

THE NATURE AND LAWS OF THE LEARNING PROCESS

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ABSTRACT

One of the main parts of didactics is the part of teaching principles. Principles of teaching are the basic rules that determine the nature of a teacher's activities and students' learning activities. Ignorance of these principles or inaccuracies in their application impede the work of teaching, impede the acquisition of knowledge, the formation of qualities that affect the personality of students.

The educational process in educational institutions is based on the general rules of teaching, which are traditionally structured and formed in modern conditions, and allow its educational and developmental functions to be realized in practice. In pedagogy, these general basic rules are called teaching principles.

The system of principles of teaching was first developed by Comenius in the history of pedagogical thinking. He called these principles the rules that form the basis for the organization of the learning process.

The following is a description of the content of the teaching principles applied and to be followed in the educational process by educational institutions:

- Educational feature of teaching. This principle is implemented in several directions.
- The connection of educational material with the socio-political life of the country, the idea of national independence, the achievements of the people in labor, modern science and technology.
- Fostering spiritual qualities, discipline, perseverance and diligence in a person.
- Manage the process of formation of emotions, experiences, impressions that arise in the learning process.
- Development and formation of mental abilities.

The scientific principle of teaching. The process of knowing the world around us is complex, conflicting, and involves different stages, shapes, and types. Scientific knowledge consists of the transition from the phenomenon to the essence, from the external influence of an object to the description of its internal structure. If the study material introduces the student to the world of laws, concepts, formulas, and theorems, such knowledge is called scientific knowledge. They are of leading importance for mental development. Only such knowledge allows to master the scientific content of the subject, and in the end to master the science more deeply and take an active part in the work.

Structural principle of teaching. This principle includes four basic rules:

1. Knowledge is the reflection of man on things, the phenomena of the world around him. Everything in the universe is interconnected and always in motion, evolving. All the knowledge that students receive in educational institutions consists of a description of certain aspects, parts, features, conditions of a constantly evolving world.

The first requirement of the structural principle of teaching is to be able to see the first source of educational knowledge, to be able to imagine the real relationship of things, events in the system of educational material.

2. The educational material consists of specially developed bases, parts, rules, divisions of science.

The system of knowledge in teaching and the system in science are not fully compatible with each other. The second requirement of the principle of systematization is a good understanding of the system of knowledge in science, which is based on the educational material of the college. It is important to note the difference between the content of the subject and the sequence of its study from the relevant sections of the subject.

3. The system of mastering the educational material by the students of the educational institution depends on the methods of explanation of the teacher. The level of preparation of the teacher, his creativity and skill ensure that the knowledge is mastered by students in a thorough and systematic manner.

The third requirement of the principle of systematization is to find a system of learning the program material that suits the age capabilities of students.

4. Systematic understanding of knowledge includes the functions of student development, such as comparison, analysis, synthesis, generalization, abstraction, inductive (transition from a single or less general type to more general conclusions) and deductive (transition from general rules to less specific general types).) forms.

The fourth requirement of the principle of systematization is that the teaching system in each lesson should be productive. This is reflected in the in-depth study of the material in the curriculum, the development of logical processes and forms of thinking, the formation of qualities that help to overcome the difficulties of learning activities in the development of attention, memory, imagination, emotion.

The principle of comprehensibility. Ease of acquisition of knowledge, the formation of skills and abilities reflects their relationship with the level of development of school students, their personal experience, the knowledge, skills and abilities acquired by the student. If such connections cannot be identified, the knowledge is not considered comprehensible.

Everything in the universe is interconnected, there is a connection between all things, events. Therefore, all knowledge, all sciences, all academic sciences are intertwined with each other. The knowledge that the reader knows is a particle of human experience and therefore new knowledge can always be linked to existing knowledge.

Demonstrative principle of teaching. In the early stages of the development of human society, teaching was carried out at the expense of children's imitation of adults, the return of practical actions performed by an adult. This simple form of teaching is still used today because of its persuasiveness and effectiveness.

In the seventeenth century, Comenius described the principle of exhibition as the basis for the success of any form of teaching. I.G. Pestalotsti made this principle the primary means of teaching.

The current interpretation of the principle of display includes the following basic rules:

- Demonstration means the organization of the student's emotional cognition.

- The use of visual aids is one aspect of the organization of emotional cognition in the learning process.

The principle of awareness and activism of teaching. This principle includes three important aspects as a rule based on students' learning activities and teaching - the conscious understanding of the learning material by students, a conscious attitude to learning, the formation of cognitive activity.

The principle of soundness of teaching. The accuracy of mastering the material depends on many factors: the scientific and systematic nature of the explanation, the awareness of the understanding, the cognitive activity of students, the reasons for reading, the quality of textbooks, the skill of the teacher. The principle of soundness of teaching is a basic rule in the analysis of aspects that allow the learning process to achieve a thorough knowledge.

Individualization of teaching. Each student has individual perceptions in addition to their general characteristics. A student's knowledge, will, emotional traits, and personal qualities can have a positive or negative impact on the progress of reading or remain neutral. The organization of the teaching process taking into account the individual characteristics of students is called individualization of teaching.

The principle of interdisciplinary connection. General, special and vocational subjects taught in educational institutions should be taught in conjunction with other disciplines. In this case, the topics in the sciences are not repeated, but they complement each other.

The principle of unity of theory and practice. The theory of professional sciences is carried out in direct connection with practice. The information provided during the theoretical lessons should be reinforced during the practical lessons.

In the learning process, students acquire certain knowledge, skills and competencies through traditional teaching methods. The same content of the training material itself can be mastered in different ways using different means of teaching. The search for different forms of learning material begins with an understanding of the goals and objectives of the lesson.

Types and classification of pedagogical technologies. There are many approaches in the theory and practice of pedagogy in the educational process. The nature of pedagogical technologies stems from this approach. Nevertheless, many pedagogical technologies are similar in their content, purpose, methods, and tools. Depending on similar features of pedagogical technologies can be divided into several types.

They are divided into three groups according to their application, scope (scale):

1. General pedagogical technologies.
2. Private pedagogical technologies.
3. Modular small universal technologies.

General pedagogical technologies - includes major technologies, that is, issues that concern the entire education system.

For example, the transition to the rating system includes the transition to test technologies.

Private pedagogical technologies - technologies that can be applied in a particular discipline and include convenient technologies. For example: the development of technologies that are suitable for economics.

Modular small universal technologies are aimed at developing a reflex and are technologies that can be used in the study of various sciences. For example: didactic games, technologies that teach thinking. They are universal in nature and do not take much time. For example, didactic game technologies.

The philosophical worldview, in turn, is reflected in the approach to the education system. The religious worldview in its own way interprets the educational process, the idealistic worldview in its own way reveals the essence of the content of education. The materialist worldview approaches the organization of educational work from a materialist point of view (while it accepts the human person as material, the idealist worldview approaches the human being by recognizing such parts as soul, body, and spirit). The scientific worldview focuses on the analysis of the educational process based on scientific discoveries. This means that the worldview adopted by each society has a direct impact on the organization of the educational process in that society.

Defining learning objectives. In the traditional teaching process, we try to be more effective by relying on the skill of the teacher. To do this, the teacher must have some experience. The basis of pedagogical technology is design. It is this precise design that allows the sturpedagogue to achieve an effective result.

A teacher working on the basis of such a project can achieve high results, even if he does not have extensive pedagogical experience. We know that pedagogical technology is first and foremost a precise, rigorous, scientifically designed process. The first step in organizing the learning process is to define these learning objectives. How do we define the purpose of the lesson today? Of course, everyone is interested in the question. We define the purpose of the lesson in general today and therefore find it difficult to evaluate the result we have achieved. Defining such a common goal does not satisfy pedagogical technology. Pedagogical technologies also require clarity in setting lesson objectives. Setting clear goals simplifies the monitoring and evaluation process and clarifies the process.

Therefore, it is concluded that the first step in the application of pedagogical technologies is to develop defined goals.

In the development of pedagogical technologies, the main focus will be on the final result and will be developed in the following sequence:

1. Develop defined learning objectives and group them.
2. Transfer learning objectives to control work and test tasks.
3. Choose the way and methods to achieve the goal.
4. Evaluate the result and determine the level of mastery.
5. Programmatic education.

This means that pedagogical technologies are radically different from traditional education. It requires a closed loop and a coherent interconnection.

The identified goals provide a great opportunity for the educator to define, evaluate, and define methods of supervision.

All stages are subject to one goal and guarantee a high result.

Traditional education is organized in the following sequence:

1. Define a common goal.
2. Identify methods
3. Assign control.
4. Evaluation

B. Blum's taxonomy helps to shed light on the question of what to look for when evaluating abstract concepts. If the teacher has used abstract concepts, B. Blum can use taxonomy. The concept of taxonomy refers to an interconnected algorithmically linked system. This taxonomy can also be used in the evaluation process.

B. Bloom's taxonomy.

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