

UNITY OF GOALS IN THE EDUCATIONAL PROCESS

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Annotation: The article describes the essence of the educational process, its purpose and the content, nature and interrelationship of the main tasks, educational, educational, developmental and innovative goals are reflected.

Keywords: didactics, education, learner, teacher, mahurat, theory of education.

Pedagogy The independent department of didactics - educational theory has been studying the scientific, theoretical, methodological and practical foundations of the knowledge process for several years. that is, he deals with the theory of education, imparting knowledge, teaching.

Didactics is derived from the Greek word "didasko", to teach, means teaching. In the process of studying and analyzing the laws of education, the concept of education is its essence, content and tasks, teaching principles, forms of knowledge are described. Didactics answers the questions of pedagogy such as "what to teach", "what to teach" and "how to teach". Education is an activity that ensures certain aspects of human experience, that is, that learners acquire knowledge in accordance with the current requirements of social development. In the educational process, the teacher is not limited to imparting knowledge, but influences the learner in this process, which further activates their learning, as a result, the learner becomes an active participant in the learning process.

Educational success depends on the teacher. As a specialist, he should have a deep knowledge of his subject, be a master of pedagogical communication, acquire psychological-pedagogical and methodological knowledge and skills, learn and evaluate various pedagogical situations immediately, and the optimal methods and means of pedagogical influence. must have the ability to choose.

Formation of the talent for independent work, a sense of professional competence, comparison of pedagogical events and events, analysis and development of reasoning skills - all these are the main tasks of the educational process. The educational process is based on the real connection, causal connection, coordination of teaching and learning activities for the mastery of the information content and methods of activity related to it, the acts, links, purposeful company activity that moves in space and time in the form of cycles. The main tasks of education are to equip a person with scientific knowledge, skills and abilities. Education, as a type of human cognitive activity, has several meanings, that is, the formation of knowledge, skills and abilities in learners, the formation of worldviews, thoughts and beliefs in them, and the development of their abilities. Through education, the young generation is given the knowledge accumulated through human experience, the necessary skills and skills and beliefs are formed. Education teacher and is a joint activity of learners, it has a two-way character, that is, both the teacher and the learner take an active part in it. Aiming at a specific goal, the teacher imparts knowledge, skills and abilities on the basis of a plan and program, and the learner actively acquires it. Communication is a complex, difficult, conflicting process. In this process, processes such as intuition, perception, imagination and thinking, which belong to the human psyche, take an active part and play an important role. Teaching, imparting knowledge to young people, forming skills and competencies in them, i.e. to reveal truths is to cultivate serious logical thinking that is capable.

The teacher corrects the thinking process in the learner and students practice is the basis of all knowledge, it is necessary to take into account the rule In education, the teacher is not limited to imparting knowledge, but also to the thinking activity of the learners guides, develops students' independence and creativity in work, and thus makes them aware of what they learn **achieves mastery, their perception of the material and** while they understand it, they remember it carefully also cares about.

While carrying out educational work in order to organize the cognitive activities of the learner, the teacher first of all fulfills three tasks through the educational process, that is, three goals by imparting knowledge should not forget the need to solve. These goals are educational and combines the activities of learners. They are:

1. **Educational purpose**— to know the content of the educational material, that is, the ability to master and apply scientific knowledge related to this subject.
2. **Educational purpose**— by mastering the basics of science, forming one's personal qualities and beliefs under the influence of the ideas and worldviews contained in it.
3. **Developmental purpose**— consists in developing the intellectual maturity of a person, the ability to know, the attitude to study and work under the influence of the educational process. As a result of the realization of these goals, the learner will have the ability to work independently. It teaches him to think, thinking dominates the educational process.
4. **Innovative purpose**- the teacher develops the skills of the teacher to interest students in new things, create new things and put them into practice, and encourages detective activities such as finding new things in the educational process.

The integration of four goals in the educational process is manifested in the stages of educational implementation as follows:

The first stage— *begins with the perception of educational materials. In this, the learner gets acquainted with the content of education, understands what his cognitive tasks are. In this process, intuition, perception, and imagination take an active part in the psychic prostheses.*

The second stage— *learners understand educational materials, understand and generalize its essence. As a result, they gain new knowledge. For this they analyze, they use synthesis, comparison, conclusion.*

The third stage— *educational materials will be strengthened. Learners are strengthened by new knowledge, exercises, independent work through additional comments of the teacher.*

The fourth stage- *learners apply the acquired knowledge to practice depending on the opportunity. By knowing these things, the teacher should try to effectively manage the educational process. After all, the teacher is the leader and manager at all stages of the educational process. In conclusion, it is permissible to say the following, the teaching process is an important branch of cognitive activity and performs the following tasks:*

1. Forms knowledge, skills and qualifications in learners.
2. Develops worldview, confidence and beliefs in learners.
3. It is achieved that the young generation will grow up to a certain level of educated, well-educated people, and develop their abilities and talents. In order to successfully solve these tasks, the teacher must have the ability and love for his profession.

The ability of the learner is the ability to successfully perform pedagogical work. This ability is seen in his ability to clearly imagine the social role and necessity of the teaching profession. In addition, the

teacher should pay attention to the learner, understand his needs and characteristics. The teacher has a wide range of didactic knowledge, pedagogy must have skills. After all, in the history of Uzbek national pedagogy, there are many studies dedicated to reflecting the main features of didactics. Although in the works of Turkish thinkers, didactics is not called by its current name, but they are of incomparable importance in terms of defining the laws of the educational process and showing the guidelines for its organization. The views of such thinkers as Farobi, Beruni, Ibn Sina, Ahmad Al-Farghani, Marginani, Davani, Alisher Navoi, Munis on organizing education, increasing its effectiveness, and the relationship between teacher and student during the teaching process constitute a unique stage of world pedagogic development. Ibn Sina first showed the effectiveness of teaching children of a certain age in one place in a collective manner, but it is reflected in the works of Navai that it is impossible to form such feelings in children if the teacher does not have good human qualities. Marghinoni not only gave general recommendations on acquiring knowledge, but also recommended specific methodical methods for keeping learned concepts in children's memory longer.

In the formation of Uzbek national didactics, the struggle movement, in particular, the activities of enlightened pedagogues such as Munavvarqori Abdurashidkhanov, Abdugadir Shukuri, A. Ibodiyev, M. Behbudiy, A. Avloniy, S. Saidazizov, R. Yusufbekov, became a particularly important stage. Jadidism, which arose at the beginning of the 20th century, is the tradition of the Turkic peoples. he correctly determined that there is no other way to restore his fame than to enlighten him. Jadids who were aware of the latest achievements of world pedagogy, at the same time took into account centuries-old national experiences in the organization of education, and defined the Islamic faith as the methodological basis of didactics, achieved high results in education. It is noteworthy that modern thinkers were not only concerned with the practical aspects of organizing education, but also studied its theoretical issues. The didactic views of Jadids are reflected in many of their pedagogical works, manuals and manuals.

In short, only if the teacher loves his profession, improves his didactic knowledge regularly, and has pedagogical skills, the Republic of Uzbekistan organizes the educational process at the level of the requirements of the Law "On Education" and manages.

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