THE CULMINATION OF PROJECTING THE MOTHER TONGUE EDUCATION

Rukhshona Isroilova
A teacher of the chair of Primary education methodology at Navoi State Pedagogy Institute

ABSTRACT

The problem of projecting the education effectively is investigated scientifically in this article. The project reflects on the course of pedagogical phenomena, reflection on the project's development, the purpose of the project, its means, the learning outcomes, the design of the project to enhance the pedagogical knowledge of the author, and to identify new links in pedagogical practice.

Keywords: Project, didactic knowledge, didactic project, dudactic naziya.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Changes in the socio-economic, spiritual life, lifestyle and mindset of the people will be one of the main objectives of education to instill news into students' minds and to direct young people to science and production.

The substance of opposite connection acting in the education process is enriched with progressive ideas. As a result of the knowledge, skills, creative activity of pupils, and the capability of controlling emotional assessment the objective ability of nature and society are increased. This, in turn, has given the scientific and practical basis for the organization, management and control of the educational system of the Republic of Uzbekistan as compared to the pedagogical practice of developed countries.

Communication with developed countries and the exchange of experience have also had a positive impact on the development of pedagogical science. Advanced pedagogical technologies are integrated into the activities of specialist scientists and school teachers.

These days, the principle of technological approach to education has become a topical issue. The problem of effective education design as an integral part of pedagogical technologies, which is embedded in the practice of education, is becoming an issue that needs scientific research and practical application. At the same time, the problem of designing education has many disadvantages. First of all, educational process design is not studied as a separate research object. Also, there is no classification of directions, tasks and means of designing the educational process.

Project is a particular object, action and history of condition. In didactic projects, a promising company that is formed from the interaction of educational subjects is modeled. Reflection of pedagogical phenomena in the project, reflection of the purpose, means, results of the project in relation to the student's activity, preparation of the project on the basis of a certain didactic theory will lead to improvement of pedagogical knowledge of the author of the project. Although the project relates to the normative field of activity, it is the most active means of learning by constructing didactic events.

Designing is the process of preparing a model of education. It consists of the design activities, the tools, the subject as the process. In this process, the content of the information or part of it is participated in the function of designing the training material subject. The teaching material is pedagogically processed and brought from the textbook to the new form. Training tasks, problems, system of tests and so on are the design forms of the training material modified according to the teaching and learning needs. Didactic knowledge and experience of the author of the project are design tools that are the determinants of project quality. Didactic projects differ from one another by the amount, size, accuracy, and maturity of pedagogical experience. Consequently, the effectiveness and quality of didactic projects ultimately depend on the knowledge, experience, and expertise of the project author. Designing is the development of a model or image of future actions of the interaction of subjects in the form of act, stage, period, which is focused on the content of education.

The didactic project is implemented in the activities of the subjects of education. Consequently, the didactic project concerns both teaching and learning activities. G.I. Shchukina used the term "organizational-managerialization of technology" to refer to knowledge in educational subjects - projects[1]. If we admit the materiality of knowledge, skills, experience in creative work and relationships in textbooks, we also have to acknowledge the value of didactic projects in the specialization and vocation of education.

In the process of preparing didactic projects, the authors design pedagogical content of information - the subject of design based on different didactic theories and views. Comprehensive, large, universal educational projects are developed in the form of concepts, programs, sets of educational standards, textbooks through pedagogical processing of information content. In the implementation of large, universal didactic projects, secondary projects - lesson plans, curricula, plans, syllabus are developed. There is a second way to design. This is a study of the design problem in the "teaching material and didactic project" system [2].

Understanding the design problem depends on how much knowledge there is in the didactic treasury and depends on the level of understanding the design processes.

The didactic issues are diverse in nature and can be divided into four groups, according to their importance in practical use and consequently in the formation of didactic projects: a) information relating to the methodology of didactic researches.This group of knowledge includes the study of didactics, the unity of historicity and logic in didactic research, the genetic cell of didactic research, the rise of abstractness in scientific and pedagogical research, the use of a systematic and holistic approach. This knowledge defines the "core" of design - from the point of view of science. Designing according to this core is different from other types of design - methodical, psychological, cybernetic: б) Information on didactic laws and regulations. In recent years, it has become a tradition to separate and study the principles of didactic research separately and the principles of the educational process. A systematic approach to didactic events is a principle of didactic research. Systematic learning in students is a principle of education. Its contents are widely covered in pedagogical textbooks. By treating systemism as a didactic, systematic approach to education, we distinguish two normative requirements for the process of preparing didactic projects: the didactic project system must be; to ensure that students' knowledge is systematic: в) information on the organization, management and control of pedagogical practice. Most of the knowledge stored in the didactic treasury is knowledge of this third group. The knowledge of this group primarily concerns the process of implementation of didactic projects: г) knowledge on projecting. There is little knowledge about this group,

and they are extremely inadequate. This can be explained by the fact that the design problem is still not studied as a separate research subject[2].

By developing a didactic project - the level of learning material, the subject's knowledge, skills, experience in creative activity, and the range of attitudes to be upbringing are developed.

The learning material has the following features: It reflects the transfer of knowledge from teacher to student; where material and educational content is materialized; The learning material is part of the textbook, and education begins with the study of the material. Training material is the intermediate link between information content and learning content; pedagogical processing of educational content begins with the training material.

From the foregoing, all forms of design are linked to the concept of information content, education content. Without understanding the meaning of these concepts, it is impossible to think of design.

The problem of education design as a complex system consists of the following components: a) didactic processing of information content for the purpose of cultivating a socially demanding person. It clarifies its role in the formation of science, society and human personality through such an approach to the content of the information and its analysis; b) pedagogical processing of information content from the point of view of educational subjects. In this process, each subject is analyzed in terms of its own specific science, thus defining the general fundamentals of the discipline and determining the optimal criteria for reflecting them in the learning subjects; c) reflection of the general fundamentals of science in textbooks [3]. When designing a textbook system, the age, psychological and physiological features of the children, the level of training (for the pupils of the textbook), the ability to learn, the basic and additional texts for the textbook are developed; The content of the textbooks and their contents are pedagogically processed in terms of the training material. It defines the chapters of the textbook and its relation to them, the paragraphs and their amount and order. Defining exercises and their types, tasks, questions system, definition, rules, definitions for children, as well as the size of the textbook, limits on repetition of students' activities, and optimal amount of theoretical and practical materials.

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