

Principles and laws of teaching as an important basis for ensuring the effectiveness of education

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Annotation: The article deals with the principle of regularity and consistency in the acquisition of knowledge, the importance of the principle of scientific and comprehensible teaching material, the role of the principle of linking theory with practice in teaching, increasing the awareness and creative activity of students in the learning process. are illuminated.

Basic concepts: didactics, principles, regularity, consistency, scientific, comprehensibility, theory, practice, the principle of consciousness, the principle of creative activity, the principle of demonstration, the principle of thorough acquisition of knowledge.

In modern education, the effectiveness of teaching and methods of working with students are based on didactic principles. Below are some of the didactic principles that every educator should use in the teaching process. 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 competencies 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 learning process. Its requirements are reflected in the development of textbooks and programs. The curriculum should ensure that theoretical and practical lessons are inextricably linked. Each lesson should clearly define the learning objectives and content that is relevant to the objectives. The regularity of teaching, ie the systematization of knowledge in connection with the implementation of various forms of interaction with practice, in addition to the application of a particular system in the expression of knowledge, including observations of theoretical knowledge and interesting games and socially useful work means[2].

The principle of scientific and comprehensible study material. The principle of science requires that learners be provided with scientifically sound, practice-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 teaching material in each lesson should be broad and deep, and should form not only knowledge but also thinking in the learners and shape the creative abilities of the learners. To do this, the teacher must improve their scientific level, be aware of modern pedagogical technologies, discoveries and scientific innovations. The knowledge that students are learning must be theoretically validated and tested in practice. The principle of comprehensibility requires that the content, scope and teaching methods of the studied material be appropriate to the age and level of preparation of the learners. Making teaching understandable does not mean that it should be easy. Comprehensibility of teaching is determined by the maximum capacity of the student and its gradual increase[3].

Consistently complicating the learning and work tasks set for learners in the learning process will develop students' mental capacity and physical strength. The content of the study 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 scientific principle of teaching implies that students are invited to master the rules that are firmly established in modern science. In order for learners to acquire scientific knowledge, it is necessary to select the most important scientific information, taking into account their ability to comprehend. Cognitive abilities of learners expand as learning topics and practical issues that require physical and mental strain become more complex.

Correctly identifying the nature of the difficulty allows learners to choose a methodological option that will help them expand their cognitive abilities and make the learning material more complex. This will allow the learners to gradually increase their intellectual development and deepen their scientific knowledge. The principle of linking theory with practice. Since scientific knowledge is based on the needs of human productive activity, and serves and is connected with this activity, 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[1].

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The principle of linking theory with practice. Since scientific knowledge is based on the needs of human productive activity, and serves and is connected with this activity, 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. Preparing students for practical activities begins with the transfer of theoretical knowledge. It will be followed by practical and practical training. In these sessions, learners, under the guidance of a teacher, test the validity of the knowledge gained in an experimental setting, strengthen and deepen it, and develop the skills and abilities to apply this knowledge in practice. Linking theory to practice leads learners to understand the importance of theory in solving practical problems, which enhances the quality of its mastery.

The rule of conscious and creative activity of students is that students have a conscious and creative attitude to learning; be able to understand the material being studied and express what they understand; creative work. This principle implies the organization of teaching in such a way that students consciously and actively acquire scientific knowledge and methods of applying it in practice, they develop creative initiative and independence in educational activities, thinking, speech. The principle of awareness in teaching is that students have a clear understanding of the specific objectives of their work, to master the subject, event, process and the relationship between them, to put the acquired knowledge into practice. Ilay. The main role in the implementation of the principle of consciousness belongs to the teacher, who must clearly articulate the tasks facing the learners and arouse interest in their successful implementation. Demonstration rules of teaching. The principle of demonstration requires the use of different senses in the teaching process: sight, hearing, touch, and so on. The more the learners understand the object, the more complete and deep their knowledge of the object will be. The principle of demonstration is relevant to the learning objectives and is determined by the content of the material. The study of this material should equip learners with truly scientific and vital knowledge. The use of a variety of visual aids in the classroom stimulates learners' thinking and mobilizes their attention.

Therefore, visual aids are used at all stages of teaching: learners' perception of new material, consolidation of knowledge, testing and practical activities, and the development of work skills and competencies. The main task of using the rules of demonstration is to activate the learning activities of students. This principle implies teaching based on direct perception of the environment. Teaching based on the implementation of subject and visual aids helps to activate thinking, observation, increases the interest of students in the studied issues. It teaches them to do simple research, helps them to actively absorb knowledge, facilitates the process of acquiring them, and ensures the stability of knowledge. The rule of thorough knowledge acquisition. Acquisition of scientific knowledge helps to develop students' memory, logical thinking, creative activity and independence. However, in order for the acquired knowledge, skills and competencies to serve as a basis for future mastery of the scientific knowledge system, they must be thoroughly mastered, well-reinforced and stored in the memory of learners for a long time. The requirements of the principle of thoroughness are that failure to comply with them will lead to the fact that learners will not master, will lag behind in learning[3].

This principle means that the acquired knowledge, formed learning and skills will be stored in the memory of learners for a long time. The accuracy of a student's knowledge depends on how well the teacher

uses the principles outlined in the learner's level of development and interest. Rules for individual training. Each learner has their own personal characteristics that greatly influence their learning. The teacher's study and consideration of these characteristics will create the conditions for improving the quality of teaching and developing the positive abilities of each student. Such a study of the characteristics of learners takes a long time. The teacher monitors the students' activities in the classroom and talks to them outside of class. It seeks to identify the strengths and weaknesses of a student, to explore his or her interests, thinking, speech, memory, attention, and imaginative traits, as well as his or her character and will. In short, in the context of education reform, the study of the individual characteristics of learners is becoming increasingly important. Each learner has unique individual characteristics that affect their learning processes. A teacher's knowledge of his or her students is the basis for an individual approach to them, for which he or she constantly observes students and learns from them in a variety of activities. No matter how students are learning, they all need to be approached individually. Those who are struggling to master the lesson need extra help in a timely manner. The teacher should give each task taking into account the individual characteristics of the learners, their ability to perform the task, their interest in the object of study.

List of used literature

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