

THE ESSENCE AND CONTENT OF THE PROCESS OF EDUCATION

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ANNOTATION

Peculiarities of the upbringing process The upbringing process is the process of personality formation and development, which includes both purposeful external influence and self-education of the individual.

Keyword: formirovania, lichnosti, formirovania, vospitaniya.

Ta'limning keng tarqalgan kontseptual jarayonlaridan biriga ko'ra, har biri oldingisining samaradorligini hisobga olgan holda tuzilgan, rivojlanayotgan ta'lim vaziyatlarining (o'quv ishlarining) o'zaro bog'langan zanjiri. Bunday tushunish bilan o'quv jarayoni o'z-o'zini rivojlantiruvchi tizim bo'lib, uning birligi rivojlanayotgan o'quv vaziyati (o'quv ishi) hisoblanadi. Nafaqat o'quvchilar rivojlanadi, ta'lim faoliyati, o'qituvchining o'zi, uning o'quvchilar bilan o'zaro munosabati; integral ob'ekt rivojlanadi, bu kelajak tizimi, tarkibiy qismlar to'plamidan ko'proq narsadir. Ta'limni tushunishga yakka tartibdagi yondashuvlarning biryoqlamaligi ana shunday yengib chiqiladi - sotsiologik, psixologik, texnologik, ijtimoiy-psixologik; Ta'lim nazariyasi o'zining o'rganish ob'ektiga ega bo'ladi.

Ta'lim jarayonining statistika, ko'p o'lchovlilik, ierarxiya, o'zini o'zi boshqarish kabi xususiyatlari ochiladi va tavsiflanadi. Ta'lim jarayonida mazmun va protsessual sideronlar farqlanadi. IX birlik faqat mavhumlikning etarlicha yuqori darajasi bilan namoyon bo'ladi, bu esa ta'lim amalga oshiriladigan muayyan holatlar matnidan tashqariga chiqishga imkon beradi. Ta'lim muassasasi o'qituvchisi, sinf rahbari, jamoaning ta'lim faoliyati haqidagi g'oyalar - bu umuman ta'lim jarayoni emas. Ularning orqasida ajralmas narsani ko'rish uchun pedagogik mavhumlik kerak. Mavhumlikning ruxsat etilgan darajasi, biz ta'kidlaganimizdek, ta'lim nazariyasidagi eng muhim uslubiy muammodir: abstraktsiyaning past bosqichida ta'lim jarayoni o'rganilmaydi va haddan tashqari abstraktsiya bilan ajralishning kechikishi kuzatiladi. harakat.

In a holistic pedagogical process, the vain place is engaged in the process of education. The essence, as well as the place and role of this process, is easy to discover, considering it in the structure of a more general process of personality formation (Fig. 1). In the Thai part, where the formation of personality has a controlled, controlled character, where people are led by conscious intentions, they do not act spontaneously, but according to a pre-planned plan in accordance with the tasks set, and education is manifested. Education is a process of purposeful formation of personality. This is a specially organized, managed and controlled interaction of educators and teachers, which has as its ultimate goal the formation of personalities necessary and useful for society.

In textbooks on preiniks pedagogy, the wording was spread, according to which the process of education is an organized, purposeful management of the education of schoolchildren in accordance with the goals set by society. We can easily detect the vulnerability of this definition

by comparing the meanings of the concepts "interaction" and "leadership". we already know. And in the modern sense, the process of education is an effective interaction (cooperation) of teachers and teachers aimed at achieving a given goal.

The educational process has many features. First of all, it is a purposeful process. The greatest efficiency is ensured by such an organization, in which the goal of education turns into a goal that is close and understandable to the pupil. It is the unity of goals, cooperation with its achievements that characterizes the modern educational process.

The process of upbringing is a multifactorial process, and numerous objective and subjective factors are manifested in it, which determine the unimaginable complexity of this process by their cumulative action. It has been established that it corresponds to the subjective factors expressing the internal attachments of the personality, the objective conditions in which the personality lives and forms, and helps to successfully solve the problems of education. The more the influences of organized educational activity and objective efforts coincide in their direction and content, the more successfully the formation of personality is carried out. The peculiarities of the educational process are also manifested in the fact that the activity of the educator who manages this process is determined not only by objective laws. This is largely an art in which the originality of the personality of the educator, his individuality, character, his attitude towards the pupils is manifested. The complexity of the educational process lies in the fact that its results are not so clearly tangible and not as quickly reveal themselves as, for example, in the learning process. Between the pedagogical manifestations of upbringing or bad manners lies a long period of formation of the necessary personality traits. The personality is exposed to the simultaneous action of many different influences and accumulates neither only positive nor negative experience that requires correction. The complexity of the educational process is due to the fact that it is very dynamic, the sub-educational process is long. For milk, it doesn't last a lifetime. K. Helvetia wrote: "I continue to study; Education is illegal. When will it end? When else something can be done: after my death. My whole life is, in fact, only one long education. School education leaves the deepest traces in the mind of a human, because the nervous system at a young age is highly plastic and receptive. But even with a clear organization of the non-nutritive process at school, one cannot count on quick successes: for the process of educating the nature of the remoteness of the results from the moment of direct educational impact.

One peculiar aspect of the educational process is the intransigence of the ego. The process of school education is a process of continuous, planned interaction between teachers and teachers. Educators are mistaken, believing that one bright "event" can change the behavior of the student. A system of work illumined by a definite purpose is necessary. If the process of upbringing is interrupted, it happens from case to case, the educator constantly has to re-lay "traces" in the mind of the student, instead of deepening it, developing stable habits.

The learning process is a complex process. Complexity in this contact means the unity of goals, objectives, content, forms and methods of the educational process, subordinate to the idea of the integrity of personality formation. We know that the formation of personal qualities does not occur one by one, but simultaneously, in a complex, therefore, the pedagogical impact should also be complex. This does not exclude that at some point more attention will have to be paid to those qualities that, in terms of the level of formation, do not correspond to the development of other qualities. The complex nature of the educational process requires compliance with a

number of important pedagogical requirements, careful organization of interactions between teachers and pupils.

Significant variability (ambiguity) and uncertainty of the results of the educational process. Under the same conditions, the latter can differ significantly. This is due to the actions of the above-mentioned subjective factors: large individual relations of pupils, social experience, attitude to education. The level of professional training of educators, ix skill, ability to manage the process also have a great influence on its course and result.

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