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THE IMPORTANCE OF EDUCATIONAL PRINCIPLES IN THE MODERN PEDAGOGICAL PROCESS

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Annotation

In this article, education is defined by the purpose, content, personality of the teacher, the nature of the initial knowledge of students, the material and technical base of teaching and other factors, in which the teacher Instructions, guiding questions, relevant explanations, etc. will be used to make adjustments to the learning process.

Keywords. Education, components of education, purpose, content, form, methods, techniques, knowledge, understanding, analysis, synthesis, analysis.

Introduction

Education is subject to certain laws, and in accordance with the general philosophical methodology, these laws govern the general, important, necessary, stable relationship between the educational process and the broader social processes, as well as the individual components of education, ie its purpose. consists of internal connections between content, form, methods, and techniques. A number of basic requirements arise from the identified didactic laws, the observance of which ensures a quality and effective implementation of the teacher.

As a result of education, a person is provided with the necessary knowledge and in the future will be able to receive different levels of specialized knowledge. The learning process is motivated to a certain extent and manifests itself in the formation of a set of knowledge, skills and abilities that affect a person's views, beliefs, general maturity and, ultimately, his behavior. Knowledge is the methodological basis of the educational process. In the process of learning, as in the process of learning, the student goes from ignorance to knowledge, from wrong and vague knowledge to more complete and precise, deeper knowledge. In this process, emotional perception is also abstract thinking. both will be tested in practice. Certain sciences and phenomena are studied in the process of knowing the objective world, and factors are identified in the process of mastering their external and internal essence. In observation, facts are generalized based on imagination and abstract thinking, and theories, laws, and categories are created as a result of drawing scientific conclusions.

Main Part

Knowledge is divided into two stages - theory and practice. Theory is a systematic idea that represents new knowledge, new knowledge. The theory is expressed in various forms: axiom, theorem, law, formula, graph, number, and so on. In theory, an idea is formed. Practice is a measure of the validity of knowledge. Observation, experimentation, and creation are all forms of practice. Practice serves as a basic tool for man to learn the complex processes of social life and nature. The task of scientific knowledge is not to reveal the essence of phenomena, the laws of their development, but to show the reasons why a law manifests itself. Observation, which is an element of scientific knowledge, is obtained on the basis of experience, and the

scientific value of non-factor-based knowledge has no significance for practical activities. Therefore, the main purpose of scientific knowledge is to find the general connections, the laws that underlie the factors, to know their essence.

Knowledge begins with perception. Perception is the reflection in our minds of certain qualities that affect the senses of the surrounding reality, things and events. Perceptions are the source of all our knowledge about man. However, in scientific knowledge, for example, although there are similarities between a scientist's knowledge and a student's cognitive activity, they differ from each other. We will show the levels of education in the following steps: level of knowledge, remembering the knowledge gained, understanding, analysis, synthesis.

Muhammad al-Khwarizmi made a significant contribution to the development of the theory of knowledge. He was the first to scientifically substantiate the methods of experimentation and research by plotting the movements of space objects and the location of points on earth, clarifying the principle of unity of unity, as well as individual and general, induction and deduction; developed an algorithmic method for solving mathematical problems. This method is still used today.

The Czech pedagogue J.A. Comenius tried to scientifically substantiate the essence of the educational process in the XVII century. The idea of the naturalness of education put forward by the scientist emphasizes that the educational process, its structure, principles and methods are determined in accordance with the laws of nature. Comenius's idea of the dependence on nature is one of the attempts of Western scholars to reveal the epistemological basis of the educational process, to show the influence of the laws of the material world on the educational process.

In the 18th century, the French scientist Jean-Jacques Rousseau also tried to explain the essence of education on the basis of philosophical worldviews about the role of man in nature and society. According to the scientist, the essence of the educational process comes from the nature of the child's knowledge of the environment. The child should develop in the bosom of nature, in rural areas.

Given the nature of the child's rapid understanding of the environment, existentialism expresses the essence of education as follows: the main purpose of school is not the development of intelligence, but the emotional upbringing of the child.

Laws and principles of education. All the laws that apply in the educational process are divided into two groups: general and specific. The laws that govern the whole didactic system are general. laws that apply only to individual components are called specific.

I.P. Podlasiy highlights the general laws of the educational process:

1. The purpose of education depends on: the pace and level of development of society, the needs and opportunities of society, as well as the level of development and opportunities of pedagogical science and practice.

2. The content of education depends on: the social needs and goals of education, the pace of social and scientific-technical development, the age of students, the level of development of the theory and practice of education, as well as the material -technical and economic possibilities.

3. The quality (effectiveness) of education depends on: the productivity of the previous stage and the results achieved at this stage, the nature and volume of the material studied, the

organizational and pedagogical impact on students and the ability of students to learn and training time.

4. The effectiveness of teaching methods depends on: knowledge and skills in the application of methods, the purpose of education, the content of education, the age of students, learning opportunities, logistics and training, organization of the chase process.

Didactic principles (didactic principles) are the basic rules that determine its content, organizational form and methods in accordance with the general goals and laws of the educational process.

Principle (Greek "principium") - the basis, the basis, the basic principle of any theory; governing idea, basic principle of activity; generalized demand.

The formation and development of didactic education in Uzbekistan is associated with the names of teachers and scientists such as Abdulla Avloniy, Muhammadrasul Rasuli, Qori Niyazi. Thus the principles of didactics have been refined over the centuries. Of course, the principles of didactics change depending on the specifics of each period. Because the principles of education are determined by the huge tasks facing society and the state. The teaching process is complex and multifaceted. Teachers and students take an active part in it. The success and effectiveness of this process depends on the extent to which the educational process complies with the rules of law, that is, the didactic requirements imposed on education. The principles of education include the basic laws and guidelines for the activities of the educator and the acquisition of scientific knowledge by students to develop relevant skills and competencies. At the same time, the principles of education summarize a number of requirements that allow both the teacher and the student to successfully carry out the tasks assigned to them. Accordingly, the rules of education are the basis for the correct solution of the most important issues of teaching, both theoretically and practically

The principles of education are the set of basic laws and rules of acquisition of scientific knowledge, formation of knowledge and skills by students, the direction of the teaching and learning process aimed at achieving the goals and objectives of universal education.

Conclusion

In short, the theory of education is one of the main parts of pedagogy that studies the laws and rules of the educational process. The main purpose of the educational process is to pass on the historically accumulated social knowledge and experience to the younger generation, to equip young people with knowledge, to acquire the necessary skills and abilities. To discover and develop the inner potential, abilities and talents of students, to ensure that they are formed as spiritually mature and educated individuals. Education is one of the most complex types of human cognitive activity, which greatly accelerates individual mental development and the acquisition of knowledge. In the process of learning, the teacher is not limited to imparting knowledge, in the process he influences the learner, which further intensifies their learning, resulting in the learner becoming an active participant in the learning process.

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