The Significance of Determining Educational Objectives in the Modern Organization of Educational Activities in Non-State Schools

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Abstract: A research investigation examines the importance of educational goal definition for contemporary educational activities organization in non-state schools. The research fills an important knowledge void to understand how schools can properly set educational objectives which boost student involvement and academic results. Using a qualitative research methodology the analysis explores educational technologies based on behavioral schemes and action-oriented verbs to establish measurable results which students can achieve. Teaching objectives that explicitly define objectives create superior student learning by establishing plans that enable assessment and teaching development. Bloom's taxonomy proves essential to develop questions which promote the development of students' higher-order thinking abilities. Systematic goal-setting in non-state educational institutions leads to enhanced effectiveness in education therefore driving development of dynamic learning spaces that center on students.

Key words: Educational objectives, non-state schools, pedagogical technology, behavioral schemes, Bloom's taxonomy, higher-order thinking, lesson planning, student engagement, qualitative analysis, educational effectiveness.

Introduction

Full identification and strict expression of educational goals means that students should not express their activities in a traditional way, but through their external observation and specific actions. If the educational outcomes allow them to be divided into separate components and taught sequentially, then a behavioral scheme can be fully followed (for example, teaching production operations, performing various exercises, forming oral speech skills, etc.). This is especially important in the formation of professional skills as a result of dividing students' labor operations into separate parts and performing them.

A general method of specifying educational goals is to express them in verbs that denote actions to achieve specific results. For example, after reading and studying the topic, the student: distinguishes existing information and conclusions from each other; knows evidence and assumptions; distinguishes cause and effect relationships; identifies errors in reasoning; distinguishes important thoughts that are not related to the essence of the event; determines the boundaries of justified and unjustified assessments; writes a conclusion on the topic.

A list of verbs for several types of specified goals. Verbs expressing general goals. Analyze, calculate, express an opinion, demonstrate, know, evaluate, understand, change, use, create, etc. Verbs used for creative goals. Repeat the same form in different ways, change forms, improve, regroup, predict, ask questions, rearrange, synthesize, systematize, simplify, etc. Verbs denoting the field of oral and written speech. Enter into a conversation, express an opinion, express consent, praise, cooperate, smile, participate, etc. A similar list of verbs can be compiled when specifying educational goals for other areas - general logical operations.

Proponents of pedagogical technology suggest that the goals of each lesson should correspond to the number of new learning units in it and be expressed through externally observed student actions. It is advisable to have 6-7 such units in each lesson, otherwise students may not be able to fully perceive and retain excess information in their memory.

When goals are defined in this way, firstly, it is possible to know exactly whether they have been achieved, secondly, when test tasks are formulated in accordance with these goals, the content of the lesson is fully covered, and thirdly, the uniformity and clarity of the goals of the same lesson guarantees that teachers achieve the same results. This is of great importance in designing the future educational process, that is, depending on its results, adjustments are made to the content of the goals (control tasks) and didactic structures of the educational process. This ensures that the educational process is a constantly developing and improving pedagogical system.

Methodology

The research adopts qualitative content analysis to understand the importance of educational objectives in non-state schools through this investigation. A systematic evaluation of pedagogical frameworks alongside technological approaches for goal structuring examines their effects on student engagement along with learning results. Primary documents consist of pedagogical literature combined with instructional design principles together with Bloom's taxonomy which serves as a system for developing learning objectives. The research analyzes teaching methods which integrate action-specific verbs as an approach to measure student attainment. The analysis combines assessments of educational objective formulation and implementation and assessment through examination of question formulation processes which develop advanced thinking skills. The study analyzes lesson goal structure effectiveness by studying existing case studies and scholarly discussions which evaluate student gaining knowledge and retention outcomes. Published educational resources and teaching instructions serve as data sources to comprehend the contemporary importance of goal-setting within education. Research findings achieve validity through triangulation where different information sources get compared to develop a unified understanding of excellent teaching practices. A systematic coding system guides the identification of common themes and classification of best practices regarding educational objective definition and assessment. This research seeks to develop theoretical principles which will improve teaching methods by ensuring educational targets match both present educational requirements and new educational practices.

Results and discussion

Turning students' goals into tasks is an important stage in designing a lesson according to pedagogical technology. Because only when the goals are successfully transformed into tasks can it be known exactly whether they have been achieved. Student goals should cover the most important concepts of the educational material, and the tasks should be formulated accordingly. Tasks should be expressed in the above verbs, which indicate the specific actions of students. In this case, special attention should be paid to the use of verbs that correspond to the level of thinking of the mastery. Because they ensure the mastery of the material at a high intellectual level. Each task should check the mastery of only one concept or rule and be presented in a concise, understandable way. Otherwise, this will create additional difficulties for the student and weaken his motivation to learn. Tasks can be formulated in the form of oral questions and answers, written and tests. It is also effective to formulate tasks in different forms for the same purpose. Because this creates the opportunity to objectively assess the student's knowledge of the mastery of a particular task. Oral question and answer. There is a direct communication of the teacher with the student, in which the answers to the questions are evaluated. Observation and analysis of pedagogical literature show that an important factor in the development of students' thinking skills is the questions that the teacher asks them and the students ask each other. It is emphasized that 80-85 percent of these questions require only factual knowledge, and in answering they are limited to repeating what

they remember. So, what kind of questions can be included in the list of questions that develop thinking skills? Experiments have shown that only questions whose correct answer is not clearly stated in educational literature or not stated by the teacher force the student to think.

For example, questions such as: "Why?", "Compare?", "Divide into components?", "What are the most important features?" encourage students to think at the level of higher intellectual actions, or after reading an unknown topic, it is also appropriate to ask questions that encourage them to think: "What title can be given to this topic?", "Find five key words from the topic that fully explain its content?", "What question would you ask the teacher?". When formulating questions that require oral answers, it is also important to use questions that ensure the assimilation of the material at a high intellectual level and are known in world pedagogy as "Bloom's questions".

Bloom's questions

1. Questions about knowledge (factual-evidence knowledge):   a) Where and when did what happen...? , b) Where did they think...? , c) When.......?.
2. Questions that show understanding (understanding the meaning): a) Explain in your own words? b) Write the details? c) Which of these... is an example?
3. Questions about application (practical significance): a).....where and how is it applied?, b) Why does this happen?, c) How can this law be applied?
4. Questions related to analysis (dividing the whole into components and establishing connections between them): a) Compare?, b) What are the most important features?, c) Classify?.
5. Questions related to synthesis (creating a logical new whole from separate parts): a) Make a plan for ....?, b) How would you create this?, c) Identify the most important aspects of the topic?.
6. Questions related to evaluation (decision-making, drawing conclusions):   a) What is your reaction to ....?, b) Does the sample meet the requirements?,

Writing assignments. It involves the use of a variety of key words and phrases. When writing assignments of this type, it is also necessary to pay attention to the number of tasks solved using interactive methods. Because the use of interactive methods such as cluster, syncwine, Venn diagram, insert, conceptual table, case study, T-chart, technical dictation writing develops students' thinking skills, ensures the assimilation of educational material at a high intellectual level.

Activating questions. At the invitation stage. What information do you know about the topic of the lesson? What do you already know about it? What is important to you? What did you not understand, but would you like to know?

After completing the assigned assignment. What did you understand? What feelings did it evoke in you? What questions remained unanswered in this material? Do you have any suggestions?

At the comprehension stage. What new information did you learn from this material? What is your opinion on it? What is its significance? What made a deep impression on you? Does it relate to your experience? Is it good or bad?"

In the reflection stage. What do I think about it? What conclusions can we draw from it? How does this information relate to what I already know? How do these ideas change my views?

Reconstructing their impressions. What conclusions can we draw from this? Where can we apply this knowledge? What can be added or removed? What do you consider to be its strengths and weaknesses? Have you also considered similar ideas? What suggestions do you have?

In activating the cognitive activity of students, along with the teacher's questions, the questions that students ask each other and the teacher are also important, therefore they should be supported. A lot of time is spent on clarifying goals, but the fact that this includes planning, monitoring and evaluating important aspects of the pedagogical activity further increases its importance.

Developing thinking in students. Dividing the available material into parts; substantiating general similarities in observed phenomena; determining the main content of a certain topic; drawing conclusions from the presented facts; systematizing facts according to their characteristics or sequence; finding new, additional solutions to the problem; identifying various ways and methods that lead to the solution of the problem is important.

Sequential arrangement of concepts and laws in the lesson. Understanding the sequence of certain situations and events; independently answering the teacher's questions; comparing the differences between previously studied and new information; explaining and justifying the course of an event observed over a certain period of time; determining the relationship between the event and evidence, etc.

Determining the relationship between theory and practice. Solving problems related to the information of the previous lesson; solving problems that differ from standard problems; searching for and finding solutions to problems related to information in other disciplines; independently constructing new problems and expressions using theorems and rules; explaining new events that are different from others, independently studying uncomplicated information; justifying their differences and similarities by comparing several events; working on correcting and eliminating errors; preparing material, diagrams, tables; writing abstracts, reports in lessons.

Attitudes of students to the profession. Job satisfaction and factors that shape them; positive and negative attitudes towards the chosen profession; special attention should be paid to teaching technologies and methods.

Technological aspects of training organization. Technological map. Conditional definition of the technological process using the description of separated functional elements and logical connections between them.

Scientific basis. Pedagogical technology should be based on a certain scientific concept of the process of achieving educational goals.

Systematic. Rationality of the training process; interrelationship of all parts; integrity.

Controllability. Goal setting; planning; designing the training process; step-by-step diagnosis; provision of opportunities such as the appropriateness of various means and methods in order to achieve results.

Efficiency. Achieving the requirements of a certain educational standard due to the competitive environment in advanced pedagogical technologies.

Broadness. Assuming that pedagogical technologies can be used in any educational institution.

Pedagogical technology rules. Equivalent practice rule. The training of students and the actions intended for this process and the learning actions specified in its final test task should be carried out under the same conditions.

Similar practice rule. Whatever actions students are required to perform in the test, they should perform similar exercises during the training.

Result knowledge rule. The result of each control should be quickly communicated to the student.

Positive reinforcement reaction rule. The teacher should react to each student's achievement in a timely manner and encourage him. Their learning efforts are not punished, in this case, students should be encouraged to work with inspiring words such as "try again, study this again."

Design lessons according to pedagogical technology. In the organizational part of the lesson, students are aroused in interest in studying the topic of this lesson. The learning objectives (expected results) of each lesson are announced to the students. If necessary, changes are made by discussing them with their participation. In the lessons, 15-20-minute short lectures are organized for independent reading by students, and exhibitions are displayed.

The basic rules are alternated with forms of organizing the lesson, such as taking notes, 5-10-minute written work. In lectures and practical lessons, independent thinking in students is developed through reading and writing, and interactive methods are used rationally. In the classes, interactive teaching methods are used, including some of the activities are conducted and discussed in small groups. Effective use of other methods that activate students, it is necessary to follow the technological map of the lesson on pedagogical technology.

Conclusion

Research findings demonstrate that clearly defined goals in education play an essential part in boosting both student engagement and mental growth and teaching success in non-state educational institutions. Educators can use pedagogical technologies which apply both action-oriented goals and Bloom's taxonomy so they can create systematic learning structures that develop thinking abilities and quantifiable results. Instructional measurements and pedagogical development should start from specific observable student actions that properly match lesson content according to this research. Educational objectives structured in a specific manner help create better student-focused learning conditions which allow teachers to successfully modify their teaching methods based on academic standard evolutions. The addition of strategic question formulation to instructional design models enhances cognitive depth in student learning because it emphasizes goal-setting standards that modern educational systems adopt. The current research serves to establish basic knowledge about how defined objectives influence learning outcomes yet more investigations must analyze practical deployment of these methods between educational settings along with technological goal-assessment methods and adaptive learning frameworks.

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