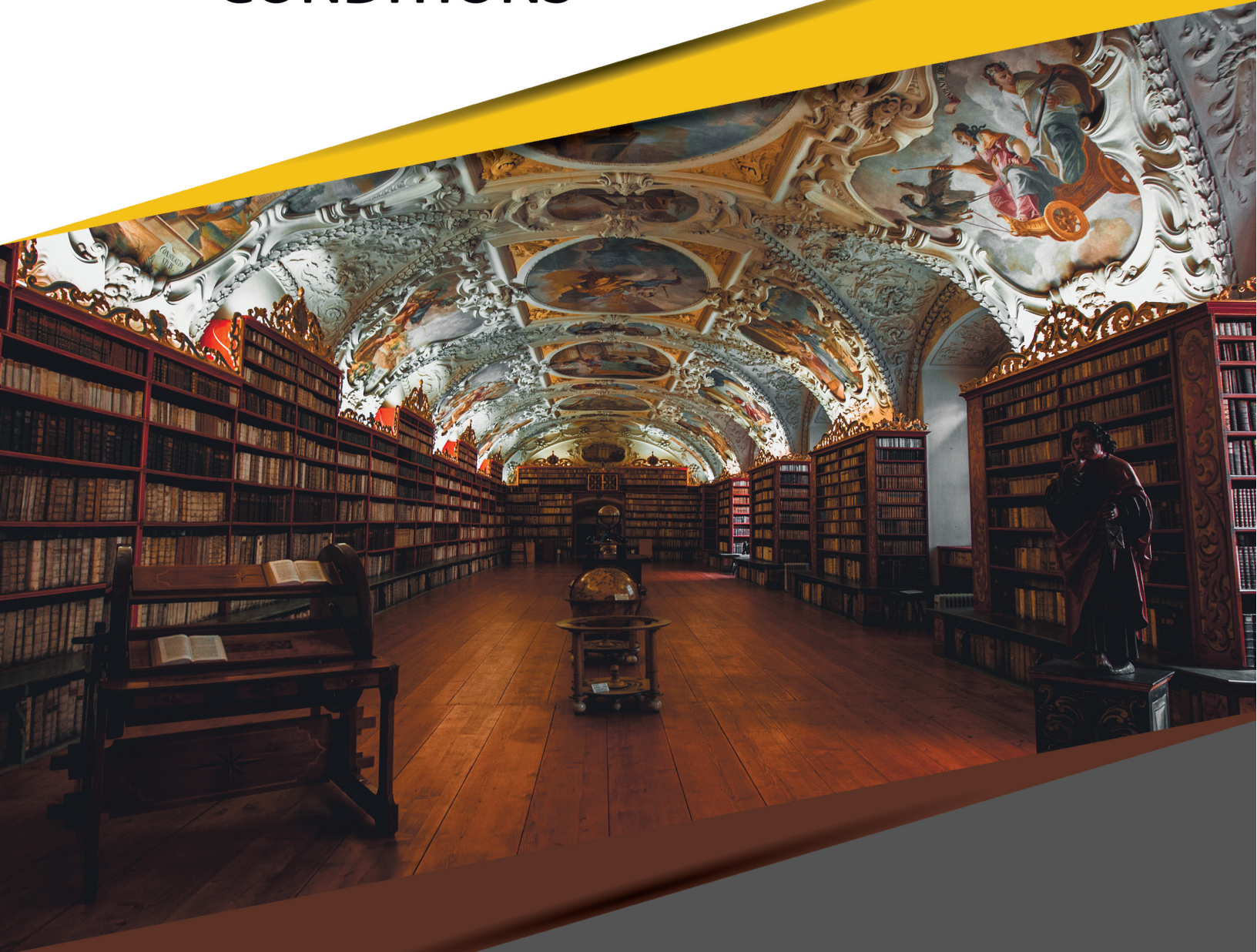


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SECTION 5. THEORY, PRACTICE AND TEACHING METHODS**5.1 Pedagogical aspects in student education**

The system of the educational process, which operated and continues to operate in any period of the educational process, provides for the acquisition of knowledge by students not for the sake of knowledge, but in order to carry out work on the education and development of the younger generation.

Each teacher solves this task during the teaching of his subject. The success of the work depends primarily on how fully he is able to reveal the scientific and ideological potential of students, whether he has a dialectical approach to solving a number of methodological problems.

To do this, the teacher needs to know the basic components of the learning process, understand their complex relationship and interaction, to master the methodological foundations of their work, based on philosophical positions, revealing the ways and forms of knowledge of truth. The task of the teacher is not only to communicate certain knowledge, but also to teach the student to acquire it independently. It is necessary to skillfully direct and adjust the activities of each student and student group as a whole, to create an environment in the classroom that would stimulate the development of students' abilities to creative approach, logical analysis, intelligence, teach them to work on themselves [221].

The purpose and objectives of this work are to analyze issues related to the specifics of the conduct and conduct of the educational process, accompanied not only by in-depth theoretical training, but also related to pedagogical, methodological and psychological theory in the learning process. The scientific novelty of the goal of this work is the analysis of the studied issue, which consists in the application of new or existing optimized techniques and methodologies to achieve the objectives related to theoretical and practical problems of the current state of the topic.

The relevance of psychological and pedagogical patterns in the educational process is that during training and teaching classes lay not only the foundations of scientific knowledge, but also reveal fundamental issues related to students' perception of the

information received, involved in the formation and improvement of necessary skills. The educational process involves fundamental training of students in all areas of knowledge of their future professional activities. To do this, the teacher must strive to build classes in such a way as to develop abstract thinking, individual creativity, the ability to independently set and solve individual problems. The system-forming factor of learning is the goals and content. There are various methods for determining the objectives of training, such as, for example: obtaining the desired dosage form in the future, long-term preservation of the properties of the obtained dosage form, etc. In the learning process you can solve certain problems using the principles of problem-based learning. Good pedagogical opportunities for the development of creative abilities are given by practical or seminar classes, in which the basic concepts are formed, qualitative tasks are practiced: for proof, for finding and analyzing errors, non-standard ways of solving problems are considered [221,222].

The following definition can be given that the goal is the expected future expected result of the joint activity of the teacher and the student. Under the generally accepted standard approach to the definition of goals, the following goal statements can be distinguished [223]:

1. Defining goals through the activities of the teacher and through the content of educational material. For example, to acquaint students with structural and logical schemes, with algorithms for solving problems from the course of drug technology and to show their application in practice in solving specific problems.

At such statement of the purpose the expected result of training does not fall out, thus the teacher supervises activity of students.

The result of training is a certain shift in the student's development, which is reflected in one or another of his activities. The shift can be both positive and zero or even negative. The main task facing the teacher as a link in the formation of knowledge, skills and abilities of students is to develop personality, support and creative search and organization of work based on the transition from routine forms of work to intellectual [222, 224].

K.K. Babanskiy, L.V. Zankov, Sh.A. Amonashvili, V.F. Shatalov and other scientists-teachers consider the main sign of a good lesson to be the opportunity for children to live an interesting meaningful life in the lesson. The same is successfully projected for classes in higher education. Some authors in setting learning goals, taking into account the psychological and pedagogical patterns in the learning process, are guided by the word "should", that is, the student must be able to reproduce or the student must be able to demonstrate, etc. A necessary condition for understanding is students' awareness of the need to study the relevant material, the ability to use the studied material in specific conditions and new situations (this includes the application of concepts, production methods, knowledge of compatibility of drugs, rules, laws) [225].

The process of acquiring knowledge also goes through certain stages and has its own forms of knowledge. Analyzing the modern achievements of the theory of pedagogical science, methods of a new concept in educational activities, we can highlight aspects of assessing the level of educational achievements, taking into account the psychological characteristics of students to master the material presented. By managing cognitive activity, the teacher determines for them a logically sound way of learning, teaches them to mentally divide the cognizable subject into components through analysis and connect them together through synthesis. It is important to teach students to make generalizations, prove the correctness and refute the falsity of judgments and inferences, abstract and concretize, because it is on these mental operations is based on all educational activities of teachers and students to form and acquire skills. The purpose of assessing knowledge and skills at different stages of the learning process mainly falls on the so-called content-search stage, when the connection between concepts and phenomena, structuring the material, the transition from particular situations to general provisions and rules [223, 225].

The way goals are set, which is offered by pedagogical technology, is that learning goals are formed through learning outcomes expressed in the actions of students.

There are two stages in setting and implementing a goal.

1. Goal setting technology.

2. Technology of achievement (realization) of the purposes.

The first stage is of paramount importance. If it is carried out formally, low-quality, then the second stage will be meaningless.

The system of assessment of educational achievements is of great importance in the whole educational process. Today, teachers, scientists in teaching methods are studying the quality of students' acquisition of knowledge using certain methods, methods and results of students' knowledge development in accordance with modern requirements of the curriculum. The most difficult and important criterion for assessing students' knowledge is not only reliance on a specific question or solution of a particular problem, but the ability to determine the quality of learning. For example, in the educational process there is a system of systematic education and development of concepts in students, based on active cognitive and mental activity. That is, a system of concepts and terms is developed that help the student in his progressive movement to cognition [222, 223].

Another very important element of modern learning technology is the test as a tool for measuring the level of knowledge and complexity of tasks. Without such a tool, it is absolutely impossible to manage the learning process, especially in the technological version. As it not only helps to determine the level of knowledge, but also increases learning motivation and interest of students, and can also influence psychological aspects and participate in the formation of skills such as efficiency and systematization at the level of intelligence, erudition and intellectual abilities.

The formation of internal motivation for learning, a clear definition of the goals underlying the immediate development of students, is carried out taking into account individual abilities, the level of achievement of the student group as a whole. Methods of self- and mutual control, individual tasks stimulate the acquisition of skills for independent study of new material.

The results obtained. Modern achievements of teaching methods should include: the theory of development of concepts, principles of selection of facts, concepts, laws of science for the subject, the system of methods and techniques of teaching corresponding to its content, the relationship with other subjects.

The general requirements for the transition from general to specific goals are quite simple - it is necessary to describe what the student can do as a result of learning, that is, the principles of achieving the goal. When specifying a goal, it is necessary to use verbs in its description that indicate an action with a certain result. The verbs used in the description of goals should be such that they indicate actions with a certain result, for example, the student reproduces any formulation, demonstrates skills and abilities to work with those other devices and apparatus [222, 225].

Conclusion. It can be concluded that there is no better method than that created by a teacher with a creative approach to his work and especially one that is skillfully guided by pedagogical, methodological and psychological theory, and a comprehensive and in-depth examination of knowledge is possible only with a combination of various forms, methods and techniques that the teacher must use in relation to the content of the tested material and the degree of readiness of the student. The most effective forms and methods of verification allow to involve all students in active cognitive activity from the first minutes of employment and to create necessary conditions for perception and assimilation of new material. In addition, since the training is aimed at expanding the professional horizons of students who are in the process of studying a subject, it is legitimate to ask and evaluate such questions that would test the student's progress.