



Didactics - The Process of Teaching and Learning

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Abstract: This article describes the object of study, subject, goal, objectives and methods of research in didactics. It also provides information about the educational process and the activities of the teacher and student in its organization.

Keywords: Student, teacher, education, knowledge, skills, didactics, subject, goals and objectives of didactics, research methods, educational process and activities of teachers and students in its organization.

It is known that didactics is an independent branch of pedagogy that studies the general principles of education, the process of transferring knowledge and learning. Didactics comes from the Greek word "didasko", which means "teaching", "training". Didactics describes the study and analysis of educational laws, the concept of education, its essence, content and objectives, principles, methods, means and forms of education.

More precisely, this is a branch of pedagogical science that determines the patterns of pedagogical relations between educators and their addressees, scientifically substantiates the concepts, terms and rules used in this area and teaches them to others.

Here it is appropriate to emphasize the following thoughts of our President Sh.M. Mirziyoev: "In order for our youth to become independently thinking, have high intellectual and spiritual potential, become people who are not inferior to their peers in any field on a global scale, our state and society must use all our strength, and we will mobilize our capabilities"¹.

Thus, didactics seeks answers to such questions of pedagogy as "what to teach", "what to study" and "how to teach".

In general, didactics serves as the basis for the method (methodology) of teaching each academic subject, determining the general patterns of learning, the process of transferring knowledge, teaching and learning.

Didactics serves as the methodological basis of all pedagogical activity, that is, the theoretical and practical activities of those involved in training and education. Therefore, it is necessary to find an answer to the questions about what is the object of research, the subject, purpose and methods of research in didactics.

The object of scientific research of didactics is the process of education and upbringing. The subject of the scientific study of didactics consists of interdependencies between the "recipient of education", "supplier of education", "curriculum, textbook and other didactic materials", "teaching methods and techniques" and "technological teaching aids" that make up the educational process.

¹ Mirziyoev Sh.M. Together we will build a free and prosperous, democratic country of Uzbekistan. Speech at a joint meeting of the chamber of the Oliy Majlis dedicated to the inauguration ceremony of the President of the Republic of Uzbekistan. - T.: Uzbekistan, 2016.



The President of the Republic of Uzbekistan Sh.M. Mirziyoev said: “The development of our country and the well-being of our people, first of all, are closely connected with the results of our reforms in the social sphere. We need to give our youth a decent education and realize their aspirations for science,”² and this is relevant today.

The purpose of didactics is to prove that the existence of these relationships is a consequence of the internal laws of the educational process, and to develop them in proportion to each other. This means that if any part of the educational process changes, other parts must be adapted accordingly. For example, if a teacher changes in a classroom or auditorium where the educational process takes place, then both the teaching methods and techniques that form the educational process and the ways of using technical means may change. Or, if the curriculum changes, the textbook and other didactic materials, as well as the teacher himself and the teaching methods, are forced to change at least a little. Because they are related to each other. The purpose of didactics is to substantiate these changes and substantiate the educational process on the basis of certain patterns, both theoretically and practically.

In the process of conducting its research, didactics uses the following traditional research methods: analysis of historical and scientific literature, study of educational and methodological documents, generalization of the practice of transferring knowledge in subjects, static methods, purposeful conversation, comparative classification, comparison, and so on. At the same time, relatively new methods are used in didactics - an integrated approach, graphic-analytical, mathematical modeling, sociological research methods.

According to the Decree of the President of the Republic of Uzbekistan on the Development Strategy of New Uzbekistan for 2022-2026,³ goal 41: Create an additional 1.2 million student places in the public education system through the implementation of the National School Development Program. In 2022-2026, the implementation of the development program for 217 children's schools "Barkamol avlod" was noted. Therefore, based on the goals and objectives of this program, employees of educational institutions must properly organize their activities.

One of the main tasks of education is 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 students, the formation of their worldview, thoughts and beliefs, the development of their abilities.

Through education, the knowledge accumulated by mankind in the course of its experience is transferred to the younger generation, the necessary skills and competencies are formed, in which beliefs are formed. Education is a joint activity of a teacher and students and is bilateral. That is, both the teacher and the student are actively involved in it. The teacher introduces knowledge, skills and competencies into the minds of students on the basis of a plan and program, with a specific goal in mind, and students actively learn and apply them in practice.

Learning, cognition is a complex, slow, contradictory process. This process actively involves such processes as intuition, perception, memory, imagination, attention, representation, thinking and speech, which belong to the human psyche and are important in the assimilation of information.

² Mirziyoev Sh.M. Text of the Message to the Oliy Majlis on the most important priority tasks planned for 2019 by the press service of the President of the Republic of Uzbekistan Sh.M. Mirziyoev.

³ Decree of the President of the Republic of Uzbekistan DP No. 60 on the Development Strategy of New Uzbekistan for 2022-2026. January 28, 2022



Along with the formation of theoretical knowledge, practical skills and abilities in young people, it is necessary to educate them in serious logical thinking, capable of discovering the truth⁴.

Knowledge is a set of information acquired, assimilated and stored in memory by a person through reading, seeing, hearing, tasting, smelling.

A skill is a set of actions performed as a result of practical training and repetition of acquired theoretical knowledge.

Competence is a set of acquired theoretical knowledge and practical skills that are performed automatically.

In the educational process, it is not limited only to inductive analysis, that is, the transformation of individual knowledge into generalized ones, or in other words, the transition from easy to complex, from simple to complex, but there are also cases of seeing the process of deductive extraction of specific features along with their complete indicators.

The educational process carried out by teachers can be represented in two ways. First, in the classroom, the teacher implements the form of learning as an information tool. Secondly, this happens in the form of educational work carried out by students in the classroom and outside of school hours.⁵

With the independent implementation of the educational process under the direct supervision of the teacher, students perform activities to solve the educational problems analyzed by the teacher. Under the constant supervision of the teacher, they correct their learning activities from time to time. They analyze the results of learning activities under the guidance of a teacher.

So, the educational process is a combination of the following main parts that are interconnected:

Teacher activity	Student activity
1. Explaining the purpose and objectives of learning to students	1. Personal activity in organizing the positive foundations of learning
2. To acquaint students with new knowledge (event, phenomenon, laws of science).	2. Acquisition of new knowledge and skills
3. Managing the processes of understanding, learning and acquiring knowledge	3. Analysis, conclusion, comparison, comparison, location
4. Managing the process of understanding scientific laws	4. Understanding the rules and knowing the reasons for the interaction
5. Managing the transition from theory to experience	5. Regulation of knowledge and skills
6. Organization of research activities	6. Self-solving problems that have arisen
7. Checking and evaluating changes in student learning and development	7. Independent evaluation of achievements

From this point of view, the educational process includes all academic subjects and pedagogical activities at all levels, all educational systems.

In the educational process, the teacher:

- ✓ to stimulate educational and cognitive activity of students;
- ✓ acquisition of scientific knowledge and ideas, organization of cognitive activity;

⁴ Atayeva N. and others. General Pedagogy (Fundamentals of Theory and Practice of Pedagogy). Toolkit. - T.: "Science and technology", 2012. - 936 p.

⁵ Sarsenbayeva R.M. General pedagogy. Tutorial. - S.: Samarkand State Institute of Foreign Languages, 2009. - 76 p.



- ✓ to develop in them thinking, understanding and theoretical abilities;
- ✓ improvement of their knowledge and qualifications;
- ✓ fulfills the tasks of forming a scientific worldview and aesthetic culture in them.

In the organization of education, the teacher:

- prepares students for learning;
- forms in them the need to master new material;
- determines the content of the digestible material;
- creates educational and cognitive activity;
- gives excitement, a positive nature of the activity;
- regulates and controls the activities of students;
- evaluates the result of the activity and completes.

As a conclusion, we can say that in the educational process, the leadership of the teacher and pedagogical activity are closely related to the educational activities of students. If the teacher, along with the control of educational actions, correctly organizes his activities, then the students, under his influence, correctly organize their actions. Only with such a combination of educational activities of the teacher and students, the educational process develops as a whole. On the contrary, if the teacher works with all his being and cannot follow the students, the tasks of the educational process will not be fulfilled. To do this, the teacher needs to use his teaching skills.

List of used literature

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