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SCIENTIFIC SIGNIFICANCE OF EDUCATIONAL PRINCIPLES AND LAWS IN TEACHING

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A B S T R A C T

The article highlights the principle of regularity and consistency in ensuring educational effectiveness, the importance of the principle of scientific and understandable educational material, the role of the principle of associating theory with practice in teaching, ways to increase the awareness and creative activity of learners.

K E Y W O R D S

Didactics, principle, regularity, consistency, science, intelligibility, theory, practice, principle of mindfulness, principle of creative activity, principle of exhibitionism, principle of thorough assimilation of knowledge.

Introduction

Modern pedagogues need to take into account the impact of existing objective and subjective factors on students in order to increase the effectiveness of educational activities. In this process, it is important for pedagogues to approach based on didactic principles to ensure the effectiveness of their activities. Below, we will focus on the importance of didactic principles that must be relied upon in educational activities.

1. The principle of regularity and consistency in teaching requires the organization of teaching in such a way that the teaching of academic subjects is carried out in a strictly logical order. Learners consistently acquire knowledge, skills, and abilities, and at the same time learn to use them to solve practical tasks.

The principle of regularity and consistency is implemented at all stages of the educational process. Its requirements are reflected in the creation of textbooks and programs. In the curriculum, theoretical and practical training should be integrated. In each lesson, it is necessary to clearly define the learning goal and find the content that matches the defined goal.

The regularity, that is, the systematicity of teaching, in addition to following a certain system in the presentation of knowledge, involves the implementation of various forms of connection with practice, including interesting games aimed at observing and learning theoretical knowledge, and social and useful work. refers to the lamination [1; p. 64].

2. The principle of making the educational material scientific and understandable. The principle of scientism requires that learners be provided with scientifically based, practically tested information for learning. In their selection, it is necessary to use the latest achievements and discoveries of science and technology.

In the process of acquiring scientific knowledge, students develop a scientific outlook and thinking. The scientific content of the educational material taught in each lesson should be wide and deep, and it should

not only create knowledge, but also thinking in students, and form the creative ability of students. For this, the teacher should improve his scientific level, be aware of modern pedagogical technologies, discoveries and scientific innovations. The knowledge that students learn should be theoretically confirmed and tested in practice.

The principle of comprehensibility requires that the content, volume, and teaching methods of the studied material are appropriate for the age and level of training of the learners. Making teaching understandable does not mean making it easy. The intelligibility of teaching is determined by the maximum limit of the learner's capabilities and gradually increasing it. In the course of the educational process, consistently increasing the complexity of the educational and work tasks set before the students develops the mental capabilities and physical strength of the students. The content of the educational material should be selected and structured in such a way that learners can relate it to their previous knowledge and have no difficulty in understanding it.

The principle of scientificity in teaching implies that the rules established in modern science are offered to learners for assimilation. In order for students to acquire scientific knowledge, it is necessary to select the most important scientific information, taking into account their ability to perceive. Students' ability to perceive expands as learning topics and practical issues that require physical strength and mental tension become more complex. Correct determination of the nature of the difficulty allows to choose a methodical option that helps students to expand their perceptive abilities and to make the educational material more complex. This allows the mental development of students to gradually increase and to acquire scientific knowledge in a deeper way [2; 73-b].

3. The principle of connecting theory with practice. Since scientific knowledge appears based on the needs of people's production activities, serves this activity and is connected with life, in order to acquire this knowledge, it is necessary not only to master their content, but also to be able to apply knowledge in practice.

Preparation of learners for practical activities begins in the process of imparting theoretical knowledge. Later, it will be continued with experience and practical training. In these classes, under the guidance of the teacher, the students check the reliability of the knowledge obtained in the experimental conditions, strengthen and deepen it, and they develop the skills and competencies of applying this knowledge in practice. Connecting theory with practice makes students understand the importance of theory in solving practical problems, which increases the quality of its mastery [3; 216-b].

4. The principle of students' consciousness and creative activity - that students should be conscious and creative in studying; that they understand the studied material and can express what they understand; includes the creative nature of study work. This principle envisages the organization of education in such a way that students consciously and actively acquire scientific knowledge and methods of their practical application, develop creative initiative and independence, thinking and speech in educational activities.

The principle of awareness in teaching ensures that learners clearly understand the specific goals of their educational work, master the studied object, phenomenon, processes and the connection between them, apply the acquired knowledge in practical activities. llay means that they will receive. The main role in the implementation of the principle of awareness belongs to the teacher, who must clearly express the tasks facing students and arouse interest in their thorough performance [4; 44-p].

5. Demonstration principle of teaching. The principle of demonstrability requires the use of different senses in the teaching process: sight, hearing, feeling with the body, etc. The more learners perceive an item, the more complete and deep their knowledge of that item will be. The principle of demonstrability

is consistent with the educational goals and is determined by the content of the material. Studying this material should equip learners with truly scientific and vitally important knowledge. The use of various visual aids in the lessons activates the thinking activity of learners and mobilizes their attention. Therefore, visual aids are used at all stages of education: students' perception of new material, knowledge consolidation, verification and practical activities, and formation of labor skills and qualifications [5; 108-p].

6. The principle of thorough assimilation of knowledge. Acquiring scientific knowledge helps to develop memory, logical thinking, creative activity and independence of learners. However, in order for the acquired knowledge, skills and abilities to serve as a basis for acquiring the system of scientific knowledge in the future, they should be thoroughly mastered, well consolidated and kept in the memory of learners for a long time. The requirements of the principle of thoroughness are as follows, and non-compliance with them causes negative problems in mastering the fundamentals of science for students, causes them to fall behind in their studies. This principle implies that the acquired knowledge, formed training and skills are kept in the memory of learners for a long time. The thoroughness of the students' knowledge depends on how well the teacher uses the indicated principles in accordance with the level of development and interest of the students.

7. The principle of teaching individually. Each learner has his own personal characteristics that greatly affect his educational activity. The teacher's study and consideration of these characteristics creates conditions for improving the quality of teaching and developing the positive abilities of each learner. Such a study of the characteristics of learners is conducted over a long period of time. The teacher observes the activity of students in classes, talks with them outside of class. He tries to find out the strong and weak side of the students, to study the characteristics of his interests, thinking, speech, memory, attention, and imagination, to get to know his character and will [5; 109-p].

8. Principles of integrity, systematicity and causality. It is possible to correctly analyze educational issues when the principle of integrity is followed in the study of pedagogic processes. In this case, only if the educational activity is studied as a whole process, the possibilities of acquiring intellectual and professional qualities of the students will be properly studied. Based on this principle, the issue of personality formation is solved at all stages of education. Pre-school education, general education and higher education serve to educate a person in terms of professional and personal qualities. Only a comprehensive understanding and study of the relationship between them can ensure the success of the educational process. Otherwise, if each of the links of education and training works independently, the system of education and training will not be able to correctly solve the problem of forming an intellectual person suitable for the modern era.

With the help of the principle of systematicity, first of all, the process of education and upbringing is considered as a whole system. The main elements and components that make up the whole system are analyzed separately. The function that each element or component performs is defined. It is also taken into account that there are separate components within the system. On the same basis, this principle should be followed at every stage, from the lower stage to the higher stage of the educational process. The principle of causality is revealed through such categories as chance or necessity, possibility and reality. Any social system makes it necessary to implement goals and tasks for its own benefit in the field of education. This necessity requires certain possibilities to be available. Sufficient or insufficient opportunities ensure the realization of the goals and tasks of education. Any action taken without taking into account the possibilities will cause big mistakes in the field of education.

In short, it is important for skilled pedagogues to approach educational activities taking into account the individual characteristics of students. Each learner has unique individual characteristics that affect their learning process. A teacher's knowledge of his students is the basis of an individual approach to them, for which he always observes students and learns in the process of various activities. Regardless of how students learn, they all need an individual approach. It is necessary to provide timely additional assistance to those who have problems in acquiring knowledge, and in this process, give each task taking into account the individual characteristics of students, their ability to complete this task, and their interest in the studied object.

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