

Periods of the educational process and the technology of teaching based on them

Mukhtor Roziyev

Senior Lecturer, Bukhara State University

Annotation: This article analyzes didactic phenomena in the field of the educational process - the activities of a teacher and a student during the formation of an act, phases, cycles and stages of studying the material "Frage Sätze" in a German lesson in grade 5.

Keywords: education, didactic events, methods, learning activities, learning materials, educational process, educational stages.

Didactic activities in the context of the educational process - an act, a stage, the formation of periods to further clarify the activities of the teacher and the student, as well as the temporary intersection of educational materials, we will analyze the process of studying the Frage Sätze (Interrogative sentences) topic in a German lesson in the 5th grade.

In order for a 5th grader to master the correct use of an interrogative sentence in speech, it is necessary to know the definition of the interrogative sentence (1), a decrease in the number of votes at the end (2), and a question mark at the end of the interrogation (3) at the end of the interrogation, are the State Education Standards (SES) in this context. There are a number of ways to teach this topic. Verbal interpretation of interrogative knowledge. This is a traditional way of conducting the educational process, in which children's learning activities shift from knowledge to practice. In other words, the rule, the definition, the specifics are studied and put into practice. It involves the reproductive nature of students' learning (teacher comments, acting on what they have learned from the book). We refer to verbal learning as a pure deductive method. Inductive-deductive teaching of questioning. Such training is designed for both students' thinking and memory. Students analyze the facts on the topic according to the teacher's assignment, and the teacher explains the new knowledge based on the analyzed facts. Students' learning activities range from practical activities to knowledge-based activities. Today, advanced school teachers have adopted inductive-deductive learning management technologies. Inductive path. When education is organized in this way, students' learning activities go from practice to theoretical knowledge. Subject students will publish it themselves.

Below we compare the next two methods. When the study of the topic of questioning is organized in an inductive-deductive way, the members of the educational process - teaching activities, learning activities, the interconnection of educational materials to the changing elements of the educational process (according to the teaching method, tool, etc.). The following facts can be traced back to this incident. Invite students to observe the facts on the topic and observe them. In this case, the temporal intersection is based on the facts within the topic (1), the separation of sentences marked with a question mark at the end of the text is the next intersection, students focus only on the facts of the interrogative sentences (2), interrogation at the end of the sentence they realize the decrease in volume through the tone. This is the third time intersection (3). The children's attention is drawn to the punctuation mark at the end of the question. This is the fourth time intersection (4). The teacher comments on the facts presented by the student. This is the next time intersection (5). The definition of the interrogative sentence is read from the textbook. This leads to the next time intersection. (6). What is the question? Any student can answer this question. So, there is another temporary intersection. (7). Use key words to reinforce knowledge of the interrogative sentence (8). Separate the interrogative sentence from the text (9). Completion of the textbook (10).

As an example, it can be distinguished from the temporary intersections that 10 acts of education were followed. At the heart of all these acts is the intersection of teacher activity, teacher activity, and teaching material. Each time interval corresponds to a set of learning tasks that reflect specific intellectual, intellectual, and practical actions. If we acknowledge that in the process of education, based on the acts of education, reflect the educational tasks related to them, then we are forced to recognize that the acts of education end with a certain result, acting on certain objective means. Thus, educational acts and related learning tasks have a genetic function that reflects all aspects of the educational process. Educational acts are not rigid, they are changeable. (Lerner. N. Ya.)

Inductively move from this speech practice (1) to the knowledge of the interrogative speech (2) from it to the speech practice. In this way, the study of the relationship of knowledge and skills to the experience of creative activity is inductive. remains.

The following system of children's goals is followed in the process of learning materials in an inductive way. The main goal is to use the interrogative sentence correctly in speech, the intermediate goal is to study the DTS independently, the goal equal to the action is to find the interrogative sentences in the text (1), to observe the isolated sentences (2), Comparing interrogative sentences with adverbs (3), comparing interrogative sentences in German with interrogative sentences in Uzbek (4), composing sentences using base words (5), what words in composed sentences –Determination of the use of interrogative words or non-interrogative words (6), intonation at the end of the interrogative sentence (7), repetition of the use of question marks in interrogative sentences (8), searched and composing sentences using key words (9), drawing conclusions based on composed sentences (10), comparing the conclusion to the textbook tariff (11), listening to the teacher's explanation of the interrogative sentence (12), given the basic sentence Create a link text with z (13), extract interrogative sentences from the text (14), along the selected sentences work on question-reading techniques (15).

Inductive-deductive teaching of the subject of the question is followed by 10 acts. Inductive-deductive teaching is followed by 15 acts. The fact that the acts of the educational process are intertwined and lead to a single goal - the full mastery of knowledge on the subject - this is common to both ways. 'is represented by a secret. No matter how the educational acts are formed, they follow a single logic - the logic of full mastery of educational materials. Inheritance between educational acts is based on the fact that the main features that have not been fully mastered, not thoroughly analyzed, go to the activity, incomplete knowledge, specific knowledge that is fully perceived basic and secondary features are perceived. and requires the logic of reading activity. The stages of education are formed from the complementary acts that require each other.

The stages of education are larger and more integrated than the acts of education and include two or more acts. The purpose of education is also decided at the educational stage. In the educational stages, the study of knowledge continues to stimulate the motivation of emotional resources, the formation of skills and the development of memory, the internal resources of the cognitive process.

Questionnaire Inductive-deductive learning acts are summarized in the educational stages as follows. Act 1 observes the facts of the interrogative sentence and Act 2 separates the interrogative sentences at the end of the text. Both of these factors ensure that the perception of the facts in question interrupts the process of activating them in one's speech. When the topic is passed inductively, Act 1 observes the topic, searches for the interrogative sentence, and Act 2 observes the selected sentences and compares the 3rd act sentences to the adjectives and adverbs. 'he said. When the learning process is organized in both inductive-deductive and deductive ways, the stages of learning are formed from the combination of interrelated acts.

The stages of education are not a mechanical sum of the acts of education, but rather a product of the development of the acts of education. They reflect the logic of the educational process, the psychology of the teaching material, and the interaction between teaching and learning activities. In the objective course of the educational process, educational acts become the stages of education, developing the perception of the relevant facts, their activation.

We have already mentioned that the stages of education are a larger, more integrated unit than the acts of education. The formation of the stages of education from the development of educational acts can be understood by continuing to analyze the facts on the subject of the question. According to the inductive-deductive approach to the study of the topic, the fact that the 3rd act reduces the sound at the end of the interrogative sentence and the 4th act puts a question mark at the end of the interrogative sentence ensures understanding of two other features of the interrogative sentence. In the objective course of education, the interaction of teaching and learning activities under this act, combined with the previous two acts on the basis of a single goal, leads to the formation of educational acts in the form of educational stages. The development of the four acts of education ensures that the impact of teaching and learning activities is implemented in the form of a larger holistic unit - the educational stage that is the intermediate goal is achieved.

In the movement of the learning process, the transition from acts to stages of learning is not mechanical, but rather the development of acts into stages of learning - hence the spiral movement of acts and stages. We see the difference between the act of learning and the stage of learning - in the first case, the psychological nature prevails, and in the second - the didactic nature. In other words, the act of education is more psychological, the educator is more didactic.

The development of the stages of education is their transformation into a more comprehensive and meaningful unit, that is, the transition to the stages of the educational process. To clarify our point, let's turn to the practice of teaching the topic of questioning. In this case, we will re-group the educational acts related to the inductive teaching of the questionnaire. Acts 1-7 are a preparatory step for students to independently describe the interrogative sentence, to actively acquire knowledge about it, and to draw conclusions based on the structured sentences. Comparing the conclusions drawn in Acts 8-14 with the knowledge in the textbooks, students perceive their knowledge of the interrogative sentence, first the independent conclusion, then the examples in the lessons, and finally the teacher's speech. Through these acts and steps, the students' perceptions of the question are formed in the mind as a representation of the subject being studied. It serves to reinforce the image of each stage of the educational process. The stages of the educational process develop and eventually the stages of the educational process are formed, that is, they lead to the final result. What are the stages of the learning process? There are four periods in the educational process. The act of education is the smallest unit of the educational process. The act of education is the smallest unit that can be organized and analyzed in the context of the category of the educational process. In this case, the act of education loses its didactic nature and becomes a phenomenon studied in psychology and physiology. The act of education is part of the educational phase. Given this feature of the act of education, we distinguish it as a genetic cell of the educational process. As we distinguish the act of the learning process as a genetic cell of the cognitive process, we use it to interpret the stages of the learning process, and then the stages of the learning process. The stages of education are one unit in relation to the acts of education. that is, the stage of education is formed by a set of vertical and more educational acts. The stages of the educational process also determine the purpose of education. The stages of the learning process continue to study knowledge, develop skills and develop memory, stimulate the internal resources of the cognitive process of motives, emotions, interests. We see the beginning of the educational process in the acts of education, its duration in the stages of the educational process, and its completion in the stages of the

educational process. The conclusion to be drawn from this is that the educational process is a movement of interrelated, complementary and demanding acts in the form of stages, cycles. The cycle of the educational process is the sum of two or more stages of the educational process. We see the difference between the act of the educational process and the stage of the educational process - in the first of them the predominance of the psychological essence, and in the second the predominance of the didactic essence.

Learning and teaching goals are based on the interconnected manifestations of the act, the stages of education, the coordination of the teaching and learning medium, the results achieved through the implementation of didactic events. The stages of the learning process can be distinguished.

The first stage of the learning process, the first stage, is characterized by the collection of information on a given topic. Through the collection of information, a representation of the object (subject) being studied in the mind emerges. In the first stage of the learning process, problem-solving, independent work, creative work and creative learning patterns are used.

In the second stage of the educational process, the knowledge learned in the previous lesson, conscious recall of methods of activity, the applied knowledge is applied in the material. In the second stage of the educational process - repetition of knowledge, creative and creative exercises, training, programmed materials.

One of the central stages of the educational process is the generalization of knowledge within the topics studied. At the level of generalization of knowledge are used programmed materials, training assignments, discussion questions that correspond to the content of the topics covered.

The third stage of the learning process is based on two or more topics. In essence, the result of the third period corresponds to the concept.

In the third stage of the educational process in the process of generalization of knowledge and skills to compare concepts within two or more topics and thus draw general conclusions, apply the conclusions to the stated or given learning situations, check the learning outcomes. According to these goals, four main stages will be followed in the third period.

Stage 4 - the final control identifies weak, deficient, problematic areas of knowledge and skills, provides additional information to children on topics or sections. The stages of the educational process are formed by the development of two or more stages of education. Furthermore, the unit of completion is the means of achieving macro results, the synthesis (magnification) of the result.

To conclude, we have seen the beginning of the educational process in the act of education, the duration in the educational phase, and the end in the educational period. The conclusion to be drawn from this is that the process of education is an interdependent, complementary and demanding act in the form of a stage, a period. This is reflected in the above interpretation of "Interrogative sentence".

References:

- 1.O.Roziqov , M.Maxmudov . ‘ O siklax protsessa obucheniya ‘. Pedagogik mahorat jurnali. . 2002y 2-son 12-19 betlar .
2. O.Roziqov va boshqalar . ‘ Ona tili didaktikasi‘ T . Yangi asr avlodi . 2006 y . 450-bet .
3. K. Mamedov.‘ 5-sinf o‘quvchilarida tafakkur rivojlanishi xususiyatlari . Xalq ta’limi jurnali . Toshkent . 1998y .3-son . 46-49 betlar .

210	ISSN 2277-3630 (online), Published by International journal of Social Sciences & Interdisciplinary Research., under Volume: 11 Issue: 06 in June-2022 https://www.gejournal.net/index.php/IJSSIR
	Copyright (c) 2022 Author (s). This is an open-access article distributed under the terms of Creative Commons Attribution License (CC BY). To view a copy of this license, visit https://creativecommons.org/licenses/by/4.0/

4. Djalolov Furqat Fattohovich. (2021). Causes of Low Assimilation of Knowledge at General Secondary Schools. Middle European Scientific Bulletin, 11. <https://doi.org/10.47494/mesb.2021.11.472>

5. Ruziev Muxtor Qayumovich .Periods of the educational process .Central Asian Journal of Theoretical and Applied Sciences.2021 . 195-201 b .

6. Muxtor Ro'ziyev. Ta'lim jarayonining ikkinchin davri asosida nemis tilii darslarini o'tish texnologiyasi . Pedagogik Maxopat ,jurnali .2021 yil 6-son .157-161 betlar .

7. Ro'ziyev M. O'zbek va nemis tillarida shart maylining berilishi //Integration of Pragmalinguistics, Functional Translation Studies and Language Teaching Processes. – 2022. – С. 203-205.

8. Ro'ziyev, M. (2021). Ta'lim jarayonida yangi pedagogic texnologiyalardan foydalanishning psixolog ikimkoniyatlari. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.Uz),1(1). http://journal.buxdu.uz/index.php/journals_buxdu/article/view/1718

9. Ro'ziyev, M. (2022). ТЕХНОЛОГИЯ ОБУЧЕНИЯ НЕМЕЦКОМУ ЯЗЫКУ НА ОСНОВЕ ТРЕТЬЕГО ПЕРИОДА ОБРАЗОВАТЕЛЬНОГО ПРОЦЕССА. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.Uz), 3(3). http://journal.buxdu.uz/index.php/journals_buxdu/article/view/4707