

**THE ROLE OF DIDACTIC PRINCIPLES IN THE ORGANIZATION OF THE  
EDUCATIONAL PROCESS IN HIGHER EDUCATIONAL INSTITUTIONS**

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**Annotatsiya:** This article covers thoughts on the essence and importance of didactic principles in educating a person, giving him deep, scientific knowledge in certain directions.

**Keywords:** didactics, method, principle, category, educational system, group education, individual education, educational tools, educational content, didactic system, educational technology.

In the current conditions under which a legal, democratic society is being built in the Republic of Uzbekistan, the task is to educate a harmonious, comprehensively developed, free, independent-minded person before the system of continuing education. This task is positively solved by being in the educational and educational process [humane attitude towards students. Being in a humane attitude towards students implies worrying about their fate, being able to see their ability, believing in it, as well as appreciating the student's right to make mistakes, to have a personal point of view. And in didactics, the laws of this process are studied.

Didactics is understood as the field of pedagogy that scientifically substantiates the content, methods and organizational forms of teaching. It is necessary that each teacher thoroughly knows the basics of didactics and, relying on them, organizes activities.

Didactics recognizes education as a means of giving social experience. With the help of education, the preparation of young people for life is carried out. When organizing educational activities, the relationship between a teacher - student, a student – educational material, a student - other students occurs.

The functions of didactics include:

- definition and explanation of educational processes and the conditions for their implementation;
- more perfect organization of the educational process, that is, development of educational systems and technologies;
- identification, analysis and definition of factors of general laws characteristic of the educational process.

The main categories of didactics are: lesson, acquisition of knowledge, education, knowledge, skills, qualifications, educational purpose, educational content, educational process, Organization of the educational process, types of education, forms, methods and Means, educational result. Recently, a proposal has also been put forward to include such concepts as the didactic system of education and educational technology in the ranks of the main didactic categories. 1) knowledge is a systematized set of scientific information about the existence of a person, which is reflected in the consciousness of a person in the form of concepts, schemes, certain images; 2) acquisition of knowledge – the process of improving and enriching existing knowledge by strengthening the skills, qualifications of behavior and activity on the basis of perception, learning, training and certain experience; 3) skill-the ability of an individual to organize a certain activity; 4) qualification – an automated form of performing a certain action or activity; 5) Education – a process aimed at the formation of practical skills and competencies in students on the basis of giving them theoretical knowledge, the cultivation of their cognitive abilities and the education of their worldviews; 6) educational methods – a set of methods that are used in the educational process and provide its effectiveness; 7) educational content – the essence

of the process of comprehensive development of the mental and physical abilities of the individual, the formation of a level of worldview, etiquette, behavior, social life and readiness for work; 8) educational tools-objective (textbook, teaching aids, educational tools, educational tools, map, diagram, poster, picture, drawing, video projector, tape recorder, video recorder, equipment, TV, radio, computer, etc.) and subjective (teacher's speech, sample, examples of the life and activities of a particular person, etc.); 9) educational process – pedagogical process, organized between teachers and students and aimed at mastering scientific knowledge; 10) educational content – the essence of scientific knowledge, determined on the basis of state educational standards and intended to be mastered in certain disciplines under certain conditions; 11) educational purpose (the purpose of reading, obtaining knowledge) - a leading idea that determines the exact direction of Education; 12) educational result(1).

Didactic principles are the content that determines the essence of the organizational forms and methods, Basic Rules of the educational process, which are organized according to the general goals and laws of the educational process. Knowledge of the principles of Education makes it possible to organize the educational process on the basis of its laws, to reasonably set its goals and select the content of the educational material, to choose the form and methods of education that are appropriate for the purpose. At the same time, these principles allow teachers and students to follow the stages of the integrated process, to carry out interaction and cooperation. Didactic principles reflect the laws associated with the choice of educational content and express the following ideas:

- The principle of citizenship-according to it, education should be manifested in the development of the subjectivity of an individual, in the direction of his spirituality and social maturity. It presupposes the humanization of the content of education and is associated with the formation of their perception of citizenship, the system of perceptions of the social and political structure of the Republic of Uzbekistan, the psychological characteristics of the culture of the Uzbek people, its mentality characteristics, national politics and culture, as well as their perception of current issues.
- The principle of science - expresses the content of education that the level of development of modern science and technology corresponds to the experience accumulated by world civilization. This principle requires that the content of Education, which is carried out at the time of education and in addition to Reading, be directed to introduce students to the basic theory or concepts of one field or another, bringing them closer to revealing objective scientific evidence, phenomena, laws, modern achievements and prospects for development.
- The educational principle of education relies on the laws of the unity of education and upbringing in a holistic pedagogical process. This principle provides for the formation of a harmoniously developed personality in the educational process. The effective course of upbringing in the educational process is associated with the intellectual development of the individual, primarily with the consideration of the interests, perception and individual abilities of students.
- Fundamentalism and practical orientation (the connection of education with life, theory with practice)- students in umuiy secondary education schools undergo deep theoretical and practical training. This situation is expressed in traditional didactics as the connection of education with life, and theory with practice. In reading, fundamentalism presupposes the science of knowledge, full and deep. It is based on modern scientific technical progress, which requires a person to have a high intellectual potential, the ability of thinking to appear exploratory, the desire and qualifications to constantly replenish his knowledge. Fundamental knowledge will wear out more slowly than its exact knowledge, and will also depend more on its thinking capacity than on the person and memory.
- Harmony with nature - Expressing his idea of harmony with nature, Y.A.Komensky argues that childhood is the most favorable period for the educational process, as life in nature begins in

Spring (2). Morning hours are considered very convenient for performing activities. Hence, the idea of harmony with nature is the basis of such an educational principle as gradual, sequential and independent activity. The Uzbek pedagogue Abdulla Avloni was also a follower of the idea (1878-1934) that education and upbringing should be harmonious with nature in the way. In his work "Turkish Gulistan yohud ethics", he expresses confidence in the natural perfection of the child's personality. A. Avloni writes that a child is born in harmony with beauty and kindness by nature (3). Scientist believes that the task of education and upbringing is to create conducive conditions for the development of the child's personality. Abdulla Avloni was a proponent of the idea of raising a child on the basis of national culture, love for the motherland, in this regard, the following points were expressed in alloma's works: "... they say that the city where a person was born and grew up, and the country where this city is located, is the homeland of this person. As we turkestanis love our sunny land more than our souls, the Arabs love their Arabia,... and the Eskimos love their North". A. Avloni believes that education and upbringing based on popularism should encourage young people to show patriotic models.

- Humanism refers to the value of a child as a person, ensuring his freedom as well as a happy life, developing it, realizing his creative capabilities, helping him find his place in life, etc. The words "humanity" and "humanity" come from the Greek word "human". Humanity, humanity are spiritual and moral concepts. The idea of humanism is first prominent in the views of philosophers of antiquity (Socrates, Plato, Aristotle, etc. Humanitarian ideas in Central Asia developed widely during the Eastern Renaissance. Abu Nasr Forobi believes that the child should be raised first as an educated, generous person (4). After all, negative defects appear from childhood. Therefore, it is necessary to avoid mistakes in establishing upbringing in the family.

- The principle of exhibitionism is considered one of the important rules that lie on the basis of the organization of the educational process. Y.A. Komensky called it the "golden rule" of didactics. According to him, human sensory organs should be used in education. "If we want to generate real and specific knowledge in our students, then we must strive for education with personal observation and perception of everything in general – he argues-if some object can be perceived with several sensory organs at the same time, okay let them be studied with several senses at the same time" (1).

- Demonstrating what is being studied on the basis of experiments and narrating the essence of the process will somehow increase the level of mastering. In particular, the effect of eavesdropping on information is 15 percent, and eavesdropping is 25 percent. As a result of their simultaneous participation in the educational process, the efficiency of receiving information increases by up to 65 percent. Exhibitionism can be used at all stages of the educational process: mastering new material, strengthening it, organizing exercises, and checking and evaluating students' appropriation of program materials.

- The principle of effectiveness and reliability of Education. In traditional didactics, it is expressed as a principle of robustness. If the teaching process does not ensure the achievement of educational goals, then the need to organize this process does not arise. Therefore, education should be effective, as well as have a developmental and nurturing character. To ensure the reliability and robustness of education, students need to be able to master the following full cycle of study-learning actions in the educational process: initial acceptance of the studied materials, deeper understanding of it, memory, implementation of certain activities on the application of their acquired knowledge, their repetition and systematization. The requirement of depth and robustness of education is traditional in didactics, and it is placed in contrast to superficiality. The main sign of deep, solid knowledge is the understanding of the most fundamental ideas, rules, concepts, categories, deep.

- The principle of intelligibility of Education requires taking into account the existing capabilities of students, abandoning intellectual and emotional difficulties that have a bad effect on physical and mental health. Understanding education means correctly determining the content of reading, taking into account the age, cognitive capabilities of students. That is, the correct determination of the volume of knowledge, practical skills and qualifications that students need to occupy in each academic discipline.
- The principle of unity of Group and individual Education serves to reflect the desire of the individual, on the one hand, to interact with those around him, to establish social ties, and on the other, to receive education in isolation. Treatment is a special type of activity, in the process of its organization, Imagination and understanding of others arises. Establishing a relationship with those around them ensures the formation and development of interactions, and isolation ensures the socialization and development of the individual. Traditional education is considered Group in its essence. After all, it is organized in study groups (auditoriums) of 30-40 students. In the course of 100-200 students, on the other hand, lectures are organized in order to reduce the effort spent on education. Group Education has favorable conditions for the organization of discussion, negotiation, ensuring the joint search for the most effective ways to solve educational issues. Creates conditions for mutual assistance, increases the sense of responsibility of students. The organization of Group Education in educational institutions is considered the main form of team formation.
- The principle of cooperation means ensuring the priority position of the individual in the educational process, his self-awareness. This principle requires the dialogue form of communication between subjects in the process of interaction, and the achievement of the superiority of empathy in the content of interpersonal relationships.

In place of the conclusion, it is worth saying that didactic principles are a process that can guarantee the fulfillment of a predetermined goal, plan, the formation of personality qualities, combining the basics of education, process, means, capabilities.

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