MAIN TASKS OF EDUCATIONAL PROCESSES

Dilfuza Yulchiboyeva*

*Department of Pedagogy and Psychology,
Kokand State Pedagogical Institute,
Kokand, UZBEKISTAN

ABSTRACT

Bilateral actions in the learning process (learning and teaching) are comprehensive for personal development. Education is the most important and reliable way to acquire systematic knowledge. Education is characterized by two-way communication (learning and teaching), comprehensive personal development and other features. Education also has its own characteristics. Education is about the process of communication between students and students, the organization of modern education, the formation of knowledge, skills, abilities and the introduction of new technologies, interactive methods in education.

INTRODUCTION

Education is the most important and reliable way to acquire systematic knowledge. Education is characterized by two-way communication (learning and teaching), comprehensive personal development and other features. Education also has its own characteristics. Education is a teacher-led process of understanding. Education is also the process by which a teacher interacts with students. Any education includes the activities of the teacher and the student, that is, the activities of the teacher in teaching and the student in the direction of learning, in other words, directly settings reflect direct and relative attitudes.

One of the most important requirements for the organization of modern education is to achieve high results in a short time without spending too much mental and physical effort

[1]. In a short period of time, based on the delivery of certain theoretical knowledge to students, the formation of certain activities and skills, control over their activities, assessment of the level of theoretical and practical knowledge acquired by them requires high pedagogical skills, a new approach to the educational process requires

Today in developed countries there is a great deal of experience in the use of pedagogical technologies that increase the learning and creative activity of students, ensuring the effectiveness of the educational process, based on interactive methods.

In the learning process, scientific knowledge should become the property of the individual; enter into the structure of his experience. The implementation of this function ensures the completeness, systematicity and awareness of knowledge, their strength and effectiveness

[2]. At the same time, students receive information on the basics of science and types of activity, they master the methods of consciously operating the knowledge gained, using it to solve life problems. The educational function also assumes that training is aimed not only at gaining knowledge by students, but also at the formation of their skills and abilities.

Interactive methods are methods that allow learners to work together and collaborate in the acquisition of knowledge, skills, competencies and moral qualities. The basis of this type of method is interactivity. Interactivity means that participants in the learning process have the ability to organize a collaborative movement based on the acquisition of knowledge, skills, competencies, and certain ethical qualities.

These types of methods, by their nature, increase the learning activity of students; allow them to work in small groups and teams, to express their personal views on the subject, problems boldly, freely, to defend their views. has the ability to do, to justify with evidence, to listen to peers, to enrich ideas further, to encourage the choice of the most appropriate solution from the available considerations expressed. Appropriate, purposeful, effective use of interactive methods by teachers in the process of education and upbringing, the ability of students to communicate, teamwork, logical thinking, synthesis, analysis of existing ideas, different views provides a broad opportunity to cultivate the ability to find a logical connection between

[3]. "Educational process" is a broad concept and consists of the organizers of the educational process, education, upbringing, all-round development, which are directly related to any educational institution. In the process, students' personal qualities are formed and developed. The main task of the educational process is to discover new scientific facts. Many types of knowledge are acquired by students through perception through the teacher's story, description, rather than through direct sighting of the objects being studied.

The driving forces of the learning process are the unity of opposites and their mutual struggle. Examples of such contradictions are the contradictions between the new aspects of society's educational process and the important aspects of the process that need to be constantly improved. In addition, there are internal contradictions in the learning process. An example of this is the contradiction between the knowledge and skills that students need to acquire and the real, realistic opportunities to meet those needs.

The question of the place and role of education in the life of modern society is not unambiguous. Currently, when there is a change in the philosophical, axiological and civilizational and

technological paradigms of human development, when a digital civilization is replacing an industrial one, the question of what is education in modern society, how it should develop and in what forms is more acute than ever

[4]. the emerging new postindustrial information society, obviously, requires a new type of specialists who could effectively apply their knowledge, making the most of the resources available for this.

As a result, in modern conditions, education performs a number of important functions, without which society is unlikely to be able to fully function and develop. Note that already today there are active discussions about whether education should continue to perform this wide range of functions, or, given the serious structural changes associated with globalization and the transition to a post-industrial society, they should be revised. In this case, we are talking both about the content of individual functions (its revision), and about individual functions as a whole.

Thus, from the point of view of postmodernism, which is gaining influence today, "education ceases to be a social institution, because it no longer creates, reproduces and does not transmit stable patterns of social behavior, giving way to mass media and the Internet. In fact, if earlier education used various tools (techniques, methods) for implementation, then today's education itself has become a tool for participants in social activity, which has taken the form of special discursive practices"

[5].Proceeding from this postulate, the above functional construction of education is clearly untenable. Theorists and practitioners of postmodernism propose to completely revise the entire educational process, the entire structure of modern education. In this regard, some researchers ask the following important questions: "With regard to education: can postmodernism (as a philosophical trend, of course) become the basis for educational constructs? Does postmodernism fulfill, can it fulfill a reflexive, narrative function in comprehending modern educational phenomena? Is it capable of contributing to the emergence of new approaches that correspond to itself as a phenomenon of the era?"

[6].From the point of view of postmodernism, in the conditions of the information society, the very essence of the educational process is changing: the teacher (with an abundance of information) ceases to be its source, but becomes just a commentator: in non-classical pedagogy, "the teacher performs the function of a facilitator, that is, a person who stimulates (from the English. facilitate - facilitate, help, facilitate) meaningful learning" [7].

Classification of educational functions [8]

- The functions of education in society are either explicit or latent.

- The former are singled out as necessarily necessary, the latter are an unintended result of the activities of the participants in the educational process.

- Explicit functions show the goals of educational institutions, and latent ones show the result. Some of the common explicit functions are:
- acquisition of knowledge and skills
- preparation for acquiring knowledge
- direct training

- assimilation of the values of society

Of the hidden, the main ones will be three functions of general education:

- formation of social status in society
- finding strong bonds
- support of graduates in job search

Scientific literature provides various instances of theories of functions and their systematization. For example, L.M. Kogan singled out a number of functions of education [9]:

- broadcast
- value-oriented
- humanistic
- adaptive

The theory of P.O.Kenkmann is still well-known and in demand. He emphasizes the possibility of implementing social programs through the educational process. General education functions with examples highlighted by it:

- social, which is based on the social structure of society
- professional, thanks to which members of society are prepared for the performance of duties
- humanistic, consisting in the transfer of knowledge to younger generations
- ideological, formed around the isolation of a clear life position of a person

Currently, there are many technologies that successfully implement the developmental function of learning. In addition to educational, upbringing and developmental, some scientists also single out incentive and organizing functions of education. The learning process must be built in such a way that it encourages students to further educational and cognitive actions, organizes them to learn new things. It is indisputable that all the functions of the learning process are interrelated and implemented in all of its didactic components.

REFERENCES

1. Sh. M. Mirziyoyev Critical analysis, strict discipline - discipline and personal responsibility - should be the daily rule of every leader. - Tashkent - Uzbekistan - 2017.
2. Law of the Republic of Uzbekistan "On Education", "National Training Program" August 29, 1997.
3. N.Saidahmedov "Pedagogical skills and pedagogical technology" T-2002.
4. Asatkin etr Orevich. Modern education: functions and purpose
5. Ilyugin. Development in the Social Space of the East Modern: Trends and Prospects // Intern. Electron. On the. Ph. Studio Humanitatis. -2013. - 2. - C. 19.
6. Ivanova S. V., Elkina I. M. Postmodernizm i kachestvo obrazovaniya (postanovka problemy). Tsennosti i smysly. 2016, No. 6 (46), pp. 115-124.
7. Ivanov M. S., Yanitskiy M. S. Obrazovanie v postmodernistskom obshchestve: prob-lemy i perspektivy. Sibirskiy ped. zhurn. 2012, No. 9, pp. 78-84.
8. JG Yuldashev, F. Yuldasheva, G. Yuldasheva "Interactive education - quality assurance" Tashkent-2008.

9. T. Gaffarova "Modern pedagogical technologies in primary education" Tashkent - "Tafakkur" 2011.