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# PRACTICAL PRINCIPLES OF ORGANIZING THE EDUCATIONAL PROCESS

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**Abstract**
This article talks about the reforms implemented in the education system in recent years, the organizational and pedagogical conditions of the educational process, problems in the organization of the educational process and their solutions, tasks to be performed, etc.

**Keywords and phrases:** form, method, method, independent thinking, communication, state educational standard, program, textbook, pedagogical technology, organizational-pedagogical, educational-methodical, independent thinking, individual, design, modeling, skills, etc.

## O‘QUV JARAYONINI TASHKIL ETISHNING AMALIY ASOSLARI

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**Annotatsiya:**
Ushbu maqolada ta’lim tizimida keyingi yillarda amalga oshirilgan islohotlar, o‘quv jarayonining tashkiliy-pedagogik shart-sharoitlari, o‘quv jarayonini tashkil etishda muammolar va ularning yechimlari, amalga oshiriladigan vazifalar kabilar haqida so‘z yuritiladi.

**Kalit so‘z va iboralar:** shakl, usul, metod, mustaqil fikrlash, muloqot qilish, davlat ta’lim standarti, dastur, darslik, pedagogik texnologiya, tashkiliy-pedagogik, o‘quv-metodik, mustaqil fikrlash, individual, loyihalash, modellashtirish, ko‘nikma va boshqalar.

**Аннотация:**
В данной статье говорится о реформах, реализованных в системе образования за последние годы, организационно-педагогических условиях образовательного процесса, проблемах в организации образовательного процесса и их решении, задачах, которые предстоит решить и т.д.

**Ключевые слова и фразы**: форма, метод, метод, самостоятельное мышление, общение, государственный образовательный стандарт, программа, учебник, педагогическая технология, организационно-педагогический, учебно-методический, самостоятельное мышление, личность, проектирование, моделирование, умения и т.д.



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**Introduction**

Today, it is necessary to carry out large-scale work to develop the level of knowledge and professional skills of teachers, to accelerate their understanding of the essence of reforms, to raise them to the level of managers of the educational process, the first subject.

Indeed, it is impossible to organize the educational process without organizing teacher-student relationships based on democratic principles. To achieve this, it is necessary to conduct in-depth research into the forms, methods, approaches, and methods of guiding students in the educational process, respectfully recognizing the student's rights during the lesson.

It is known that only a learning process that encourages intensive independent activity can ensure the development of a student. Massive memorization of the learning material without explanation does not allow all students to develop independent thinking and communicative activity. As a result, the freedom of the educational process is undermined. In the teacher-student relationship, an atmosphere of forced obedience arises. In such conditions, the teacher becomes not the manager of the educational process, that is, the manager, but the governor, who says what he says. In this case, the knowledge presented to the students in the next lesson remains unprocessed in their minds as a result of hesitation. In such a situation, even the knowledge and concepts that are very important for the student's development and independent activity in public life remain unaffected in their development.

It is known that activity arises in a free, independent process in connection with the needs and aspirations of the individual. To achieve this, it is important to improve the mechanisms of modern organization, design, and modeling of the educational process, as well as to raise the student to the level of a subject of the educational process.

The reforms implemented in the education system in recent years require a focus on the student's personality. It is precisely this need that has led to the need to theoretically substantiate the organizational and pedagogical conditions of the educational process, namely:

- the fact that curricula and textbooks have a very high academic load;
- the presence of an imbalance between state educational standards and programs and textbooks;
- the complexity of the content of educational and methodological literature;
- the fact that the educational process is not aimed at developing students' skills in independent thinking, individual activity, design and modeling;
- the majority of students do not have their own point of view;
- the lack of proper interaction and cooperation between teachers and students.

The current process of globalization clearly demonstrates the importance of showing ways to use foreign experience in researching the problem of organizing the educational process. The teacher plays an important role in liberalizing the learning process, transforming it from a monotonous process into a multi-activity process. Therefore, it is advisable to pay special attention to increasing their level of knowledge, pedagogical skills, resourcefulness, and the ability to adopt reforms.

We believe that when organizing the educational process based on the principle of humanism, it is necessary to pay attention to the following: organizing lessons for students as an intellectual field, considering them as subjects with their own views; focusing on finding and



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developing the student's potential; organizing on the basis of creating opportunities for the student to demonstrate their potential; creating a healthy environment beneficial for the mental, physical, and spiritual development of the student; protecting them in education and ensuring gender equality (boys and girls); adhering to the requirements of active democratic

One of the pressing issues today is the organization of the educational process, focused on the student and the teacher. A study of the experience of developed countries in this field shows that innovative programs aimed at comprehensive learning have been developed and implemented in practice based on methods of designing and modeling the educational process. Examples include educational programs and innovative projects in the United States and a number of European countries. As a result of the liberalization of educational institutions based on certain principles, "educational technologies" based on many methods, spontaneous and personal management will be eliminated. Because today, under the status of new pedagogical technologies, methods that have no scientific or methodological basis continue to be used in the learning process. As a result, students' written literacy, mathematical calculation skills, and reading speed decrease sharply, and the classroom-class system becomes more abstract.

To this end, we believe it is necessary to implement the following tasks:

- formation of a unified bank for the use of modern pedagogical technologies and interactive methods created on their basis;
- theoretical and methodological study, justification, analysis and classification of this bank, identification of highly effective pedagogical technologies and interactive methods;
- development of recommendations for the practical use of technologies aimed at developing students' independent thinking, individuality, and educational and cognitive competencies.

To achieve quality and effectiveness in the learning process, it is necessary to create organizational and pedagogical conditions for revealing the unique characteristics of each student. In our opinion, these include:

- the widespread use of verbal and nonverbal tests of a pedagogical and psychological nature in order to identify the specific individual characteristics of students when admission to an educational institution;
- When grouping students by class, pay attention to the uniformity and exact correspondence of their abilities;
- taking into account the interests, aspirations, abilities and needs of students when creating programs and textbooks;
- the implementation of pedagogical and psychological measures to determine students' interest in the profession and their career guidance, etc.

After the adoption of the State Educational Standard, the content of education was partially updated. New curricula and textbooks have been developed based on the requirements of the State Educational Standards. However, the analysis revealed that the number of subjects in the curriculum has increased, the knowledge provided to students is becoming smaller, there are repetitions in the textbooks, inconsistencies between the State Educational Standards and the curricula are emerging, and the content of some academic subjects remains complex.

If the learning material is too complex, the learner will find it difficult to fully master it. If it is expressed repeatedly, there is no need to assimilate such educational material, it is adorned



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with it.

Today, 70 percent of the world's countries use integrative curricula and textbooks in the education system.

Each country has developed and implemented different levels of integration, based on the nature of the order placed on the education system of this country. For example, in the UK education system, integrative subjects are mainly introduced, while in Korea and Switzerland, integrated subjects or individual subjects are taught, in Australia, integrated subjects are taught, in Japan, Northern Ireland, Wales, Hong Kong, and Germany, as well as individual subjects, in Hungary, subjects in the field of culture, humanity and nature, integrative subjects, in the Netherlands, separate subjects, in Ireland, science and technology, all academic subjects are taught in blocks. We are taking the first steps in this direction.

As the organization of the educational process based on integrative programs and textbooks implies achieving efficiency, it is advisable to use different levels of integration, for example: modular and inter-them integration, based on the sequential presentation of topics, based on the creation of mutually harmonized points in educational programs.

One of the main aspects of organizing the educational process is the simple determination of the content of learning in a correct, purposeful, and perspective manner. In this case, it is advisable to choose the educational material, primarily based on the size of the learning load defined in the curriculum, the specifics of students' cognitive activity. The lesson materials presented to the student should be approached initially as an element of a complex didactic system, as the goal of cultivating a comprehensively developed, independent-thinking, harmoniously developed personality is achieved through the educational materials presented in the learning process.

It is known that, in addition to textbooks, alternative teaching materials are scarce in general education institutions. In such a situation, it is difficult to talk about the freedom and openness of the educational process. The content of the educational materials presented as components of the textbook, the conditions related to their assimilation and the completion of the assigned tasks, should be given more and more widely in the textbook.

It is necessary to create methodological manuals for teaching materials, methods of managing students' activities and methods of controlling their knowledge and skills, assignments reflecting problem situations related to the interpretation of plot drawings, various illustrations presented in the textbook, tests, laboratory work, etc.

In the organization of the educational process, the content, methods, and organizational aspects of learning are interconnected. The peculiarity of mastering educational materials of various nature lies in the fact that the level of students' mastery in this process determines the purpose of the lesson and the content of the assignments. When organizing the educational process, it is necessary to correctly define the specific tasks of students and the teacher's activities, namely: to master the educational material as fully as possible; to select educational materials that allow for the effective development of various types of theoretical, practical, and educational skills, as well as to inform students about new knowledge.

To organize the educational process, it is necessary to define the content, scope, and sequence of educational tasks based on the latest achievements in pedagogy and psychology. In this case,



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the level of assimilation of knowledge and concepts learned by students at the previous stage in the educational material presented at the next stage should be determined based on diagnostics, and the results obtained should be chosen to the extent that there is an answer to the question of whether they are equal to the level provided for in the State Educational Standard.

Effective implementation of the educational process depends on the following objective and subjective factors:

- objective factors:
- familiarization with the organization of the educational process, ways to improve the design and modeling mechanisms;
- harmonious use of pedagogical and information technologies in lectures, laboratory and independent work, analysis of lessons, formation of students' educational and cognitive competencies, comparison of lessons based on traditional and pedagogical technologies, identification of advantages and disadvantages of this process;
- the formation of analytical-critical, independent and creative thinking in students as a result of independent work as an integral part of the educational process;
- improving the quality of students' knowledge by directing them to targeted creative research;
- subjective factors:
- purposeful organization of students' educational activities in groups, collective, individual, and small groups, transforming them into full-fledged subjects of the educational process;
- establishing self-control, which is the basis for the formation of students' educational and cognitive competencies;
- analysis of student work, recognition of achievements and shortcomings;
- analysis of the results and making appropriate changes to the content and course of the experimental work.

Design knowledge and skills:

- definition and formation of educational, upbringing and developmental goals of lessons, laboratory and independent work;
- identifying typical shortcomings in the process of forming students' educational and cognitive competencies and errors in their answers;
- forms of training: planning lesson and extracurricular activities, organizing excursions, determining the stages and logical direction of their implementation;
- problem-based learning assignments for each stage of the lesson, defining their didactic goals;
- defining and designing the stages and logical direction of work on new educational material;
- determining the relationship between the methods of studying the educational material and the shortcomings that arose in the respondents' answers;
- preliminary determination of the results to be obtained from each stage of the lesson in accordance with the intended goal;
- Defining the methodological structure of the lesson, designing lessons in various variants;
- development of prospective and thematic learning plans in the optimal variant.

The teacher should prepare for the lesson as follows:



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- clearly defining the learning and cognitive competencies acquired by the student, purposefully defining and independently performing learning goals and tasks, as well as creating opportunities for control and evaluation;
- organize the lesson based on the requirements of pedagogical technology, individually and in a small group, and ensure the active participation of the student in the lesson;
- preparing the ground for the development of students' educational and cognitive competencies;
- Developing analytical and critical thinking skills in students;
- Enhancing, monitoring, and analyzing students' knowledge of design and modeling, and recommending work based on an individual plan accordingly.

Particular attention was paid to developing students' skills in using pedagogical technologies in improving the organization, design, and modeling of the educational process. For this purpose, the general characteristics of pedagogical technologies used in teaching were studied during the lesson, and these skills were formed in laboratory and practical work, and reinforced through independent work.

For example, specially designed problem questions and assignments were used to design lesson plans for the use of problem-based learning technology in teaching. That is, study published methodological manuals, articles on the use of problem-based learning technology, and complete the following tasks:

- identify the specific features of problem-based learning technology;
- create a technological map of the lesson;
- design the lesson topic;
- determine the educational, upbringing, and developmental goals of the topic;
- prepare lesson equipment and visual aids;
- prepare independent work, problem questions and assignments;
- identify ways to develop students' educational and cognitive competencies;
- place the completed work in accordance with the course of the lesson.

The teacher uses their professional skills to accomplish these tasks.

Therefore, in order to develop a perfect system for organizing the educational process, it is necessary to develop creative collaboration among teachers, create modern teaching materials for educational activities, conduct research to determine the level and state of students' knowledge of subjects, and popularize best foreign practices in the field of organizing the educational process. Teachers who follow it will definitely achieve effective results in teaching students. This is especially important in the development of their independent thinking, professional skills, intellectual and creative abilities.

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