

# Improving Education and Training Quality by Implementing New Developing Methods

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## **Abstract**

*The work outlines a new technique used in the classroom of the faculty of advanced training of teachers of technical and humanitarian disciplines. The methodology is based on original ideas to improve the quality of students' knowledge as a result of their development.*

**Key words:** *methodology, intelligence, knowledge, developing methodology, teacher, student, quality of education.*

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## **I. INTRODUCTION**

The modern stage of the development of science, technological disciplines and humanities requires the continuous improvement of the system of training mid-level specialists and higher qualifications, including teachers of technical and humanitarian on the basis of implementation of new educational technologies into the learning process.[1].

The value and authenticity of the proposed methodology, which develops the intellect and psychological stability of students, is a summary of the basic knowledge system. This system enables students, after its assimilation and transformation into skills, to switch to the practical application of the basic system in their activities. In particular, in their field of study, preparation of presentations, participation in conferences and disputes, answers to test and examination questions at a new higher and psychologically stable level, which allows to increase intelligence, successfully master academic disciplines, participate in scientific work, gain victories in discussions with fellow students.

## **II. MAIN PART**

In this regard, the problem of applying new techniques in the classroom of the continuing education faculty of teachers of general technical and humanitarian disciplines is becoming particularly relevant.

The severity of this problem is constantly increasing, on the one hand, a decrease in the general educational level of applicants, and on the other hand, an increase in the age of teachers for colleges and universities due to the lack of an influx of young people in this profession, mainly due to financial reasons.

Thus, a contradiction arises between the need to master the future middle-level specialists and bachelors of the achievements of modern science, on the one hand, and the aging of the translators of this new knowledge - the teaching staff - on the other.

As a result, the degree of "unhealthy" conservatism of scientific schools to introduce new progressive methods into the educational process is increasing. Even if they take into account the achievements of modern scientific, technical and social thought, but do not belong to this scientific school or community.

The aim of this work is a summary of the main provisions of the new methodology proposed for use in the classroom of the faculty of teacher upgrading. Mastering the proposed methodology will allow teachers to take a fresh look at the disciplines already known to them, apply the new knowledge gained in the classroom with students.

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This technique, which develops the level of intelligence is intended to accelerate the increase in the educational level of junior students at colleges and universities. In addition, this technique as a result of its development helps students to overcome self-doubt and other depressive states of the mind. The problem of increasing the general educational level of first-year students, especially peripheral branches and departments of colleges and universities can be largely solved by using, according to the authors, various developmental methods, including a course called Superintelligence.

From the authors of this course, the authors became aware of the history of its creation, which is very interesting from the point of view of developing the research method laid down in the basis of the proposed methodology as a new academic discipline.

In the mid-eighties of the last century M.S. Gorbachev, the last General Secretary of the Communist Party of the Soviet Union's Central Committee and the first president of the Soviet Union, gathered a group of social scientists to develop a concept for a new socialism with a human face.

The basis of this social system was planned to lay a new system of values, which should have been created by a creative team assembled for this purpose.

By the beginning of the nineties of the XX-th century this difficult task was completed due to president's resign from his post and the subsequent collapse of the state made the work practically unnecessary to the customer. It was transformed by its carriers into a commercial product - a training course, which received one of the above names.

The objectives of the course are as follows:

1. Providing opportunities for a person with any level of primary education to easily and freely communicate with other people, and when mastering the course, lead in discussions with any opponent.

2. Development and formation of skills, abilities to find a common language, mutual understanding with people of various interests, including diametrically opposed political views, as well as religious, atheistic beliefs and education.

3. Increasing psychological stability, removing negative emotions. Partly as a result of solving the first two problems and the manifestation of their intellectual abilities, as well as a result of providing the ability to independently solve a wide range of psychoanalytic tasks in their emotional state, i.e. manage emotions to a certain extent.

The structure of the discipline consists of two logically related parts: 1) familiarization with the system of views, regulations, recommendations that address key and debatable issues in various fields; 2) specially designed to study theses offered to students that address key discussion issues in various fields. With their help, it is possible to come to an end and end up any discussion.

The development of the methodology was based on the numerous speeches of the concept developers in front of groups with different educational levels with texts of its individual sections, subsequent questioning of the students and, based on the processing of the questionnaires, adjusting the text to a level that would be understandable to the vast majority of the audience and would not evoke the audience objections.

The skills of the lecturer presenting this course is to present the material in ways that will be understandable (finding the only way to the truth) for almost any audience of students on the educational and worldview levels.

Thus, the main methodological principle applied in this course is the minimum use of hypotheses, i.e. principle of persuasiveness.

Indeed, the presentation of the material for this course is designed so that students agree with all the provisions set forth by the teacher. In this case, an additional discussion of the issues is not required. The methodically competent construction of the Super Intelligence course is provided by a logically consistent system of concepts. The main elements of the system are described in the following sequence:

1. The meaning and purpose of human life;
2. Spheres of human coexistence with a common whole;
3. The significance of the spheres of coexistence for humans;

4. The norms formed in these areas;
5. Mechanisms for the formation of norms;
6. Contradictions arising regarding norms;
7. Ways to resolve the contradictions.

Let us consider some elements of this basic system in more detail, as far as the format of this message allows. The main theoretical assumption underlying this belief system is the assumption that a person represents part of society. This position is quite obvious and is confirmed by daily practice.

Moreover, under the term "man" in the future we represent the system of the totality of consciousness and subconsciousness. In consciousness we will single out thinking expressed verbally, and in the subconscious mind emotions that are not expressed through thinking of a given biological object at a given time.

The main question is the question of the meaning and purpose of life.

By asking this question to the listener, one can hear different answers from different people and at different periods of life. In order to solve the tasks of this course set above, it is necessary to give a general answer that includes all possible options and at the same time is practically useful. This is a universal formulation of the answer to the main question, representing a triune system.

The meaning and purpose of the life of any person is the desire for satisfaction with their life.

When analyzing this definition, it is important to draw students' attention to the fact that three concepts are inseparable in it. If a person answers his question about the meaning of life, then the achievement of the corresponding state becomes his goal, and the achievement of this goal provides a state and a sense of satisfaction. The last concept of "satisfaction" is the key.

Speaking about the areas of human coexistence with a common whole, it should be noted:

Firstly, it is the natural environment in which a person lives and works.

Secondly, man is a part of society, i.e. human society.

Thirdly, man is part of himself.

If the first two statements do not need examples and explanations, then the third - obviously requires.

Defining a person as a combination of consciousness and subconsciousness at a given point in time, i.e. simultaneous state, we can consider a person as part of a triune system. This system, firstly, consisting of his theoretical views, enshrined in memory; secondly, as a part in relation to moral and ethical standards, fixed at the level of consciousness and subconsciousness, and, thirdly, the attitude to one's biological body and physiological needs.

All spheres of human coexistence with a common whole are important for him, and it is initially impossible to say which one is more important. At the same time, the question arises: - under what conditions does a person feel a sense of satisfaction with his life, i.e. when the state to which he aspires is reached.

The answer is as follows. In the process of life, in each of the spheres of coexistence of a person with a common whole, a certain "norm" is formed, with respect to which he assesses the nature of his coexistence with a common whole in this sphere: how much higher than the norm, corresponds to the norm or below the norm. The latter case corresponds to the emergence of contradictions, which a person seeks to remove, resolve. An important issue is the mechanisms for the formation and amendment of such norms.

There are only three mechanisms for the formation of norms.

The first has a genetic and biological basis: the need for a certain ambient temperature, etc.

The second is based on the basic property of the human psyche, which consists in the ability of the subconscious to fix, fix at its level a combination of conditions that characterize a given life situation. In our case, this ability is manifested in the fact that it is common for the subconscious to form that combination of the conditions of human existence in this sphere in which a person has a feeling of unity, the absence of contradictions, to fix this combination as

a whole, as a norm and then reproduce for comparison with current conditions. The third (last) mechanism of the formation and change of these norms is based on another basic property of the human psyche, which consists in the ability of a person at the level of emotions, feelings to identify with other people, to represent themselves in their place. Due to the presence of such an ability to identify oneself with other people at a subconscious level, it is human nature to appropriate some norms of their existence in certain areas - to oneself.

In some areas, there are contradictions that man seeks to remove, resolve. The following question arises: what are the ways to resolve the contradictions that arise in his life. Four ways to resolve contradictions The first way is real human actions aimed at resolving this contradiction. The options are different. It is important that they lead to the removal of contradictions, and not to their aggravation.

The second way to resolve the contradictions is compensation, which is an unobvious option. The word “compensation” is used here in the following sense. It is common for the human psyche to assign to those spheres of coexistence with a common whole, where a person has no contradictions, or they are insignificant - of great importance, importance for themselves, and in those areas in which there are insoluble or difficult to resolve contradictions - less importance.

The third way to resolve the contradictions is that it is common for a healthy human psyche to ensure preemptive forgetting of insoluble or very difficult to resolve contradictions.

The fourth (last) way to resolve the contradictions is that the contradiction is removed by reducing, or rather, changing the norm against which a person evaluates the nature of his existence with the whole. This method is implemented in two versions. The first is when a change in the norm is carried out due to self-suggestion, the selection of certain examples or suggestions from the outside.

The second option for resolving the contradictions is that it is removed by changing the norm, achieved through real actions aimed at resolving the contradiction.

Thus, it becomes possible to build and state a system of concepts conveyed to students by the teacher, which the student must master, evaluate and use to solve any manifestations in human life.

The following is an appeal already to the practice of applying this technique to explain various life situations, from the point of view of the basic system of concepts. This, for example, love, religion, art, science, etc. Without deepening into an analysis of these terms, it should only be said that they are all different directions in resolving life's contradictions.

### **III. CONCLUSIONS**

The authors use of individual elements of the proposed methodology in the classroom with students made it possible to note that the knowledge system of the course is easily perceived and consistent, therefore it can be recommended for the faculty of teacher upgrading, technical and humanitarian disciplines, as it is these subjects that are usually the most difficult to perceive and absorb by students.

Mastering the proposed methods of developing intelligence by teachers will allow them to increase the effectiveness of their work on the formation of an intellectual base of natural science and technical knowledge among students to prepare them for mastering special professional courses.

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