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## THE ESSENCE, STRUCTURE, AND PRINCIPLES OF TEACHING IN THE MODERN EDUCATION SYSTEM

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**Abdulfattoxova Mavzunabegim Baxtiyor qizi**

Basic doctoral student of the National Institute of Pedagogical Education named after Kori Niyaziy, Uzbekistan

### ABSTRACT

The educational process has been important throughout all periods of human history. Teacher-student relationships play a special role in this process. In this article, we will discuss the essence, structure, and principles of teacher training in the modern education system.

### KEYWORDS

Mentor-student, problem, innovative approach, pedagogical skills, methodological assistance, principles of mentor-student.

### INTRODUCTION

In his speech at the solemn ceremony on the occasion of the Teachers' and Mentors' Day, the President of our country Shavkat Mirziyoyev emphasized the need to establish a teacher-student system to improve the quality of education, and said: "Today, every teacher and educator, lecturer in higher education institutions should be able to apply the latest positive innovations in the field of education and science to the educational process, possess deep knowledge and worldview, in a

word, they should be the most advanced representatives of our time and society." Our children, educated by such mentors, will grow up as a generation capable of building the bright future of Uzbekistan, which we dream of.

Undoubtedly, the "Master-Apprentice" method will yield the expected results in the teacher's work on themselves and the improvement of their pedagogical

skills. After all, mentorship has long been a characteristic of our people's nature, and its transformation into a system plays a crucial role in increasing the effectiveness of education. Therefore, it is very important to firmly establish the "Master-Apprentice" tradition in the education system. The "Concept of Continuous Spiritual Education" defines the revival of the "Master-Apprentice" tradition as an important task for the implementation of spiritual education in the education system.

To establish teacher-student work in educational institutions, it is necessary to conduct continuous interaction in the system of general secondary and higher education. To implement collaborative work, we monitored the work of educators and teachers. Our scientific observations show that today, the revival and widespread implementation of the "Master-Apprentice" tradition, as well as the continuous improvement of this activity, should constitute the content of the teacher's work in the education system.

The primary goal of organizing and improving the "Master-Apprentice" system is to provide meaningful knowledge to students, acquire professional skills, follow the path of teachers, and ensure that they are knowledgeable, spiritually healthy, and spiritually pure in their field in the future. To continuously implement this process, it is necessary for the student to continue teaching and work through self-education, that is, to elevate the profession they have mastered to the level of art, while remaining true to our national values and traditions. The research employed methods such as observation, comparison, experimentation, and generalization.

Teacher-apprentice is one of the main tools of the educational process and is an effective form of

personal development and learning. This system aims to pass on the experience of the previous generation to the younger generation, fostering their professional and spiritual development. The primary task of the teacher is not only to provide knowledge to the student, but also to teach them independent thinking and a creative approach.

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This system consists of the following main elements:

1. A teacher plays the role of a teacher, coach, or consultant. He passes on his knowledge and experience to the student.

2. A student is a student or learner who aims to acquire knowledge and experience.

3. Communication is the process of interaction and communication between a teacher and a student.

4. Methodology is a set of methods and approaches used in the educational process.

The combination of these elements in the modern education system constitutes a high-quality educational process. Especially if the student's activity and creative approach are ensured, the effectiveness of this system will increase.

The principles of mentor-student are as follows:

1. Trust and respect: The relationship between the teacher and the student, based on mutual trust and respect, serves the successful course of the educational process.

2. Recognition of individuality: Every student has their own needs and abilities. The teacher must take these characteristics into account.

3. Continuity and systematicity: The educational process should be continuous and consistent.

4. Motivation and inspiration: The teacher must inspire the student to new achievements and arouse interest in them.

5. Practical orientation: Theoretical knowledge should be reinforced with practical exercises.

6. To achieve results in the creation of the "Master-Apprentice" system, the intended goal is achieved only if the preschool education system follows the rules of

continuous interaction in the system of general secondary and higher education.

The general rules for improving this process are:

- The "Master-Apprentice" school is organized by the heads of educational institutions on the basis of orders.

- A teacher is assigned to each young educator or teacher separately. The work is carried out on the basis of the annual plan for the activities of the teacher-student.

- The teacher is personally responsible for the educational and upbringing activities of his students.

- The teacher periodically encourages the student's activities and their practical work.

- The professional duty of the teacher and student is to demonstrate planned work based on the "Master-Apprentice" activity as an example at exhibitions, prepare scientific articles and grants, and actively participate in conferences and seminars-trainings.

- The experience of teachers whose students achieved high results through exemplary activities will be studied and popularized. They will be given privileges such as publishing scientific articles, teaching and methodological manuals, and providing referrals for recreation.

As discussed, when organizing the "Master-Apprentice" school tradition, teachers' attitudes towards their profession are taken into account. If we follow the above instructions, there will be a clear desire to become an apprentice among students.

Today, the implementation of the "Teacher-Student" tradition in the continuing education system will be even more effective if it is based on the principle of comprehensive study and teaching of our unique spiritual heritage, historical traditions, and national values. The secrets of the universe by Ahmad Ferghani, Muhammad ibn Musa al-Khwarizmi's ideas about the algorithmic sequence method, Abu Rayhan Beruni, the father of natural philosophy, known throughout the seven worlds for his worldly discoveries, Abu Nasr al-Farabi, known as the "Aristotle of the East", the author of works on the history of philosophy, theory of knowledge, logic, music, ethics, and ideas about a just society, the legacy of geniuses such as Abu Ali Ibn Sina, who put forward philosophical ideas, Alisher Navoi's philosophy of humanism, the creativity and activities of enlightened intellectuals such as Babur Mirza, Mashrab, Bedil, Donish, and others at the beginning of our century - serve as an extremely important ideological source in the "Master-disciple" system.

## CONCLUSION

In conclusion, it can be said that in the modern education system, mentor-student relationships are not only a part of the educational process, but also an effective means of personal and professional development. The essence, structure, and principles of this system are crucial for improving the quality of education. Therefore, supporting and developing teacher-student relationships should be one of the priority areas of the education system.

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