



ABOUT THE PSYCHOLOGICAL-PEDAGOGICAL FEATURES OF THE DEVELOPMENT EDUCATIONAL ORGANIZATION

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Abstract

The teaching process is a factor of continuous development, it is a product of both passive and active interaction of the teacher and the student. As long as the lesson is not organized by such factors, the two active participants in the process will remain uninterested. As we all know, for example, in literature classes, when the artistic material becomes educational material, i.e., when it is considered in terms of science, when it undergoes a special "pedagogical transformation", the teacher who teaches does not develop his professional training. who are trying to improve their independent professional skills or are engaged in professional development.

Keywords: developmental education, motivation, intellectual development, problem-based education, heuristic education, research education, ÍMEN (TRÍZ) method, pedagogical transformation.

Introduction

In recent years, in our republic, the formation of knowledge and skills of schoolchildren, their upbringing in the spirit of loyalty to national and universal values, increasing the prestige of the teaching profession and the quality of pedagogues, improving textbooks and educational methodical complexes based on the needs of the times, Normative foundations for building modern models of educational institutions that meet international standards are being created. "We need to harmoniously develop material and spiritual life. The school should be the main link in this regard. It is necessary for us to develop school education to become a great national goal, a national movement. This expands the possibilities of improving the didactic foundations of preparing future primary school teachers for the implementation of developmental education.

PF-60 of the President of the Republic of Uzbekistan of January 28, 2022 "On the Development Strategy of New Uzbekistan for 2022-2026", PF-5847 of October 8, 2019 "The Higher on approving the concept of development of the education system until 2030", No. PF-6108 of November 6, 2020 "Measures for the further development of the fields of education and science in the new development period of Uzbekistan about", Decree No. 134-PF of May 11, 2022 "On approval of the national





program for the development of public education in 2022-2026", Cabinet of Ministers No. 1059 of December 31, 2019 "Continuous ma "On approval of the concept of spiritual education and measures for its implementation" and serves to a certain extent to implement the tasks defined in other normative legal documents related to this activity.

The concepts of "development" and "formation" always go hand in hand. We would like to draw your attention to the following points of the example: firstly, according to the dictionary meaning, "development" in Arabic means transition from the first state to the second higher state, increase, growth, progress, development; "formation" means the process of forming knowledge, skills and qualities in a person with the help of genetic factors, environment, directed education and personal activity. So, development is a continuous process that continues from the birth of a person to the end of his activity, while formation is a purposeful process directed to a certain activity under the influence of external and internal factors. Based on this, it is necessary to consider the professional training of a science teacher as part of the content and process of the general development of the individual.

Theoretical-methodical foundations of teaching and learning based on developmental education V.P.Bespalko, H.J.Ganeev, N.Ya.Vílenkín, O.B.Epísheva, A.N.Kolmogorov, A.D.Kudryavsev, A.Í. It was reflected in the scientific research works of Markushevych, A. Ya. Khinchin and others.

D.M.Armstrong, J.S.Bruner, N.Eysench and other researchers studied the possibilities of developmental education.

The definition of developmental education is education aimed at forming ways of working with information in a specific field of science, and its direct result is intellectual development and full assimilation of knowledge. Therefore, determining the essence of the concept of developmental education, considering the possible ways of its implementation, first of all, depends on the categories of development.

In the research work of H.J. Ganeev entitled "Theoretical foundations of developmental education in general education schools", the methodological foundations of developmental education were presented, the theoretical system of developmental education in mathematics teaching and the methodological model of its implementation were developed (1- see table).





Table 1 Developmental educational concepts

No	Concepts	The essence of concepts
1.	L.V.Zankov concept	directed to the early rapid general psychological development of the individual
2.	Z.I.Kalmikova Concept	directed to the formation of productive or creative thinking
3.	E.N.Kabanova Concept	focused on the formation of thinking operations, it is directed to the thought processes called educational work methods
4.	V.V. Davidov- D.B.Elkonin concept	personal development education aimed at the development of theoretical consciousness and thinking
5.	S.A.Smirnov concept	aimed at creating conditions for the maximum development of the child's abilities at the same time as the rapid accumulation of social experiences and the formation of his inner psychological peace and self-confidence
6.	I.S.Yakimanskaya concept	It is directed to the development of individual abilities of each child, to know him/herself as a person, to self-determination and self-realization in the educational process.
7.	G.K.Selevko Concept	is directed to the formation of self-improvement of the individual, which includes self-education, self-education, self-affirmation, It includes self-determination, self-regulation, and self-expression.
9.	I.P.Volkova, T.S.Altshuller I.P.Ivanov concept	directed to the development of various areas of personality, they can have both general and specific characteristics

In developmental education, motivation is important in the formation of behavioral reflexes. Motivation is usually understood as a set of prompts for activity, and the basic appearance of prompts is the calculation of needs in various forms (natural and cultural).

The developmental education system is based on a clear understanding of the laws of the educational process. That's why the main directions of the system we offer are significantly compatible with the structure of the educational process. From this, there is a need for a model of the educational process with developmental educational features. A system is understood as a set of elements that produce a certain totality, with relationships and connections between them. In the studies on the theory of systems, the existence of optional system descriptive system elements, ownership of the structure, integrity, hierarchy of elements, interrelationship of the system with importance, many definitions of the system, controllability of the system, dialectical dynamics are distinguished. iladí



From the point of view of creating a comprehensive description of developmental education for mental development, I. Ya. Lerner expressed an important opinion about the need to create a structure of creative activity in the educational process. It arouses interest to compare the structures of his creative activity with educational activity and to consider them from the logical point of view of the educational process when building developmental education.

As noted by I. Ya. Lerner, the educational process and its laws are one of the "most complex issues of pedagogy". The voluntary problem related to the educational process has a multifaceted nature, and therefore, in order to develop our approaches to the creation of educational models based on developmental education, educational problems, including the periodicity of the educational process, are the right ones. It is necessary to take into account the diversity of views on the issue.

The following main aspects of developmental education can be distinguished:

1. Teaching on the basis of developmental education means new, active educational methods that replace explanatory and descriptive methods.
2. The developer takes into account and uses the laws of educational development, adapts to the student's level and capabilities.
3. Pedagogical cooperation encourages, directs and accelerates the development of the student's genetic information.
4. The student is considered a full-fledged subject of the educational process.
5. Developmental education is directed not only to the development of the student's intelligence, but also to the development of all areas of personal development.
6. Developmental education takes place in the "zone of proximal development" of the child.
7. The content of developmental education is built in the logic of theoretical thinking in a didactic approach (the leading role is devoted to generalization of information from a theoretical point of view, deduction).
8. Developmental education is implemented as a directed educational activity, in which the student sets goals and tasks in a conscious approach and achieves them creatively.
9. Developmental education is implemented by solving educational problems.

The main goal of RT is the development of the individual and his abilities. For this, first of all, it is necessary for the teacher to direct the educational process to the capabilities of the individual and implement them.

The teaching process is a factor of continuous development, it is a product of both passive and active interaction of the teacher and the student. As long as the lesson is not organized by such factors, the two active participants in the process will remain





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