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## DIDACTICS IS A SECTION OF PEDAGOGICAL SCIENCE STUDYING TEACHING THEORY AND LEARNING

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### SUMMARY

The article notes that these categories and concepts of didactics are very effective in the formation of teaching staff

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### INTRODUCTION

Dictionaries, including dictionaries of pedagogical terms, were one of the key components of textbooks. Therefore, we chose the topic "The use of pedagogical terms in the formation of students' professional qualities in the system of higher education (on the example of the disciplines of the pedagogical cycle)". The development of the theory of educational dictionaries has its own ancient history and went right up to the creation of a terminological dictionary, which primarily reflects the specifics of a particular science.

On the theory of dictionaries L. V. Shcherba, S. G. Barkhudarov, V. G. Gak, P. N. Denisov, Yu. N. Karaulov, V. V. Morkovkin, L. A. Novikov, I. V. Rakhmanov ; In Uzbekistan, a significant contribution was made by T. N. Kori-Niyazov, A. K. Borovkov, V. V. Reshetov, S. F. Akabirov, Z. M. Magrufov, G. N. Mikhailov, R. Daniyarov and others.

To determine the didactic basis of the bilingual Uzbek-Russian dictionary for higher education, we consider: general didactic rules, didactic systems, their structure, factors, tasks, principles, students, first of all, didactics, its essence: the main categories of didactics; general didactic system; structural and content components of the didactic process; tasks of didactics, their division into groups; basic principles of didactics, their properties; factors and driving forces of learning that affect the effectiveness of the didactic process; didactic system of the educational process; its conditions

These categories and concepts of didactics are considered in the works of famous didactics M. N. Danilov and B. P. Esipov, I. Yu. Lerner, M. N. Skatkin, F. R. Yuzlikaev, B. Khodzhaev and others.

Didactics is a branch of pedagogical science that studies the theory of teaching and learning. Students study the laws of teaching and learning in all academic disciplines (general didactics). "Didactics is the study of teaching and learning, their goals, content, methods, tools, organization, results" (I.P. Podlasiy). The main categories of didactics are: teaching, learning, learning; knowledge, skills, abilities; purpose, content; organization of training, types, forms, methods, tools, results (product). These categories are interrelated and are considered as a key element of the entire system of teaching and learning, as an integral part of the entire didactic process - the didactic system as a whole.

Motivational, semantic and operational components are the most general and most important components of the didactic process.

I. Motivational - covers all aspects and tasks of learning, implemented through conversational and effective forms of activity. An important role in this is played by an individual approach, especially when performing independent creative tasks.

II. The content component includes didactic training material, descriptions of questions and various tasks. These are the knowledge, skills and abilities necessary for students.

III. Efficiency is a set of specific skills, the ability to use educational material in practice.

Thus, a number of functions of didactics appear before us: 1) theoretical (mainly diagnostic and prognostic) and practical (normative and instrumental). The next task corresponds to the methodology. Thus, didactics is the basis of special methods based on the practice of teaching specific disciplines and enriched with its data, the study of existing laws in the field of specific disciplines;

2) Mobilization, information, gnostic, referral, developing, practical communicative;

3) Educational and developmental and pedagogical.

The basic principles of didactics are systematized by I.I. Podlasy according to the degree of importance: consciousness and activity, demonstrativeness, systematicity and consistency, reliability, scientific character, accessibility, connection between theory and practice. We have changed this system of principles in the following way: consciousness and activity, scientific character, understandability, demonstration, systematicity and consistency, consistency, connection of theory with practice.

Factors affecting the effectiveness of the didactic learning process: learning motivation; interest in the subject of cognitive activity, reading skills; interestingness and complexity of the educational material; the original form of his narration; variety of teaching methods, their novelty; creative nature of educational activity; emotional and psychological environment; innovative teaching aids; pedagogical perspective; motivate students. The combined effect of these factors has a positive effect on the effectiveness of the didactic process.

In didactics, learning, doing tasks, learning about existing levels of knowledge, skills and abilities, as well as overcoming the contradictions identified in the process of mental development of students (if they are aware of the need to overcome contradictions) are the driving force.

In the modern interpretation of the didactic system of the educational process, the stages of acquiring and forming knowledge, skills and abilities are distinguished, the qualitative and quantitative development of knowledge, skills and abilities acquired at each stage of education is analyzed.

Thus, learning is a multidimensional, purposeful, dynamic, constant, manageable, productive, complex, principled environment, that is, a labor-intensive event that activates motives, informational, intellectual, practical activities and other opportunities for students. Summarizing such connections of the didactic process, one can focus on motivational, meaningful, working connections. It should be borne in mind that the practical, general, educational and developmental goals of teaching "Pedagogical Terms" in the above-mentioned links of the didactic process are based on the "Concept of Lifelong Education", which is considered in our study.

The motivational factor is the basis for the formation of a personal-value attitude to the teaching of science, the need for its study and improvement. The content of the motivational component primarily covers the emotional-valuable and needy aspects of the student's personality. Here are the psychological and ethical aspects of training organization; create an atmosphere of creativity, mutual trust, kindness in all activities; an important factor is the understanding of the social-personal, subjective, practical significance of knowledge and skills acquired in this academic discipline.

When identifying a motivational factor, psychologists L.S. Vygotsky, A.K. Dusavinsky, A.A. Leontiev, A.K. Markov, T.A. Matis, A.B. Orlov, P.M. Yakobson, F. Yuzlikaev's works are used.

Motivation is a field of personality, a complex and dynamic system. One action can occur with different stimuli (internal and external).

External: the prestige of the profession, the desire to express yourself clearly, the influence of the personality of the teacher, the desire to avoid bad grades.

Internal- related to the work, interest in its content. The main thing - internal motivation - to show the prospects of educational activities, the compatibility of individuality; - the necessary constant internal motivation, through the consciousness of students (here it is advisable to use the principle of deduction - From the general to the particular, leading to the systemic). A persistent motive leads to conscious curiosity.

If the terminological material is learned consciously - the minimum of terminology necessary for the theory of education, theoretical knowledge, the importance of exercises, the need to study words, their form, phrases and sentence structure, spelling and punctuation rules - the content of what is read and heard will become better and stronger.

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