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THE ROLE OF DIDACTICS IN TEACHING PROCESS

Abstract: In this article, examples are given ideas about the purpose of education, that is, the social motivation that society puts on the result of education, how to approach the student and what the teacher should be. After that, the question of what to teach the student (the content of education), what kind of teaching (the method of education), what to give through (the means of Education) will stand. In order to give modern knowledge, first of all, the teacher must have such knowledge. Also, the demand for a modern student is also defined in this exercise as "a person who is passionate about knowledge, has set himself the highest goal of acquiring knowledge". The main task of the teacher is an expression from the formation of independent thinking skills in the student. Therefore, in modern education, the reader should be eager to learn, eager for knowledge, in need, and the teacher should be an artist, initiator, sponsor and leader in the pursuit of these interests and searches, an inspirational initiator, sponsor and leader for the happiness and pride of the reader to seek. Only then can modern education have reached its goal. The process of education (training) is complex and multifaceted. Teachers and students take an active part in it. The successful and effective result of this process depends on the extent to which the laws of the educational process, that is, the didactic requirements for education are applied. Education as an integral part of cognitive activity, occurs on the basis of the general law of the individual's knowledge of the surrounding world. Therefore, it is necessary to carry out in one totality in the process of training, upbringing of the individual, as a harmonious generation. When a teacher is aware of the principles of education, he / she will be able to manage it effectively, choose the right effective methods of teaching. Therefore, the principles of teaching are the main negatives of solving the most important issues of the educational process from the theoretical and practical point of view. The article consists of theory, practice and result.

Key words: didactics, principles, teacher, student, create, purpose, theory.

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Introduction

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The purpose of education, that is, the social demand of society for educational outcomes, first of all determines how to approach the student and how to be a teacher, who to cultivate. Then there are the questions of what to give to the student (content of

education), how to give (the method of teaching), through what (teaching aids). So, in order to impart modern knowledge, first of all, the coach must have such knowledge. The demand for a modern student in this lesson is thirst for knowledge, making learning his highest goal. The main task of the teacher is to develop in the student the skills of independent thinking. Therefore, in modern education, the student is eager to learn, thirsty for knowledge, needy, and the teacher

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gives him this interest and research. He must be an artistic ability, an inspiring initiator, sponsor and leader for the joy and pride of the student's search. Only then can modern education achieve its goal.

The teaching process is complex and multifaceted. Teachers and students take an active part in it. The success and effectiveness of this process depends on the extent to which it follows the rules of the educational process, that is, the didactic requirements for education.

Teaching, as an integral part of cognitive activity, is based on the general laws of human cognition of the world around them. Therefore, it is necessary to integrate the process of education, upbringing and upbringing of a person into a harmoniously developed generation. Only when a teacher is aware of the principles of teaching will he be able to effectively manage it and make the right choice of effective teaching methods. Therefore, the principles of teaching are the basis for solving the most important issues of the educational process, both theoretically and practically.

Didactic's principles and role in educational process.

As a teacher, we can say, lesson is result of our creativity, theory of teaching, which is the main function of education, has always been very important. Education is a purposeful, systematic and planned process. To use some methods or managing strictly don't mean key of success, because every student has got different outlook and character. To organize lesson evolves in different ways, so it is impossible to put it in one mold. Didactics plays an important role to organize and manage the lesson. Let's first of all, discuss about didactics and it's role in education process.

Until the seventeenth century, there wasn't enough attention to the theoretical foundations of education. Only in the XVII century, significant changes took place in didactics, when education received a special name and the first scientifically based system of didactic activity in history was established. Didactics (theory of education: Greek "didacticos" means "teacher", and "didasko" means "learner") theoretical aspects of education (the essence, principles, laws of the educational process, the teacher and It is a subject that studies the content of student activities, educational goals, forms, methods, tools, results, ways to improve the educational process, etc. The word was introduced in Germany in 1613 by the German pedagogue Wolfgang Ratke (1571-1635). This concept was expressed in a similar way by the great Czech pedagogue Jan Amos Komensky (1592-1670) in his famous work "The Great Didactics". But Comenius argued that "didactics" was not just education, but upbringing. In this work, the scientist discussed important issues in the theory of education: the content of education, the principles of demonstration,

sequence of education, the class-lesson system. K. Ushinsky[1867] gave a special role to success in the education and upbringing of children. K. Ushinsky defined necessary conditions for the organization of teaching children as the establishment of a connection between the methods and content of training in preschool and school education, new and previously acquired knowledge.[1867] The German pedagogue A. Disterveg[1956] in his book "Guide to the education of German teachers" noted that didactics is a separate part of the theory of education in pedagogy. Didactics has a subject, functions and tasks. The science of pedagogy studies the process of education and upbringing on the basis of their integrity and unity. Didactics (theory of education) and theory of education are distinguished to clearly explain the essence of each of the two activities.

At present, didactics is understanding as a field of pedagogy that scientifically substantiates the content, methods and organizational forms of teaching. One of the main principles of didactics is to take into account the individual aspects of students in the educational process. It requires the organization of the teaching process, taking into account the characteristics of each student. It is known that, every person is formed in a certain environment. In nature, the features of that environment are sealed. Therefore, the principle of taking into account regional specifics in the teaching process is one of the necessary requirements of didactics. Despite the important role of education and individual subjects (including mother tongue teaching) in the system and structure of education, the purpose of education is a decisive factor in determining the content, methods, tools and outcomes of education. This problem is little studied in the scientific literature on pedagogy, in didactics. (including scientists I.Y. Lerner(1981), V.S. Lednev(2002), Ya.A. Komensky(1955), Y.K. Babansky(1989)

Even in textbooks and manuals on pedagogy and didactics, the purpose of education is not analyzed separately as a self-evident phenomenon. The purpose of education occupies a central place in the structure of education. However, the study of this issue from a historical point of view in the example of a particular subject, as well as the study of the purpose and important aspects of education. It is a necessary issue for the development of the state and society. That the state and society determine the purpose of education based on the social needs that arise during its development.

Therefore, a comprehensive study of the problem of educational goals is important for all periods. The aim of foreign language teaching has a special place in the set of educational goals. According to V. Sukhomlinsky(1958;19): «Progressive learning is, on the one hand, a thorough preparation of students for the acquisition of new knowledge, and, on the other hand, the teacher's

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ability is to present new material relying on the knowledge already schoolchildren have, to develop and improve them. V. Sukhomlinsky(1958;19) considered the possibility of solving many educational problems through the principle of continuity. One of the conditions for solving the problem of continuity, he saw in the organization of a certain work of pre-school and school teachers, pointing out: "It is necessary for the teacher to know each child, to study the individual peculiarities of his/ her perception, thinking and mental work, the year before school starts". At the same time, V. Sukhomlinsky(1977;92) argued, «The unsolved issue remains i.e. when it is most expedient to begin the study of grammar, when the child sat at the school desk and became a student of the first class, or maybe a little earlier, in preschool years». But language teaching develops step by step, school education does not teach a foreign language perfectly to the learner - the learner which comes to the university with knowledge of the grammatical structure of the foreign language and a certain percentage of oral speech, and in part (unlike before, now the language knowledge is quite popular) or in some cases can be used to fully meet their daily practical needs. This raises a number of legitimate questions: Why foreign language education is introduced as a general and necessary subject for all types, stages of modern education? What are differences between stages of education? What should be the basis of foreign language education? s it important to study only foreign language grammar? should it be focused only on the specialty?

To answer these questions, it is not necessary for everyone in society to learn only grammar. In all types, stages and forms of education, foreign language teaching has its own purpose and the needs must be studied.

- In the process of teaching a foreign language, it is based on certain circumstances (age, period, program), in which case the main grammar in the teaching of grammar is compared with the grammar of the native language and foreign language conduct, concepts conform to each other or vice versa;

-Differentiation of general and specific goals of foreign language teaching, such as teaching literacy, reading and expression skills, requiring its study as a special subject;

-Depending on the purpose of foreign language teaching, issues such as the content, methods and tools of teaching the subject are required to be updated.

The principles of education are determined by the huge tasks facing educational institutions. They are interconnected and form a system in which each lesson can involve several didactic principles. They contribute to the achievement of key educational goals. In the current process of reforming the education system, one of the most important issues is to provide students with solid knowledge, to educate them to be free, independent thinkers, to understand

the essence of the principles of education and to put them into practice. The scientific nature of the knowledge imparted in educational institutions should reflect the latest achievements and discoveries of science and technology. Therefore, the teacher should be aware of the latest developments in science, and academic subjects should be based on science. The scientific principles of teaching are aimed at equipping students with scientific knowledge at the level of modern science and technology in the educational process, especially to acquaint students with research methods. Science is concerned with both the content and the methods of education. Therefore, it is important to ensure that cooperation between knowledge, science and the subject is interrelated. Scientific explanations should be used at all stages of education.

Didactics principles of theory and practice with material;

One of the leading principles of education is to combine theoretical knowledge with practice and life experience. Achievements in education are based primarily on the interrelationship between theory and practice. Only then will the student understand the essence of the learning material and be able to use it in practice. To do this, the teacher must ensure the active participation of students in the educational process. Active participation leads to conscious, comprehensible acquisition of knowledge. Awareness and activism in learning, a high mood in the student, the desire to learn more, encourages independent thinking and drawing conclusions. Conscious and active acquisition of knowledge is reflected in the psychological aspects of the learning process.

The educational process, its content, the issues raised in it have a positive impact on the upbringing of young people. Therefore, education is the main source of personality development. When we say teaching, we mean that education and upbringing are inseparable. Therefore, the reputation of the education, the reputation of the teacher, is formed first of all in the classroom. Language classes should always be able to see it's educational potential, use educational methods. As a student acquires scientific knowledge, his/her worldview, will and abilities develop. In using the educational potential, the teacher depends primarily on the methodologically correct organization of education, the clear definitions of educational goals relate to the content of teaching materials and the ability to motivate learners.

At the same time, the teacher's reputation with the students is also important for education.The teaching process needs to be visualized. Comprehension of learning materials through both hearing and demonstration, their conscious and thorough mastery, provides a basis for understanding the need for knowledge in life, stabilizes attention. Therefore, visual aids should be relevant to the content of the topic, appropriate to the age and level of

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knowledge of the student, effective ways and means of using them should be used and developed. Demonstration materials can vary depending on the nature and content of the subjects. Including:

- Demonstration of objects and objects in their natural state
- presentation of visual aids (pictures, photographs, slides and films, etc.).
- representation of objects and objects by means of symbols (educational maps, diagrams, tables and models).
- audio visual aids (records, tape recordings, audio, films).

Only when knowledge is mastered through a variety of means will it be firmly remembered, which depends on the conscious mastery of learning materials, the connection of theory and practice, the adherence to instruction, and the consolidation of knowledge through repetition. The main purpose of education is the systematic and thorough acquisition of knowledge.

Success in education can only be achieved by taking into account the individual characteristics of the student in teaching. Therefore, the teacher must have sufficient knowledge of child psychology. In the course of the lesson, the general characteristics of the students in this class and the characteristics of each student should be taken into account at each stage of education. To achieve this, the teacher must observe the students and study their spiritual world. Only then will the causes of the student's deficiencies be identified and research be conducted to address them.

A) Purpose, process and approach;

The purpose of didactics and methodology is to teach. Didactics "what?" and "why?" and the methodology is inextricably linked to "how?" and "What to teach?" deals with the necessary issues). Traditional didactics "How to teach?"

The question leads us to the category of teaching methods. Without methods, goals cannot be achieved. It connects with the result which to set goal.

The term "method" is derived from the Greek word "methods - a way of research or knowledge, theory, doctrine" - a way of research, a way of knowing, a way of doing things, an expected result. means the method of achievement. A method is a method of practical or theoretical assimilation of reality. Scientific knowledge and its methods are the main direction of the methodology, including the study of various aspects of the activity. It focuses on teaching and methods. A method is a structured, systematic activity in which a teacher and students work together to achieve a set educational goal. The method is extremely versatile and combines many components. Its aspects include: the purpose of education; ways to achieve the goal chosen by the teacher; ways of teacher-student cooperation; express the purpose of education in the context of specific educational material; logic of educational process

(laws, principles); source of information; teacher skills; activity of participants of educational process; system of teaching aids and methods, etc. can be written. Because of its complexity, it is difficult to describe the method in a unique way. Therefore, it is necessary to give the essence and qualities of the method in a simplified definition.

The versatility of teaching methods, their complex structure, is reflected in different approaches to it. The core of the method-process is the link between the planned goal and the final result. Its role in the system "Goal - content methods, forms teaching aids" is crucial. In pedagogical practice, traditionally, a regulated method of activity is used to achieve educational goals. It emphasizes the relationship between the teacher's methods and the student.

The method of teaching is described as follows: the purpose of teaching, the method of mastering the interaction of the participants in the learning process (teacher; pupil, student). Teaching methods, on the one hand, are objective in nature and are based on strong rules that apply regardless of which educator they use. They represent all the didactic rules, the requirements of the law and the permanent components of the goals, the content, the form of educational activity. On the other hand, it has a subjective character, which is determined by the personality of the teacher, the specifics of the students, the specific conditions, opinions about the objective and subjective nature of the methods are different. There are those who completely deny the objective nature of the methods and say that it has a completely subjective character, and therefore is unique, that it appears in the form of the work of every educator, and that the fiber has an objective character, which is the complete opposite. Truth is usually born in the midst of all thoughts. For all methods, the objective side, which is always common, didactic theory, and in many cases the best ways of practice are recommended. The objective aspects of the methods reflect all the didactic rules, laws, principles, definitions, the constant components of the integrity of the content, the general aspects inherent in the forms of educational activity. The subjective nature of the methods depends on the personality of the educator, his/her skills, the specifics of the learners and the specific circumstances.

The course process is organized as a whole on both sides. Its practical expression is reflected in the result achieved in accordance with the set goal. Interpretation of the objective aspect of the methods from the point of view of the didactic principle, its theory

Educational function:

The study of material leads to the formation of an independent approach to the process of mastering, thinking, willpower, moral and spiritual views.

Motivation:

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Methods are a means of motivating students to learn. It serves as the main, sometimes the only stimulant of curiosity, desire.

Control function:

With the help of methods, the teacher not only monitors the student's knowledge, but also makes the necessary changes according to the results of the learning process.

1. Methods of teaching, understanding, mastering, providing faith. This group includes lectures, independent student work, independent study, observation of production processes, advice, guidance, media, comprehension of programmed materials, and more.

2. Methods of applying and consolidating knowledge, building skills and abilities, deepening faith. This group includes seminars, workshops, laboratory classes, tests, programmed classrooms, and internships.

3. Methods of determining knowledge, beliefs, professional training of students. These include academic process ratings, colloquia, interviews, course and graduate work, and state certification results.

The distinguishing features of the methods are: comprehension and mastery of knowledge in the first group, application and consolidation in the second group, certification in the third group and determination of the level of knowledge acquired. Methods can be divided into three groups according to the scope of their application in the study of sciences: general methods, applied methods in the study of a number of disciplines, and special methods. General teaching methods are used in all subjects. For example, question and answer, conversation, use of handouts. Some methods can only be used to teach certain subjects. These include problem solving, discussion. Specific methods are methods or techniques used in the study of a particular subject, depending on the nature of the subject being studied.

B) Research and principles (relation);

According to our practice till today we can give these factors. Didactic research studies teaching as a dialectical process, it can be ...

The system of teaching methods is considered to change and evolve, taking into account all the changes in dynamics, movement, the education system.

The process of educating young people is closely linked with the development of society, the development of science and technology, the goals of society. Changes in the content and purpose of education lead to changes and development of didactic principles, methods and organizational forms. Didactic principles play an important role in the study of all disciplines. Didactic principles apply to lesson content and lesson organization. Didactic principles should be followed as rules in teaching and learning. They are interconnected, the following principles are the rules for the effective organization

of the teaching and learning process, which are based on long-term experience.

The basic principles of didactics are:

1. The principle of activity; The real essence of human education is the independent understanding of new secrets of knowledge as a result of his mental activity. The student learns and masters the sciences better by his own actions. The learning process should be organized in such a way that they themselves are interested in science, trying to learn it. To do this, students must actively participate in the lesson.

2. The relationship between theory and practice; Theoretical knowledge should always be associated with professional practice. Practical education, in turn, should be based on theoretical knowledge.

3. Demonstration; Demonstrating knowledge as visually and realistically as possible requires language comprehensibility and the use of audiovisual aids in the learning process, teaching directly in the workplace and on real objects. If the lessons are given using visual aids, it will be easier for the students to master.

4. Comprehension; The content of the learning material should be selected and structured in such a way that students can relate it to their knowledge and have no difficulty in understanding it. That is, the content of the teaching material, as well as the language of the teacher and the way of expressing ideas should be appropriate to the level of knowledge of the student. But this does not mean that scientific terms are not used.

5. Using Samples; To explain the content of the study material, you should always try to choose samples. A good model, typical examples from practice, and different products clearly show the quality of the result.

6. Science; The content of the study material must be true and scientifically proven or tested on the basis of scientific research. It should also reflect the new achievements and discoveries of science. Material based on the teacher's assumptions or subjective opinions should not be used.

7. Applying knowledge Students should be able to apply what they have learned. Therefore, this knowledge must be applied and tested in a practical situation. Such practical situations should be created by the teacher.

8. Principle of Consolidation of Results Academic achievement should be recognized and evaluated. This requires constant communication between the student and the teacher. The results should be recorded in a special "Assessment Sheets". Didactic principles serve as a guide for the teacher's work, and in particular support the principle of comprehensibility. Reading and teaching are related to didactic behaviors. Didactic behaviors include teacher preparation for the lesson, its conduct, and assessment activities. There are many forms and methods of teaching. The goal is for the lesson to

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reach every student. The didactic octagon and the content of the learning process play a key role here. The purpose of the study (learning) is to control. As a teacher, always thinks about how and by what method to achieve the goal of the lesson. If so, they can find a way to teach the lesson that fits the topic.

Results:

Ya.A. Komensky (1955;278-279) noted that the learning process is a holistic way of knowledge, of the continuous development of diverse knowledge of a single root. Each new knowledge is the result of joining, a kind of building-up to the previously acquired knowledge of the students. He emphasized: "All training should be in such a way that the next is always based on the previous, and the previous is fixed to the following ... The scientific work of the whole life should be so distributed as to form one encyclopedia in which everything should follow from the general root and stand on his place". «Everything that has a connection, teach in connection» – so formulated his position on this issue (Ya.A. Komensky 1958;6). Y. Pestalozzi.I.H. (1988) saw continuity in the development of nature: «Bring in your consciousness, all essentially interconnected subjects in the very connection in which they are really in nature. In each field, place knowledge in such a sequence, so that each subsequent concept includes a small one, almost imperceptible adjunct, which became unforgettable, deeply rooted in previous knowledge. A. Disterveg(1956) emphasized: «Since mental development is associated with the law of graduality, then education must adhere to this principle».

After doing all above, we can say, the choice of teaching method depends on:

1. The level of preparation of the taught group for the lesson.
2. Subject to be studied.
3. Topic of the lesson.
4. Content of the topic.
5. Availability of handouts and equipments that can be used in the classroom, etc.

When deciding how to teach a lesson, it is important to focus on what the lesson is about. If:

- If the goal is to be achieved, it is important to clearly define what goals are to be achieved during the course;
- Attention is paid to the composition of the group of students (pupils), if the class is intended;
- the topic, the time allotted for it, what educational material should be brought to the attention of students and how much time is allocated to it;
- We consider what kind of teaching aids we have and to what extent we can use them if the teaching aids are targeted;
- We choose which teaching methods should be used if active (passive) student participation is intended;

- take into account the organizational conditions in which the lesson is planned;

- The focus is on the order in which students' knowledge is monitored and evaluated, with a view to mastering control.

The organization and management of the learning process depends on the purpose of the training. Does the teacher aim to teach the student a concept or trend in the lesson, or does he or she have to learn to understand, analyze, or apply it? it is necessary to know how to synthesize reality or evaluate it by comparing different options and studying their pros and cons.

1. Identify, describe, memorize, show.
2. Compare, contrast, explain with examples, retell, change and express.
3. Apply, compose, demonstrate, continue the idea, project, develop, solve.
4. Analyze, categorize, describe, show the difference.
5. Create, develop, identify trends, patterns, generalize, recommend, describe.
6. Listen, discuss, solve and evaluate;

Resume;

In short, after investigation in our dissertation's part, we can say that for first time, teacher or mentor should understand about didactics and usage of it. Teacher don't use the same methods in all lessons, because it is very boring way to manage the lesson. Teacher should be creative and find unusual ways, according to the stages of cognition, the scope of the student's thinking, taking into account his abilities, should be given a task. The main purpose of using different teaching methods is to raise the level of students' knowledge, we will consider ways to achieve this goal. The content of teaching is determined by the objective reality embodied in the subject. Methodology is a form of development, the movement of science in the learning process. The difference between science and its teaching is direct objective reality, expressing the laws of its development and directly describing this process as a subject. In general, teaching raises the knowledge of the objective world to the level of achievements of this science. Science is constantly evolving and enriched with new discoveries and knowledge. In turn, in the process of educating students, these discoveries are absorbed into their minds.

New aspects and problems of life are constantly deepening in the process of learning how to solve them. New methods are used in the educational process; new training courses are introduced. Raising the level of teaching language to a spiritual, theoretical level depends in many ways on the forms and methods of teaching used in the educational process, the level of students' study of the work of researches.

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