



Organization Of Educational Process and Development Of Educational Process In School

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Annotation

School or out-of-school educational facilities, pedagogues, social pedagogues are engaged in activities aimed at solving educational issues. This activity includes a student-centered effect that takes into account the characteristics of the environment. If we talk about the influence of the pedagogue on the student within the limits of the implementation of his professional duties, then we call such activity educational work

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Enter. The development of the educational process in "Pedagogy" describes a set of actions aimed at forming the humane qualities of a person, carried out in a certain logic and order, and this set is called the educational process. In practice, "educational process" and "educational process" are synonymous concepts. But when the term "educational process" is used, it is intended to distinguish a certain order of actions aimed at the realization of a certain goal.

It is also important to clarify the relationship between the concepts of "pedagogical process" and "educational process".

Despite the predominance of the goals of education in pedagogical activity, the concepts of "education" and "education" are relatively independent. Therefore, two organizing bases are distinguished in the pedagogical process: education and educational process. These processes are closely related.

The relationship between the concepts of "pedagogical process", "educational process" and "educational process" is described in the table. The educational process consists of a whole developing system, the factor that makes up its system is the purpose of education, which is realized in the interaction between the pedagogue and the student. The organization of the



educational process is not limited and takes into account all the effects of the social environment.

It is the driving force of the educational process, and it is the solution to the contradictions between different influences on the student and the development of his special axis. These contradictions become a source of development, if the educational goal that the pedagogue sees earlier is in the zone of close development and corresponds to the assessment of the importance of the perceived. On the contrary, such opposition does not contribute to the optimal development of the system, if the child is not ready to accept positive influence. Because of this, it is necessary to thoroughly study the students, to project the perspective of near, medium and long development, to turn them into a concrete educational task.

All the actions of the participants of the educational process consist in regulating the various effects on the child. As a result of education, the level of education of each student changes, and the relationship between the participants of the process also changes. In this plan, it is important to consider the relationship between the educational process and the educational system. We will try to distinguish the essence of these concepts and compare them.

Education consists of several interrelated processes: educational influence, their acceptance by a person, and self-education that arises from it. Controlled, developing interactions of subjects and objects only reflect the important side of the educational process, which is conventionally called the external side. Also, the examinees say that it includes not only the external influence and personal reaction of the student, but also human growth and qualities[4].

In the process of education, the unity of external influences, impact on objects and internal reflection is manifested; the opposite effect occurs; the object affects itself independently; and this effect is manifested in self-discipline.

The dynamic system of "educational process" includes objects and subjects of education in a broad sense, various connections, conditions under which these effects occur.

It is the main components of the educational process, and it is a purposeful, meaningful operational-active, analytical-result.

The objective component involves the determination of the goal of education by the pedagogue and the students. Setting this goal is possible, on the one hand, based on the child's interests, and on the other hand, taking into



account the development traditions and demands of the society for educational institutions.

The content component includes the main directions of student education, which is carried out as a whole.

reflects its goals and tasks, ensures the readiness of a person to fulfill his roles in various spheres of social relations. It refers to the qualities that are aimed at the development of the individual and form the basis of a person's interaction with people, society, the state, and the whole world[5].

The operational component defines the set of pedagogical tools implemented by the pedagogue and provides for the implementation of educational tasks based on the set goal. Based on this, the goal, task, content, method, means and form, the achieved result are process components. This is a general characteristic of any activity, it also applies to the entire educational process.

Analytical-result component indicates the effectiveness of the educational process, characterizes the changes in the education of students. Education of students is the level of compliance with the requirements of his development. It is possible to discuss about upbringing based on external signs (child's morals) and direct signs (self-esteem, tests, etc.).

Analytical-resultative component determines the main important causes of shortcomings and achievements, which allows to improve the educational process. Knowing the cause of the shortcomings in the educational work of the class team allows to determine the direction of educational activity, to improve the work of the class leader with the students of the subject, parents.

The analysis of historical traditions in the improvement of education gives a lot for the development of effective results of management of the educational process. This, on the one hand, saves us from repeating mistakes and shortcomings, and on the other hand, allows us to use the valuable traditions and effective methods of established educational tasks in new conditions.

Types of educational process are classified on different grounds. Most of the time, the base was the dominant factor in determining the educational network. It is divided into spiritual, patriotic, ecological, economic, legal, physical, intellectual and social[6].

The basis for classification is the number of students. In education, individual and frontal influence are distinguished. Often these effects are adapted in the pedagogical process.



envisages the organization of an impact directed at a concrete student . Such an effect is mainly made by parents, pedagogues, class leaders, and dormitory education.

Frontal education fulfills its purpose in relation to the group of students and envisages the organization of group activities.

Authoritarian education - the word pedagogue is accepted as the only truth in the interaction between him and the students. The stronger the relationship between the teacher and the student, the less independence and responsibility of the student. There is a formula that says "The teacher is always responsible, the student is not responsible for everything." In this type of education, it is necessary to control the actions of the students, there is a lot of violence against them , which is manifested in various forms. In the work of an educator, general concern , innocence , and omniscience prevail[7].

study , recreation, interest, etc. between the teacher and the student . The development of the child's self-control is the basis of the democratic style. The pedagogue makes a decision in agreement with the students, they are given the opportunity to express their opinion, they choose independently. Often, such a pedagogue approaches the student with requests, recommendations, advices, and orders. While systematically monitoring the work, he identifies positive achievements and results, the growth of the student's personality and his mistakes, focuses on self-work and special training that requires additional effort. The pedagogue is demanding , truthful, and tries to be so in every way, especially when evaluating the thoughts and behavior of his student. Always polite and kind in communication with people and children.

In practice, democratic orientation is realized in the following metaphors: "Equal among equals" and "First among equals."

The first option, "Equals among equals" is a style of relationship between the teacher and the student, in which the pedagogue mainly directs the activities of the student, takes into account the personal opinions and interests of the student, and solves all questions and problems in agreement with him as an adult[8].

Everything is allowed in free-will education, and students are treated with "kindness". In this, the pedagogue sees his love for children . Such a pedagogue indulges any interest of children, does not think about the possible consequences of their behavior , does not set the perspective of personal development. The main principle in the activity and behavior of such a



pedagogue is not to resist any action of the child, to satisfy any of his wishes and desires, in which case he harms not only himself, but also the child, for example, his health, spiritual and mental development.

In practice, none of the above styles occurs purely . It is known that the use of democratic style does not always work. Therefore, mixed styles are used when analyzing educational practices: authoritarian-democratic, liberal-democratic , etc.

Conclusion: School or non-school education centers pedagogues, social pedagogues are engaged in activities aimed at solving educational issues. This activity includes a student-centered effect that takes into account the characteristics of the environment. If we talk about the influence of the pedagogue on the student within the limits of the implementation of his professional duties, then we call such activity educational work[9].

and pedagogical tasks that optimally develop the student's personality , forms and methods of education suitable for the assigned tasks. This work envisages the organization of joint activities of the pedagogue and students, as well as the management of social relations that have a significant impact on the child. Educational work is divided into three groups of tasks:

The first group is connected with the direct influence of the pedagogue on the student :

- study the individual characteristics of his development, environment, interests;
- educational impact programming;
- implementation of complex methods and forms of individual work with the student;
- educational impact results;



Tasks related to the organization of the second group of educational environment:

- ***the team ;***
- ***creating a positive emotional environment;***
- ***involving students in various social activities;***
- ***development of the child's self-control;***
- ***interaction with the pedagogical team;***
- ***mass communication means;***
- ***interaction with other educational institutions;***

Organizational activity occupies the main place in the educational work conducted by the pedagogue. In doing so, he performs a complex of all compatible tasks: aiming ; planning, coordination, performance analysis, etc.

Educational work is the main component of the educational process. According to how pedagogues conduct this work, the success of the school depends on how adequate it is in the actual situation.

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