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THE ESSENCE AND ISSUES OF THE CONCEPT OF INSTRUCTION

Abstract. It is of great significance for every individual to acquire scientific knowledge, embrace the achievements of technological progress and apply them in practice to grow as a patriotic citizen with sound beliefs, a modern way of thinking, a solid understanding of historical heritage and dedication to the homeland. Such individuals devote all their efforts to the development of their country and nation. All these qualities are nurtured, developed and shaped within the education process. The implementation of education and the organization of the teaching and upbringing process occur directly within the instructional process. This process serves as the foundation for acquiring scientific knowledge, developing habits and mastering skills. The concept of instruction, being one of the fundamental notions of pedagogy, is broad in essence and encompasses multifaceted issues. Moreover, the term "instruction" in pedagogy also implies "teaching." Since the instructional process is a mutual interaction between the teacher and the learner, its general theoretical aspects should include examining both the teaching activity of the teacher and the learning activity of the pupil, as well as the theoretical foundations of the lesson, which is the primary form of instruction. In the modern education system, significant changes have occurred in the nature, content and characteristics of the teacher's teaching activity, the organization of the pupil's learning activity and the character, objectives, forms, methods, types, stages, requirements and other theoretical aspects of lessons that form the basis of instruction. In pedagogy, instruction is defined and evaluated as a process of mutual interaction between teachers and pupils, organized and managed through specific forms and methods. This process is aimed at acquiring knowledge and skills, shaping the worldview, developing pupils' intellectual abilities and potential and forming and reinforcing their self-education skills. Often, pedagogical textbooks define instruction as a purposeful and organized mutual interaction process between teachers and pupils, focused on solving educational issues. As a result, pupils acquire

knowledge, develop skills and enhance personal qualities. When discussing the instructional process, attention should be directed to its two fundamental components: its methodological foundation and its driving force. The methodological foundation is knowledge, while its driving force is the contradictions inherent in the instructional process. These contradictions arise between the needs that pupils experience in acquiring new knowledge and cognitive skills to solve educational problems and the real opportunities available to meet these needs. As a rule, two components of instruction must be distinguished: teaching and learning. Teaching refers to the teacher's activity aimed at forming a system of knowledge and methods of activity in pupils. Learning refers to the instructional activity aimed at pupils mastering the content of what is taught. Pupils' learning activities are supported, organized, managed and assessed by the teacher or an automated instructional system. The instructional process is characterized by its integrity and consistency. Integrity is a natural quality of the instructional process, reflected in its unchanging features. These features include the unity of instruction and education, as well as the unity of the content-related and procedural aspects of the instructional process. In genuine pedagogical practice, the integrity of the instructional process is purposefully formed and structured. In this context, the dynamic quality of the learning process lies in the unity of its educational, upbringing and developmental functions.

Keywords: instructional process; education; knowledge; skills; knowledge system; pupils.

INTRODUCTION / ВСТУП

Statement of the problem / Постановка проблеми. The educational process combines several pedagogical concepts, that is, for the implementation of training, the unity of a number of pedagogical concepts is important. These include the academic subject, plan and educational program. A subject is a system of knowledge, skills and abilities selected from a certain field of science, technology, art and industrial activity, intended for study in educational institutions. A curriculum is a document that determines the structure and timing of studying subjects in any educational institution, and distributes them annually and for the entire period of study.

The educational program is a document that defines the basic content of education in any subject, the volume of necessary knowledge, skills and abilities that students will acquire, and also distributes the content of sections and topics throughout the academic year. The specified concepts form the basis of education

and serve as its foundation. The curriculum and curriculum are very important in the educational activities of the teacher. The curriculum is an important part of education and is the main state document implementing this process in comprehensive schools. No less important for the implementation of education is the curriculum. The educational process in comprehensive schools is organized on the basis of the curriculum. In addition, when organizing training in a hybrid form, adapted curricula are also used. It should be noted that this type of curriculum is used in conditions when, for some reason, full-time education is partially possible.

The curriculum includes the following issues [3]:

- the duration of the academic year, quarter and holidays;
- the list of subjects taught;
- the distribution of subjects by academic years;
- the number of hours allocated to teaching each subject;
- the number of hours per week allocated to teaching each subject, etc.

Education is a multifaceted process. The person who implements it in educational institutions is the teacher. The educational process (lesson) is manifested in the relationship between the teacher and the student within a certain time and place. The teacher acts as a teacher, gives knowledge, guides, and the student learns, acquires knowledge, develops and forms.

When speaking about the educational process, first of all it is necessary to define its elements. These include: external and internal goals; motives of students' cognitive activity, their educational activity program; information base of the educational institution and educational environment; decision-making as a result of students' self-determination; products of educational activity (new knowledge and skills); growth of personal qualities development.

Learning objectives are divided into two parts: external (normative) and internal (subjective). External objectives are defined by the teacher in various forms and types, ensuring the fulfillment of educational standards and curriculum requirements. Internal objectives are objectives formed by students independently or with the help of a teacher in relation to the object of study (the content of the educational material). According to external and internal goals, educational programs are divided into general for all and individual for each student. There is a dynamic connection and interaction between the two types of programs: the general program of activity assumes the development and integration of individual programs. In relation to educational standards, the general educational program includes federal and university components, and the individual program includes a variable part of education according to the

personal choice of the student. The information base of the educational process and the external educational environment determine the conditions for its implementation. This includes: fundamental educational objects, cultural and historical analogues of knowledge about them, the material and technical and information base of the university, teaching and methodological and visual aids, electronic publications, etc.

The result of the educational process is the products of the educational activity of the subjects and students being studied, possessing personal qualities: knowledge, skills, mastered types of activities and methods, personal qualities of students (ideological, moral, creative, cognitive, etc.).

The means of managing the educational and cognitive activity of students are typical and creative tasks on the subject being studied, the solution of which leads to the achievement of educational goals. Teaching a subject includes establishing and updating a system of educational tasks, creating favorable conditions for their acceptance by students, if necessary, explaining the methods of solving the tasks set before them (instructions) and providing timely assistance to students, control (self-management). The correctness of the solution of each problem and the correction of errors, consolidation and assimilation of knowledge in the process of solving educational and cognitive tasks, their application for the assimilation of new material, the formation of skills, the development of mental abilities, that is, the achievement of educational goals [2].

Thus, learning is a single multi-aspect process of joint activity of teachers and students, during which the teacher regulates the students' activities, sets goals, informs them, stimulates, controls and evaluates, and the students master the content, types of activities, that is, acquire knowledge, skills and abilities.

Analysis of (major) recent research and publications / Аналіз (основних) останніх досліджень і публікацій. In recent years, reforms have been carried out in the education sector, as in all sectors of the country. The implemented reforms differ in their content, form and complexity. This includes the content, management, financing of education, as well as improving the knowledge and skills of teachers. Teachers have always occupied a special position and place in society and the state. Because a teacher with his knowledge and skills serves the development of society, encourages the moral development of people, plays a special role in raising their intellectual level. As an example on the topic of this study, we can cite the works of prof. N. Kazimov [6], A. Agayev [3], A. Mekhrabov [7], A. Abbasov [1], A. Abbasov [2], I. Javadov [4] and other scientists.

AIM AND TASKS / МЕТА ТА ЗАВДАННЯ

The *purpose* of the study is to determine the scientific and pedagogical

foundations for assessing the pedagogical activity of a teacher in a comprehensive school.

During the study of the problem, the following **tasks** were set to achieve the main goal:

- consideration of general theoretical issues of teaching;
- summing up what has been said in this direction by analyzing the pedagogical and psychological literature related to the study;
- studying school experience from a problematic point of view;
- determining modern requirements for the pedagogical activity of a teacher;
- analysis of the design and planning of the pedagogical activity of a teacher;
- determining methods for assessing the organization and implementation of students' educational activities;
- conducting a pedagogical experiment and analyzing the results.

THEORETICAL FRAMEWORK / ТЕОРЕТИЧНІ ОСНОВИ

The educational process is stage-by-stage. A period is a set of certain stages of the educational process. Each didactic period is a functional system based on the joint activities of teachers and students.

In didactics, three functions of the learning process are distinguished: educational, developmental and educational.

The learning function is that the learning process is aimed, first of all, at the formation of knowledge, skills, and experience of creative activity. Modern didactics believes that knowledge lies in the student's abilities. Thus, education lies not only in the formation of knowledge, but also in the development of the ability to acquire new knowledge and use it to solve life problems. Therefore, the educational function of learning assumes that, in addition to acquiring knowledge, learning should be aimed at the formation of skills and abilities [8].

Today's scientific and technical achievements and level of development require professional education. Skills are divided into general and special. General skills include oral and written communication, note-taking, interpersonal skills, etc. Special skills are skills that require individual training to a certain extent. According to the educational function, the main goal of the educational process is: to equip students with a system of scientific knowledge, skills and abilities in accordance with the accepted educational standard; to teach how to creatively use this knowledge and skills in practical activities; to teach how to independently acquire new knowledge.

The developmental function of learning is to ensure the learner's activity in the learning process. Acquiring knowledge and methods of action is the

development of the student's personality. Personality development is carried out in all areas: speech, thinking, abilities, emotional-volitional personality, motivation, sensorimotor sphere. The developmental function of learning means that the learner actively participates in the learning process, getting involved in various types of activities. To ensure the developmental function of learning, it is necessary to develop special educational technologies that are a means of accurately achieving the goals of personal development. These include: developmental learning systems, problem-based learning methods, the theory of the gradual formation of mental actions.

The educational function of teaching is that during the educational process, students become familiar with culture, acquire moral behavior skills, and develop value orientations and a scientific worldview.

The educational function of teaching includes the following:

- that the student realizes that his educational activity is socially significant;
- the formation of his moral and value orientations in the process of mastering knowledge, skills and abilities;
- the development of moral and aesthetic qualities of the individual;
- the formation of positive motives for learning;
- the development of the experience of communication of students and cooperation with teachers in the educational process.

The concept of "integrity of the educational process" is inextricably linked with the concept of systemicity. The educational process as a system includes many interconnected elements: the goals and content of education, means of pedagogical communication between the teacher and students, methods and forms of organizing their joint activities, the result of the educational and cognitive activity of students [8]. The training system is based on the associative-reflexive concept of learning. The meaning of this theory is that the human brain captures signals from the senses, objects, events, processes and has the ability to create connections between images. The theory of reflection, acquisition of knowledge, formation of practical skills and abilities is the process of forming various associations in the human mind.

The associative-reflexive concept of learning assumes a certain logic of the cognitive process: understanding of cognitive tasks; understanding of the educational material; understanding of its internal relationships; memorizing the educational material; applying the acquired knowledge in practice. The educational process consists of several stages. The first stage begins with setting cognitive goals and objectives, preparing students to perceive new knowledge. At

this stage, existing knowledge and skills are updated for the successful solution of new cognitive tasks. Based on a problem situation (or using other methods), interest in the topic being studied is formed. Knowledge and skills necessary for studying a new subject are checked and corrected [11]. The second stage of the educational process is the organization of the process of understanding new knowledge and methods of action. At this stage, educational information is reflected in the consciousness of students, the essence of scientific concepts, events, processes, the structure of the object, patterns, principles, and objective internal connections are established between the elements of educational information. The third stage of the educational process is knowledge consolidation. At this time, skills are formed through various types of activities using new knowledge. Repetition of educational material, problem solving, independent work with a textbook are the main areas of activity carried out at this stage.

The fourth stage of the learning process involves using what has been learned in new situations and generalizing knowledge to achieve flexibility and creativity. The fifth and final stage of the learning process is monitoring and evaluating the results of students' educational and cognitive activities.

Thus, the goals of the educational process: stimulation of educational and cognitive activity of students; formation of cognitive needs; organization of cognitive activity of students to assimilate scientific knowledge; development of cognitive and creative abilities of students; formation of skills and abilities for further self-education and creative activity; formation of a scientific worldview and education of moral and aesthetic culture.

Experience shows that the traditional teaching method is insufficient to develop the personal qualities necessary for a modern student. At this time, the student develops independence, responsibility, initiative, communication skills, the ability to work with people, organizational skills, etc.

One of the modern approaches that constitute the essence of the educational process is the action approach, which forms the initial methodological structure of the modern theory of learning. As a result of research conducted in this direction, the following results were obtained:

1. The educational process is the process of students mastering various types of activities;
2. Knowledge, skills and abilities are not only manifested in the activities of students, but are also formed in them;
3. Abilities and other personal qualities are formed and developed in the process of organizing the educational activities of students.

The educational process is considered as a joint activity of the teacher and students, where the following are clearly implemented:

- Analysis of the initial situation, definition and setting of the learning goal, its acceptance by students;
- Planning of pedagogical work, selection of content and tools for achieving the goal;
- Implementation of educational activities;
- Organization of feedback, control and correction of work on the acquisition of knowledge and self-control;
- Analysis and self-analysis, assessment of learning results.

Joint activities of teachers and students are carried out through the functional components of the educational process:

- *target* – learning goals are set by the teacher and accepted by students;
- *motivational* – use of techniques and means aimed at stimulating the cognitive activity of students;
- *content* – selection of educational material for assimilation, formation of skills, development of students' abilities;
- *operational and activity-based* – selection of methods, means and forms of organizing joint activities of teachers and students;
- *control and regulatory* – verification and reflection of the results of the educational process;
- *evaluative and effective* – evaluation and self-evaluation of the achieved results and determination of further prospects for improvement.

An effective approach requires a certain form of organization and specific content of training, different methods of work in their sequence. In this case, three main objects of organization are distinguished: the teacher's activity, the students' activity, their interaction and relationships. The teacher's activity (teaching) is aimed at managing the students' educational activity and consists of the following types of activity: clear definition of learning goals, setting cognitive tasks for students; planning the content and methods of training (selection, systematization and structuring of educational information and educational tasks, selection of methods and means of training); organization of students' educational activity in studying and assimilating educational information, as well as solving educational problems; motivation of their cognitive activity; control and correction of students' educational activity; assessment of the results of students' educational activity.

Teaching is primarily a cognitive activity. During this time, the student develops, acquiring knowledge and methods of action in the process of solving

educational problems. However, he pays attention not only to the acquisition of knowledge and skills, but also to the purposeful acquisition of social experience (spiritual, cultural, practical, creative, etc.). At the same time, personal qualities are improved and developed.

Psychologists and educators such as I. Zimnyaya [9], I. Ilyasov [5], analyzing educational and cognitive activity, note the following five of its characteristic features:

- Educational and cognitive activity is aimed at mastering educational material and solving educational problems.
- Teaches knowledge and general methods of work.
- Educational and cognitive activity includes various actions of the student, including perception (observation: auditory and visual perception of educational material), mnemonic (memorization of educational material), thinking (analysis, comparison, classification, generalization, etc.), practical activity (solving problems, practice, graphic and calculation work, working on a computer, etc.).
- Educational and cognitive activity causes changes in the mental properties of the student (abilities, memory, thinking, feelings, will) and behavior.
- Educational and cognitive activity leads to changes in the subject in terms of personality development.

The following features of educational activity are defined [5]:

1. Educational activity is connected with other types of human activity – practical, value, aesthetic, etc. and is also aimed at mastering the educational activity itself. It is emphasized that its ultimate goal is the formation of the ability to carry out a certain activity.

2. The educational activity of the student is aimed at obtaining "internal" results for "himself", the subject – the assimilation of new experience in the form of knowledge, skills and abilities of the student, the development of abilities, value relationships, etc.

3. Teaching activity is always innovative, learning activity is extremely difficult, as it is aimed at the assimilation of new experience by the student constantly, hour after hour, day after day.

4. The goals of learning activity are always determined from the outside (curriculum, teacher). The student's freedom of choice is limited.

5. Learning activity is influenced by age sensitivity (sensitivity) and age crises (not always taken into account in practice).

6. In the process of ontogenesis, the student consistently masters the methods of activity (craft, professional, constructive and technological), specific

to the organizational types of cultures formed in phylogeny in the process of socio-historical development of mankind.

Modern teaching methods pay attention to the student's own active cognitive activity, including self-motivation, self-organization, self-control, self-regulation, self-assessment, etc., and are aimed at such actions.

RESEARCH METHODS / МЕТОДИ ДОСЛІДЖЕННЯ

The following research methods were used during the study.

1) Study and analysis of pedagogical and psychological documents and sources. Documents on the assessment of the pedagogical activity of teachers in comprehensive schools were reviewed, including pedagogical and psychological literature, and an attitude was expressed.

2) Observation of traditional and modern teaching models. The experience of using traditional and modern models of assessing the pedagogical activity of the management and teaching staff of comprehensive schools and teachers was considered.

3) Use of interviews, induction and deduction, statistical methods. The work experience of school principals and individual teachers was studied, the activities of schools were observed, the collected materials were analyzed, grouped and generalized.

RESEARCH RESULTS / РЕЗУЛЬТАТИ ДОСЛІДЖЕННЯ

Researchers of the competency-based approach have identified the main competencies that every person should have, regardless of their specialty. These include:

Cognitive competence – the ability to engage in self-education. Due to the rapid increase in the amount of scientific and technical information, each person should be ready for continuous self-education, be able to independently work with scientific, technical, economic or other literature.

Information and computer skills. In the context of informatization and computerization of society, the importance of people's competence in this area is increasing.

Creative competence. The main characteristic of a student is determined not only by the volume of acquired knowledge and skills, but also by the necessary ability of creative thinking. Creative qualities include: ingenuity, flexibility and criticality of consciousness, intuition, setting and solving non-standard problems, analysis, synthesis and unification, transfer of experience, forecasting, etc.

Communication skills. Students' educational activities are carried out

mainly in groups and class groups. In the conditions of group and collective learning, the role of psychological factors of interpersonal communication, the ability of students to work together and make decisions increases. This means that a modern student must be ready for collective activity, must combine his knowledge, skills and competencies with the activities of other students, must have communicative competence.

Social and psychological competence is the ability to understand a person's psychological state and respond to it adequately, the ability to use psychological and pedagogical diagnostic methods. Health maintenance competence is the ability to implement healthy lifestyle ideas, be responsible for one's own health and the health of other people, and develop physically through various exercises.

Based on the purpose and content of education aimed at developing a particular competence, the educational technology of the competence-oriented learning process must be based on the practical activities of students to solve the corresponding problems. For example, to develop communicative competence, a student must participate in various communicative activities – conversations, discussions and debates. When studying the educational process, it becomes necessary to study the educational and pedagogical activity of the teacher, to reveal its essence. Since the cooperation of the teacher and the student is the basis of the educational activity of the teacher, the level of communication between the teacher and the student within the framework of this cooperation and how it is implemented are of great importance.

The quality of teaching largely depends on the professionalism and competence of the teacher who carries it out. The tendency to move from the concept of "knowledge" to the concept of "competence" is global. For a modern specialist, the ability to apply them to solve specific tasks and problems in professional activity is more important than knowledge.

English psychologist J. Raven understands competence as a specific ability necessary to perform a certain action in a specific subject area and includes highly specialized knowledge, skills in a specific subject, way of thinking, as well as the concept of responsibility for one's actions [10]:

- the degree of correspondence between knowledge and skills to the complexity of the tasks being solved;
- a system of skills and abilities that ensure understanding and performance of activities;
- the unity of the cognitive and operational aspects of activities;
- completeness, depth, consistency, awareness, strength, effectiveness of knowledge;

- activities characterized by a high degree of adequacy of goals, means and results.

To sum up, we can say that competence is a set of characteristics of a person that allows him to qualitatively carry out a certain activity aimed at solving problems in any area. Professor Museyib Ilyasov interprets these two concepts as follows: “Professionalism is the presence of the necessary knowledge, skills, technologies for creative work with students, a deep mastery of the intricacies of the pedagogical process. Competence is the ability of a teacher to skillfully carry out the pedagogical process using more convenient methods” [5].

Today, there are thousands of teachers working in the education system. Of course, all teachers have knowledge and skills, as well as some experience in their specialty. However, the indisputable fact is that not all teachers have the same level of knowledge, the same methodological skills and the same psychological preparation. In other words, the knowledge and skills, competence and professionalism of all of them are not at a very high level. Among them, there are teachers who do not like their profession, are not devoted to it, choose this profession by chance, do not work on themselves, despite having abilities, are educated enough, but also allow certain shortcomings in their work.

CONCLUSIONS / ВИСНОВКИ

As we mentioned earlier, these teachers are competent and professional, they are able to properly perform all the tasks assigned to them. At this time, one question comes to mind, what aspects distinguish a competent and professional teacher, whose work is highly appreciated by everyone, from other teachers? Prof. Museyib Ilyasov says that the features that distinguish a professional and competent teacher from others are the following [5]:

1. A professional and competent teacher is a specialist who is devoted to his profession with all his being, loves his work, and has a deep and comprehensive knowledge of the subject he teaches.

2. A professional and competent teacher approaches pedagogical events and processes competently, and skillfully solves complex pedagogical problems.

3. Professional and competent teachers are distinguished by a constant search for innovations, a penchant for innovation, creative approaches to the pedagogical process, skillful use of modern approaches determined by existing pedagogy, and the lessons they teach and the activities they conduct are distinguished by their originality.

4. Competent teachers are educators who work not for today, but for the future, who are able to foresee the results of planned work, who think about the future in every work, who are optimistic about students and the pedagogical

process, who do not neglect their problems, and who treat children as their own children.

5. Having a high pedagogical culture.

6. The speech, behavior, facial expressions, and pantomime of a professional teacher are effective; verbal and non-verbal communication styles complement each other.

7. Professional and competent teachers are confident in themselves, in what they say, and show trust in their students.

As you can see, how a professional and competent teacher differs from others. It is also necessary to pay attention to the fact that having all these things is not a matter of one day, just hard work. This is such a practical activity that a teacher must dedicate his life, soul, dreams and desires to it. After all this, one can become a professional and competent teacher. If the personality and pedagogical activity of a teacher lacks any of the above problems associated with a professional teacher, this can lead to a deterioration in the teacher's reputation and the disappearance of the trust placed in him by society.

The teacher can use different forms of training depending on the goal of implementing the process of learning and teaching during the educational process.

The goals of training are classified into several forms:

- The nature of the teacher's activity: educational, developmental, educational;
- By the level of the obtained results in the field of cognition (knowledge, understanding, application, analysis, synthesis, evaluation);
- At the level of cognitive processes (various types of memory and thinking).

In order to improve the quality and effectiveness of the educational process, it is necessary to pay special attention to the formation of skills and abilities along with the acquisition of knowledge. The quality of teaching cannot be at any level if knowledge cannot be demonstrated in the form of skills in practice. The goal of modern education is not an abundance of knowledge, but its skillful use.

Thus, from these ideas about the general theoretical issues of teaching, it becomes clear once again that when studying the pedagogical activity of a teacher, the essence and issues of teaching should be studied in detail, and the pedagogical activity of a teacher should also be involved in assessment. Evaluation of each stage of the pedagogical process and the establishment of the relationship between these components will allow a clearer understanding of the pedagogical activity of a teacher, as well as proper assessment.

Based on the above, the definition of the pedagogical basis for assessing the pedagogical activity of teachers of comprehensive schools is an important and pressing issue. On the one hand, this is due to the fact that the pedagogical activity of a teacher is a multifaceted, complex area of activity, and on the other hand, this

is due to the fact that the pedagogical basis for assessing the pedagogical activity of teachers working in secondary schools is not clearly defined.

The teaching activity of a teacher is a constantly changing and developing sphere of activity. As science and technology are updated, and new pedagogical relationships are formed in teaching, the demands placed on the teacher also increase. The demands that are relevant for a certain period of time give way to others in accordance with the characteristics of the period. Therefore, as the psychological and pedagogical nature of teaching changes, teachers must change their teaching activities accordingly. It is very important on what pedagogical basis the involvement of teachers in the assessment of their teaching activities is carried out.

Prospects for further research in this direction / Перспективи подальших досліджень у цьому напрямі. The construction of the teacher's pedagogical activity taking into account psychological and pedagogical patterns is the key to the success of education and training. This activity requires the organization of the educational process at the level of the requirements of the modern era. The learning process based on the laws and principles of the theory of education will ultimately contribute to the formation of a young generation with a comprehensive worldview, brought up on national moral values, acquiring modern knowledge and skills. To do this, it is necessary to organize the teacher's educational process in accordance with the requirements of the time and the achievements of pedagogical science.

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СУТНІСТЬ ТА ПРОБЛЕМА ПОНЯТТЯ «НАВЧАННЯ»

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Анотація. Для кожної людини дуже важливо здобути наукові знання, опанувати досягнення технічного прогресу та застосувати їх на практиці, щоб вирости патріотично налаштованим громадянином зі здоровими переконаннями, сучасним способом мислення, глибоким розумінням історичної спадщини та відданістю справі, батьківщині. Такі особистості віддають усі свої сили розвитку своєї країни та нації. Усі ці якості виховуються, розвиваються та формуються у процесі навчання. Освітній та виховний процес відбуваються безпосередньо під час навчання. Цей процес служить основою для отримання наукових знань, розвитку звичок і оволодіння навичками. Поняття «навчання», будучи одним із фундаментальних понять педагогіки, широке за своєю сутністю й охоплює багатогранні питання. Крім того, під терміном «навчання» у педагогіці розуміється і «навчання». Оскільки освітній процес є взаємодією вчителя й учня, його загальнотеоретичні аспекти мають включати розгляд як навчальної діяльності вчителя, так і навчальної діяльності учня, а також теоретичних основ уроку, що є первинною формою навчання. У сучасній системі освіти відбулися суттєві зміни у характері, змісті та особливостях педагогічної діяльності вчителя, організації освітньої діяльності учня та характері, завданнях, формах, методах, видах, етапах, вимогах та інших теоретичних аспектах навчання; уроки, які складають основу навчання. У педагогіці навчання визначається й оцінюється як процес взаємодії між учителями й учнями, організований і керований за допомогою спеціальних форм і методів. Цей процес спрямований на набуття знань та вмінь, формування світогляду, розвиток інтелектуальних здібностей і потенціалу учнів, формування і закріплення їх навичок самоосвіти. Часто в педагогічних підручниках навчання визначається як цілеспрямований і організований процес взаємовпливу вчителя й учнів, орієнтований на вирішення навчальних завдань. В результаті учні здобувають знання, розвивають уміння та підвищують особистісні якості. Говорячи про освітній процес, слід звернути увагу на дві його фундаментальні складові: методологічну основу та рушійну силу. Методичною основою є знання, а рушійною силою – суперечності, закладені в освітньому процесі. Ці протиріччя виникають між потребами, які відчувають учні в отриманні нових знань і пізнавальних навичок для вирішення навчальних завдань, і реальними можливостями, доступними для задоволення цих потреб. Як правило, необхідно розрізняти два компоненти навчання: викладання і навчання. Під

навчанням розуміється діяльність учителя, спрямована на формування в учнів системи знань і способів діяльності. Навчання означає навчальну діяльність, спрямовану на засвоєння учнями змісту того, чого викладають. Навчальна діяльність учнів підтримується, організовується, контролюється та оцінюється вчителем або автоматизованою системою навчання. Освітній процес характеризується цілісністю та послідовністю. Цілісність є природною якістю освітнього процесу, що відображається в його незмінних рисах. До цих особливостей відносяться єдність навчання й виховання, а також єдність змістової і процесуальної сторін освітнього процесу. У справжній педагогічній практиці цілісність освітнього процесу цілеспрямовано формується і структурується. У цьому контексті динамічність процесу навчання полягає в єдності його освітньої, виховної та розвивальної функцій.

Ключові слова: освітній процес; освіта; знання; навички; система знань; учні.

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