

The Impact of Didactics in Teaching Process

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Abstract. *Education as an integral part of cognitive activity, occurs on the basis of the general law of the individual's knowledge of the surrounding world. Therefore, it is necessary to carry out in one totality in the process of training, upbringing of the individual, as a harmonious generation. When a teacher is aware of the principles of education, he / she will be able to manage it effectively, choose the right effective methods of teaching. Therefore, the principles of teaching are the main negatives of solving the most important issues of the educational process from the theoretical and practical point of view. The article consists of theory, practice and result.*

Key words: *didactics, principles, teacher, student, create, purpose, theory.*

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 it follows the rules of the educational process, that is, the didactic requirements for education.

Teaching, as an integral part of cognitive activity, is based on the general laws of human cognition of the world around them. Therefore, it is necessary to integrate the process of education, upbringing and upbringing of a person into a harmoniously developed generation. Only when a teacher is aware of the principles of teaching will he be able to effectively manage it and make the right choice of effective teaching methods. Therefore, the principles of teaching are the basis for solving the most important issues of the educational process, both theoretically and practically.

Education is a purposeful, systematic and planned process. To use some methods or managing strictly don't mean key of success, because every student has got different outlook and character. To organize lesson evolves in different ways, so it is impossible to put it in one mold. Didactics plays an important role to organize and manage the lesson. Let's first of all, discuss about didactics and it's role in education process.

Until the seventeenth century, there wasn't enough attention to the theoretical foundations of education. Only in the XVII century, significant changes took place in didactics, when education received a special name and the first scientifically based system of didactic activity in history was established. Didactics (theory of education: Greek "didacticos" means "teacher", and "didasko" means "learner") theoretical aspects of education (the essence, principles, laws of the educational process, the teacher and It is a subject that studies the content of student activities, educational goals, forms, methods, tools, results, ways to improve the educational process, etc. The word was introduced in Germany in 1613 by the German pedagogue Wolfgang Ratke (1571-1635). This concept was expressed in a similar way by the great Czech pedagogue Jan Amos Komensky (1592-1670) in his famous work "The Great Didactics". But Comenius argued that "didactics" was not just education, but upbringing. In this work, the scientist discussed important issues in the theory of education: the content of education, the principles of demonstration, sequence of education, the class-lesson system. K. Ushinsky[1867] gave a special role to success in the education and upbringing of children. K.

Ushinsky defined necessary conditions for the organization of teaching children as the establishment of a connection between the methods and content of training in preschool and school education, new and previously acquired knowledge.[1867] The German pedagogue A. Disterveg[1956] in his book "Guide to the education of German teachers" noted that didactics is a separate part of the theory of education in pedagogy. Didactics has a subject, functions and tasks. The science of pedagogy studies the process of education and upbringing on the basis of their integrity and unity. Didactics (theory of education) and theory of education are distinguished to clearly explain the essence of each of the two activities.

Even in textbooks and manuals on pedagogy and didactics, the purpose of education is not analyzed separately as a self-evident phenomenon. The purpose of education occupies a central place in the structure of education. However, the study of this issue from a historical point of view in the example of a particular subject, as well as the study of the purpose and important aspects of education. It is a necessary issue for the development of the state and society. That the state and society determine the purpose of education based on the social needs that arise during its development.

Therefore, a comprehensive study of the problem of educational goals is important for all periods. The aim of foreign language teaching has a special place in the set of educational goals. According to V. Sukhomlinsky(1958;19): «Progressive learning is, on the one hand, a thorough preparation of students for the acquisition of new knowledge, and, on the other hand, the teacher's ability is to present new material relying on the knowledge already schoolchildren have, to develop and improve them. V. Sukhomlinsky(1958;19) considered the possibility of solving many educational problems through the principle of continuity. One of the conditions for solving the problem of continuity, he saw in the organization of a certain work of pre-school and school teachers, pointing out: "It is necessary for the teacher to know each child, to study the individual peculiarities of his/ her perception, thinking and mental work, the year before school starts". At the same time, V. Sukhomlynsky(1977;92) argued, «The unsolved issue remains i.e. when it is most expedient to begin the study of grammar, when the child sat at the school desk and became a student of the first class, or maybe a little earlier, in preschool years». But language teaching develops step by step, school education does not teach a foreign language perfectly to the learner - the learner which comes to the university with knowledge of the grammatical structure of the foreign language and a certain percentage of oral speech, and in part (unlike before, now the language knowledge is quite popular) or in some cases can be used to fully meet their daily practical needs. This raises a number of legitimate questions: Why foreign language education is introduced as a general and necessary subject for all types, stages of modern education? What are differences between stages of education? What should be the basis of foreign language education? s it important to study only foreign language grammar? should it be focused only on the specialty?

To answer these questions, it is not necessary for everyone in society to learn only grammar. In all types, stages and forms of education, foreign language teaching has its own purpose and the needs must be studied.

- In the process of teaching a foreign language, it is based on certain circumstances (age, period, program), in which case the main grammar in the teaching of grammar is compared with the grammar of the native language and foreign language conduct, concepts conform to each other or vice versa;
- Differentiation of general and specific goals of foreign language teaching, such as teaching literacy, reading and expression skills, requiring its study as a special subject;
- Depending on the purpose of foreign language teaching, issues such as the content, methods and tools of teaching the subject are required to be updated.

The principles of education are determined by the huge tasks facing educational institutions. They are interconnected and form a system in which each lesson can involve several didactic principles. They contribute to the achievement of key educational goals. In the current process of reforming the education system, one of the most important issues is to provide students with solid knowledge, to educate them to be free, independent thinkers, to understand the essence of the principles of education

and to put them into practice. The scientific nature of the knowledge imparted in educational institutions should reflect the latest achievements and discoveries of science and technology. Therefore, the teacher should be aware of the latest developments in science, and academic subjects should be based on science. The scientific principles of teaching are aimed at equipping students with scientific knowledge at the level of modern science and technology in the educational process, especially to acquaint students with research methods. Science is concerned with both the content and the methods of education. Therefore, it is important to ensure that cooperation between knowledge, science and the subject is interrelated. Scientific explanations should be used at all stages of education.

Ya.A. Komensky (1955;278-279) noted that the learning process is a holistic way of knowledge, of the continuous development of diverse knowledge of a single root. Each new knowledge is the result of joining, a kind of building-up to the previously acquired knowledge of the students. He emphasized: "All training should be in such a way that the next is always based on the previous, and the previous is fixed to the following ... The scientific work of the whole life should be so distributed as to form one encyclopedia in which everything should follow from the general root and stand on his place".. «Everything that has a connection, teach in connection» – so formulated his position on this issue (Ya.A. Komensky 1958;6). Y. Pestalozzi.I.H. (1988) saw continuity in the development of nature: «Bring in your consciousness, all essentially interconnected subjects in the very connection in which they are really in nature. In each field, place knowledge in such a sequence, so that each subsequent concept includes a small one, almost imperceptible adjunct, which became unforgettable, deeply rooted in previous knowledge. A. Disterveg(1956) emphasized: «Since mental development is associated with the law of graduality, then education must adhere to this principle».

After doing all above, we can say, the choice of teaching method depends on:

1. The level of preparation of the taught group for the lesson.
2. Subject to be studied.
3. Topic of the lesson.
4. Content of the topic.
5. Availability of handouts and equipments that can be used in the classroom, etc.

When deciding how to teach a lesson, it is important to focus on what the lesson is about. If:

- If the goal is to be achieved, it is important to clearly define what goals are to be achieved during the course;
- Attention is paid to the composition of the group of students (pupils), if the class is intended;
- the topic, the time allotted for it, what educational material should be brought to the attention of students and how much time is allocated to it;
- We consider what kind of teaching aids we have and to what extent we can use them if the teaching aids are targeted;
- We choose which teaching methods should be used if active (passive) student participation is intended;
- take into account the organizational conditions in which the lesson is planned;
- The focus is on the order in which students' knowledge is monitored and evaluated, with a view to mastering control.

The organization and management of the learning process depends on the purpose of the training. Does the teacher aim to teach the student a concept or trend in the lesson, or does he or she have to learn to understand, analyze, or apply it? it is necessary to know how to synthesize reality or evaluate it by comparing different options and studying their pros and cons.

1. Identify, describe, memorize, show.

2. Compare, contrast, explain with examples, retell, change and express.
3. Apply, compose, demonstrate, continue the idea, project, develop, solve.
4. Analyze, categorize, describe, show the difference.
5. Create, develop, identify trends, patterns, generalize, recommend, describe.
6. Listen, discuss, solve and evaluate;

Resume;

In short, after investigation in our dissertation's part, we can say that for first time, teacher or mentor should understand about didactics and usage of it. Teacher don't use the same methods in all lessons, because it is very boring way to manage the lesson. Teacher should be creative and find unusual ways, according to the stages of cognition, the scope of the student's thinking, taking into account his abilities, should be given a task. The main purpose of using different teaching methods is to raise the level of students' knowledge, we will consider ways to achieve this goal. The content of teaching is determined by the objective reality embodied in the subject. Methodology is a form of development, the movement of science in the learning process. The difference between science and its teaching is direct objective reality, expressing the laws of its development and directly describing this process as a subject. In general, teaching raises the knowledge of the objective world to the level of achievements of this science. Science is constantly evolving and enriched with new discoveries and knowledge. In turn, in the process of educating students, these discoveries are absorbed into their minds.

New aspects and problems of life are constantly deepening in the process of learning how to solve them. New methods are used in the educational process; new training courses are introduced. Raising the level of teaching language to a spiritual, theoretical level depends in many ways on the forms and methods of teaching used in the educational process, the level of students' study of the work of researches.

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