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TRAINING AS A WAY OF ORGANIZING THE PEDAGOGICAL PROCESS

ОБУЧЕНИЕ КАК СПОСОБ ОРГАНИЗАЦИИ ПЕДАГОГИЧЕСКОГО ПРОЦЕССА

***Аннотация.** В данной статье рассмотрено обучение как способ организации педагогического процесса.*

***Ключевые слова:** обучение, педагогический процесс.*

***Annotation.** This article considers teaching as a way of organizing the pedagogical process.*

***Keywords:** training, pedagogical process.*

Learning is the most important and most reliable way to get a formal education. Reflecting all the essential properties of the pedagogical process (two-sidedness, focus on the harmonious development of the individual, the unity of the content and procedural aspects), teaching at the same time has specific qualitative differences. Being a complex and multifaceted specially organized process of reflecting real reality in the child's mind, learning is nothing more than a specific process of cognition, controlled by a teacher. It is the guiding role of the teacher that ensures the full assimilation of knowledge, skills and abilities by schoolchildren, the development of their mental powers and creative abilities. Cognitive activity is the unity of sensory perception, theoretical thinking and practical activity. It is carried out at every step in life, in all types of activities and social relationships of students (productive and socially useful work, value-orientation and artistic-aesthetic activities, communication), as well as by performing various subject-practical

actions in the educational process (experimentation, design , solving research problems, etc.). But only in the process of learning, knowledge acquires a clear form in a special, inherent only to a person, educational and cognitive activity, or teaching.

Learning always takes place in communication and is based on a verbal-activity approach. The word is at the same time a means of expressing and understanding the essence of the phenomenon under study, an instrument of communication and organization of practical cognitive activity of schoolchildren. It is also closely related to value-orientation activity, which has as its goal the formation of personal meanings and awareness of the social significance of objects, processes and phenomena of the surrounding reality.

Learning, like any other process, is associated with movement.

It, like a holistic pedagogical process, has a task structure, and therefore, movement in the learning process goes from solving one educational problem to another, advancing the student along the path of knowledge: from ignorance to knowledge, from incomplete knowledge to more complete and accurate.

Learning is not limited to the mechanical transfer of knowledge, skills and abilities. This is a two-way process in which teachers and pupils (students) are in close interaction: teaching and learning [8].

At the same time, teaching should be considered conditionally, since the teacher cannot limit himself only to the presentation of knowledge - he develops and educates, i.e. carries out a holistic pedagogical activity.

The teacher's activity as an organizer and leader of all educational work of students has always been highly appreciated by progressive thinkers. A. Disterweg wrote that the teacher is "the sun for the universe."

It is highly appreciated even now. However, it is necessary to clearly understand the role of the student himself, since he is the central link in the basic and initial relations in the pedagogical process.

The success of education is ultimately determined by the attitude of schoolchildren to learning, their desire for knowledge, the ability to consciously and independently acquire knowledge, abilities and skills, and activity. A student is not only an object of learning influences, he is a subject of specially organized cognition, a subject of the pedagogical process. Since the development of a student occurs only in the process of his own activity, the basis of learning should be considered not teaching, but learning. The activity of students to assimilate the content of education is carried out in various forms and systems of education, the nature of which is determined by various factors: the goals and objectives of education; the number of students enrolled in training; the peculiarities of individual educational processes; the place and time of the students' educational work; provision of textbooks and teaching aids and others.

The material discussed above allows us to conclude:

- Learning is the most important and most reliable way to receive formal education. Being a complex and multifaceted specially organized process of reflecting real reality in the child's mind, learning is nothing more than a specific process of cognition, controlled by a teacher. It is the guiding role of the teacher that ensures the full assimilation of knowledge, skills and abilities by schoolchildren, the development of their mental strength and creative abilities.
- The activities of students to assimilate the content of education are carried out in various forms and systems of education, the nature of which is determined by various factors: the goals and objectives of education; the number of students enrolled in training; the peculiarities of individual educational processes; the place and time of the students' educational work; provision of textbooks and teaching aids and others.
- Forms of learning need to be understood as constructions of segments of the learning process that are implemented in a combination of the controlling activity of the teacher and the controlled learning activity of students.

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