



**SELF-STUDY, EDUCATIONAL. ORGANIZATIONAL PART  
OF THE PEDAGOGICAL PROCESS**

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<b>ABSTRACT</b>	<b>KEYWORDS</b>
<p>In this article, as the basis for the development of the student's personality, education - independent imagery, upbringing - self-education, information - independent information, taking into account the peculiarities of development processes and educational relations, it is reported that they can be distinguished as components of the entire pedagogical process.</p>	<p>education"- "self-education", "information"- "independent information", "education"- "independent education", "development" and "educational relations", pedagogical analysis, mutual lesson observation, teacher-student system.</p>

In the pedagogical process, it activates the internal capabilities of the subjects, helps to develop their concepts independently, "education" - "self-education", "information" - "independent information", "education" - "independent education", "development" and "educational" of pedagogy. The concepts of "relationships" complement each other and serve for the development of a person and the formation of personal abilities as a provider of one-second, second-third [5, p. 222].

Therefore, in the development of a person, his independent activity, that is, independent education and independent information acquisition, and self-education are important, and in the educational process, education - independent education, education - self-education, information - independent taking into account the characteristics of the processes of information, development and educational relations, they can be distinguished as constituent parts of the whole pedagogical process.

In the scientist's opinion, along with the processes of education - independent education, education - self-education, information-independent information, development and educational relations, the process of interaction that occurs in the family, neighborhood, educational institution and among peers is of great importance in the development of a person. it is necessary to consider it as a constituent part of the pedagogical process.

Interaction is a process that gains independent importance as a manifestation of human activity, an interactive form of communication and a certain type of individual activity [6, p. 223; 7, p. 12; 8, p. 126; 9, p. 234].

In the process of interaction, communication is created, and in this, a person realizes himself, shows his needs, personal life concepts, and activity. For this, a person needs to understand which system and which society he belongs to [10, p. 15].

A person participating in the process of interaction affects not only himself and his personal characteristics, but also the concrete situation, the situation, in which the development of interacting subjects takes place, as well as the process of interaction develops [11, p. 149].

According to A.A. Bodalyov, the interaction between people is the most important factor in the development of human psychology and personal characteristics, and the equal actions of the participants in this process is a condition for the emergence of interpersonal relations [12, p. 17].

According to T.P.Malkova and M.A.Frolova, in the process of interaction, the participants are equally provided with information in all directions, and concepts and personal thoughts are born in them. The characteristic of such changes is the integrative result obtained as a result of interaction through the exchange of information [13, p. 35].

In our opinion, it is necessary to take into account the importance of the interaction process as a constituent part of the pedagogical process, that is, the following results, which are of great importance in the development of the human personality, can be achieved during the interaction process: the development of the subject's activity and initiative; changes in the psychological characteristics of a person; development of spiritual and cultural concepts; development of self-awareness and self-assessment skills; increasing the level of professional competence; creation of cooperative activity and psychological adaptation to professional activity as a result of information exchange.

Interaction is of special importance in the process of interpersonal relations (direct and indirect communication), it is necessary to take into account the presence of interaction in the process of educational relations, which is of special importance in the development of the human personality, and their characteristics.

In interpersonal relations, the participants of the interaction process have a certain defined relationship with each other, as a result of the interaction of the participants in the process of this relationship, an educational process is created, and we can call this educational process the process of educational relations.

Because the educational process is a process of acquiring the experience of one person by another person as a result of interaction, it creates the necessary conditions and opportunities for the formation of personal qualities in people and management of the development process.

According to the scientist, the educational relationship is the exchange of experience between people, the assimilation and application of experiences, a constant relationship between them, that is, a system of relations, such as human-human, human-technological-human, human-book-human, human-nature-human, human-art. - is created in the form of educational relations like a person and in this process, a person can influence another person directly and indirectly by his actions or by using tools, this process also covers the relationship between leaders and staff, teachers and students in voluntary educational institutions.

Educational relations are permanent relations (relationships) between people, which serve to develop the human personality, that is, to form independent information, independent education and self-education, also, it is manifested in various forms in the interaction between people, which is considered a pedagogical process, that is, the knowledge, behavior and communication culture of a certain person participating in this process, clothing, body movements, ability, attitude and interest in science and

technology, art and nature are the second part has an effect on a person and on the activities of other people, that is, on the change of thinking, imagination and worldview, and on the development of their thinking [6, p. 55].

Therefore, the pedagogical process is a set of factors that serve the formation and development of personal qualities of people, the change of their behavior and worldview, the enrichment of their experience, the formation and development of knowledge, skills and abilities in interpersonal relations, in the process of direct and indirect influence (educational relations). we can say that it is an educational environment

Based on the above-mentioned ideas, lectures, seminars, practical training, group activities, excursions, roundtable discussions, meetings, competitions and contests organized in subjects, art festivals, conferences and other activities in various directions (pedagogical analysis, mutual lesson observation, mentor-student system, advice), in dependent education, self-education, independent information, independent work carried out by students and teachers themselves, as well as educational relationships that arise directly in the process of interpersonal relationships (human-human, human-technological-human, human-book-human, human-nature-human, human-art-human relations) process and the processes of pedagogical experience-testing and pedagogical practice can be said to be educational processes organized in schools. .

If we pay attention to the purpose, direction, essence and importance of these processes, we can see their interrelationship and dependence, that is, they have system characteristics, because the change of any one of the processes, which is called educational process, has its effect on the change of the second, third and others.

According to M.U. Dekhkanova, the system is a set of elements arranged in a certain sequence, relatively independent, logically interconnected and performing a common function together [14, p. 10].

According to the characteristics of the system, it is expressed by concepts such as interrelatedness, dependence, relations, integration, integrity, constituent parts, and the set of interconnected, interacting constituent parts of the system forms a whole object.

The characteristics and general complex of the system constituent parts have an integrative structure and are considered the main factors of this system, and these factors, which are of great importance in the creation of the system, are the large number of constituent parts of the system and their interaction, their compatibility with each other, and their characteristics. are characterized by their generality, their orientation to interaction, and the characteristics of mutual penetration [102, p. 30].

N.A. Muslimov says that systematicity is a common feature of the whole universe. An example of this is the systematic nature, society, human activity and thinking. Based on this general feature, the concept of "systematicity" can be defined as the fact that processes and phenomena in existence can form a system, the existence of a system, the material world and its forms of knowledge, and therefore pedagogical activity, have a systematic construction [15, p. 24] .

The concept of "system" is widely used in research, for example, educational system, educational system, system of forms and methods of organizing the educational process, etc.

N.V. Kuzmina stated that the pedagogical system, which is considered one of the types of social system, consists of a set of structurally and functionally related constituent parts that serve the purposes of providing education and training to people and the young generation, and organizing the educational process [16, p. 112] .

According to the researcher, the pedagogical system is the creation of interdependent parts with special characteristics that interact with the external environment in the direction of common goals, in the implementation and management of functional tasks.

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