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Didactic in Theory and Practice of Educational

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ABSTRACT

During the whole period of the formation and formalization of didactics as a special field of knowledge, some foreign scientific schools and some scientists rejected didactics in their scientific works. The article mentions the existence of didactics as a science and the design of school innovations at the didactic level, and the description of any school innovation must necessarily include the "didactic layer".

KEYWORDS: didactics, school, innovation, design, didactic layer.

According to the Decree of the President of the Republic of Uzbekistan dated April 29, 2019 "On the approval of the concept of the development of the public education system of the Republic of Uzbekistan until 2030" No. PF-5712, to update the content of the continuing education system in terms of quality, as well as to improve the training, retraining and qualification of professional personnel, and the teaching methodology, Tasks for the step-by-step implementation of the principles of individualization in the educational process have been defined [1].

The science of pedagogy focuses on two important aspects of the development of a person, his education and upbringing. Therefore, didactics and the theory of education are important components of the science of pedagogy. The word "didactics" is derived from the Greek word "didasco", which means "teaching, teaching". The learning object of didactics is the educational process, the laws of development of the educational process, the principles, methods and forms of teaching. The main essence of the educational process is the transfer of historically accumulated social knowledge and experience to the younger generation, and the implementation of interdependence between generations through a certain system [2].

Of course, the amount of social experience, and therefore the amount of knowledge, increases as it passes from one generation to another. The development of science and technology also affects the volume and character of scientific knowledge. All of these, in turn, are reflected in the education system. The education system serves as the basis for the development of every society. Because it is the education system that occupies the most important place in the formation of the spiritual and scientific worldview of every member of society. That is why the reform of the educational system has taken an important place in all stages of historical development and renewal. The education system is formed based on the level of development of each society and the requirements of this society.

It is known that in didactics, the content and process of education are considered holistically, that is, all its components are considered together, as in the case of philosophy, methodology, history of pedagogy and other disciplines.

During the entire period of formation and formalization of didactics as a special field of knowledge, some foreign scientific schools and some scientists rejected and continue to reject didactics in their scientific works. In this case, it is in principle impossible to consider the emergence and design of innovations at the didactic level.

Because for us, didactics exists as a science and it is necessary to design school innovations at the didactic level, and this does not raise any doubt, we believe that the description of any school innovation must include a "didactic layer".

In March 1995, at the roundtable on the philosophy of education held at the initiative of the Institute of Educational Theory and Pedagogy, the interrelationship of the terms "philosophy of education", "pedagogy" and "didactics" was discussed several times. Participating in the discussion, I.D. Nikandrov noted that in English literature, as a rule, the terms "pedagogy" and "didactics" are not used at all. But after analyzing all the articles included in the "Philosophy of Education" section of the International Encyclopedia of Education, many articles are traditionally related to issues related to didactics or educational theory came to the conclusion that [3].

Thus, the lack of appropriate terms to define such scientific disciplines and the entire pedagogy in general, rather than the lack of relevant developments in these scientific fields, indicates that education is understood in certain countries according to a different tradition. This is equally true of the characteristics of innovations adopted in the scientific pedagogical tradition of a given country.

We agree with N.D. Nikandrov's opinion that it is impossible to discuss the problems of general and private education in cooperation with foreign researchers on an equal footing without bringing some aspects of the classification and terminology of the pedagogic departments in our country closer to Western standards. This is true not only in our country, but also in Germany, France and all countries with general pedagogy, which are developing within the framework of pedagogical traditions, and the philosophy of education is being bypassed and bypassed in solving the problems that have arisen in this area.

Some researchers in the field of psychology present one of the widespread and long-standing problematic directions of didactics as a separate scientific discipline and the specific features of its subject. From the moment when psychology left the general philosophical sciences and began to form as a separate scientific field, the tradition of psychological substantiation of pedagogical reality in our country and abroad began to gradually form. According to this tradition, any innovation can only be discussed in the psychological context.

We present a detailed critical analysis of the theoretical works of foreign researchers J. Dewey and J. Bruner, who defended the position of psychological foundation of pedagogical reality, and the division of the sciences into two scientific disciplines: psychology and didactics.

By denying the specific content of the science of pedagogy, Dewey believes that this in turn leads to the futility of pedagogical research. The results of pedagogical research, according to Dewey, can be scientific, but they should be included not in the science of pedagogy, but in psychology, sociology, etc. Continuing this logic of Dewey, any local news considered in the school should be discussed not from the point of view of

pedagogical or didactic research, but from the point of view of any science related to educational problems, first psychology and sociology [4].

J. Bruner is another prominent representative of "psychological justification of pedagogical reality". In 1966, in his famous work "Toward a Theory of Education", he states that there is no theory of education and attempts to create it. The theory of education, according to Bruner, should be psychological, not pedagogical. The task of Bruner's educational theory is to find ways to better master what we want to teach students, and it is not a description of the educational process, but is concerned with the problems of improvement [5].

Under the teacher's guidance, students can read and write, solve problems, make conclusions on the topic, justify their opinions, and compare. The effectiveness of the educational process requires students to be active and cooperative. In particular, today, the expansion of mass media, the introduction of computers and Internet networks into our lives requires a lot of work from the teacher.

Today's teacher should be able to organize teaching using modern technologies along with deep knowledge of his subject. Therefore, the didactic part of pedagogy studies what to base what to teach and how to teach, in order to create knowledge, skills, and equip the young generation with knowledge.

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