



## **THE CHARACTERISTICS OF IMPROVING EDUCATIONAL WORK IN THE PROCESS OF CONTINUOUS EDUCATION**

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### **Abstract**

In this state, the methods of organizing educational work, the content of the concept of education, the improvement of educational work and the process of continuous education, forms, means, scientific tools for the improvement of educational work, and also the theoretical foundations of the organization of educational work are described.

**Keywords:** Education, training, human, subject, object, art, pedagogy, znanie, method, qualification, art, competence, culture.

### **Introduction**

The content of educational work in our country is aimed at forming a harmonious generation, and the necessary conditions and opportunities have been created to educate the younger generation as comprehensively developed individuals who fully meet the requirements of the 21st century. First of all, let's define the concept of what education itself is: Education is an activity aimed at comprehensively raising the younger generation, forming social consciousness and behavior in it, and is aimed at forming the mental, physical, moral, spiritual qualities of a person, and is a process of forming high human qualities necessary for a person to successfully live in society. Education is aimed at forming a personality and is formed on the basis of values that ensure the existence of a person and society. The Law "On Education" also defines education as follows: "Education is a systematic process aimed at comprehensively developing the younger generation, forming their consciousness, spiritual and moral values and worldview based on a specific



goal and socio-historical experience”<sup>1</sup> expressed as. Therefore, in the process of continuous education, it is important to consider the human personality as a high social value, to respect the uniqueness of each child, teenager and youth, to rely on the unique traditions and means of nationality, to be based on national heritage, to form the basis of the educational process in the activities of students, to ensure that children participate in various spiritual and educational activities appropriate to their age, to organize socially useful and entertaining activities. It should be especially noted that education is the result of a mental and moral process and serves as a set of knowledge that has a clear meaning and serves for the development and upbringing of the individual. As a result, in the process of education, concepts such as selflessness, equality, conscientiousness, love and loyalty are formed in young students. Also, the recognition of the relationship between people, the recognition of tasks and their implementation into life through reason are developed.

In the research methodology, several stages can be distinguished in the development of the educational process. The current division of the educational process into stages refers to the initial stage of human development. This is reflected in the child's actions in practical activities in preschool educational institutions. This aspiration begins to manifest itself by the end of the first year of a child's life. At the same time, knowing individual things, he can solve certain practical problems at the age of two. That is, at the age of one year and three months, the child makes an effort to move a heavy box with things. The next stage of the development of a child's upbringing is associated with the acquisition of speech. In this process, the words learned by the child become a basis for him in generalization. They soon acquire a general meaning for the child and are easily transferred from one object to another. But in many cases, some specific signs of objects and phenomena indicate the meaning of the first words that the child uses in relation to these objects, just as the word "apple" is often compared by children with all round or red objects.

At the next stage of the educational process, the child can name the same object with several words. This phenomenon is observed in a child around the age of two and indicates the formation of a comparative thinking operation. Based on the data described, it is possible to identify several significant features of the upbringing of

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<sup>1</sup> Ўзбекистон Республикасининг таълим тўғрисидаги Қонуни 2020 йил 23.09



a preschool child. Similarly, an important feature of the upbringing of a child is its connection with the first movements of the child. The child moves and thinks. The characteristics characteristic of the upbringing of a child are formed.

When a child reaches school age, the development of thinking abilities is observed in him. This phenomenon is associated, along with age changes, primarily with intellectual problems that the child must solve during school education. In the process of forming concepts, the development of thinking operations occurs. School teaches the child to analyze, synthesize, generalize, develops induction and deduction. After graduating from school, the child retains the opportunity to develop thinking. But the dynamics and direction of such development depend only on him.

Currently, there are directions for developing the educational process in practice, paying special attention to the goal of developing it. In this process, human thinking develops. In turn, it is associated with the problems of studying experiences and the development of intelligence. In this, such characteristics as loyalty, culture, consciousness, emotions, cognitive activity, thinking, internal knowledge, emotional processes and memory, cognitive and social action, understanding, memory, image, perception or emotion are perfected.

Problems that arise in educational processes are the form of education, drawing conclusions about the problem based on evidence. The educational process is a method of drawing general conclusions from specific conclusions, establishing general rules and laws based on the study of individual facts and phenomena. Drawing specific conclusions from general considerations, knowing individual facts and phenomena based on the principles of education is carried out.

A person studies the educational process through his own mental operations. He performs the tasks of analysis and synthesis of basic ideas, comparison, abstraction and generalization, clarification, classification and systematization. In this process, holistic thinking, its separation into additional actions, relationships, is carried out practically and theoretically in the direct activity of the individual. In this case, the teacher carries out the processes of analysis in the study of a person.

The consolidation of student knowledge, expression in words is manifested on the basis of unified concepts. In the process of developing a culture of responsibility in the process of continuous education, the word is an important feature not only



of the student, but also of every person. These processes are carried out as a result of analysis. As a result, educational, personality and other concepts arise.

In the process of education, in the study of the individual - generalization, assimilation of knowledge, expression of opinion in any situation, clarification in educational activities - general theoretical knowledge, providing a supporting example, picture, specific evidence, systematization, classification, dividing them into groups based on their similarities or differences, assimilation, discipline, activity in public affairs, etc. are carried out.

In the process of education, it is necessary to prevent various problematic situations that arise in the process of solving a problem, to overcome them with the help of the subject's mental activity, to eliminate the emergence of certain obstacles and difficulties. It improves its aspects such as distinguishing new aspects, expressing them with new ideas.

The process of education requires that every argument, every reaction to every event in students-young people be sufficiently substantiated, that they be interconnected in each consideration, that one follows from the other. Each individual opinion must be grounded.

In the process of education, the ability to select the knowledge necessary for a given situation, to solve problems by excluding all possible situations, to foresee the development of events, to anticipate, to predict their results, to imagine the probability of solving a problem, to reflect one's own thoughts, to develop criteria for their critical evaluation, etc., together with the ability to communicate and learn information, creates the opportunity to reflect the student's personality. In educational processes, the individual characteristics of the student's personality are expressed in the different manifestations of the forms, means and operations of thinking activity in them. Usually, the individual characteristics and qualities of education include the content of cognitive activity, independence, agility, efficiency, breadth, speed, and depth of thought.

The content of the educational process refers to the formation of reflections, discussions, thoughts, problems, and concepts in the minds of students about the material and spiritual reality around them.

The educational process plays an important role in the study of the basic laws, regularities, properties, and qualities of objects and phenomena in the material



world, their interconnections, and information about relationships, and in the development of the knowledge of a particular person.

The educational process, with its content and depth, regularly creates the opportunity to embody the characteristics of objects and phenomena related to moral culture in students, that is, to cover reflections, problems, and concepts about the present and the future. In this process, the student's scope of thought, wide level of knowledge, high creative search, intelligence, and breadth of thought are evidenced.

The educational process, in terms of its meaning and content, and independence of thinking, develops the student's personal initiative to set clear goals and new tasks, to formulate practical and scientific hypotheses and hypotheses, to bring the results to mind, to find various ways, methods and means to solve the task independently, without anyone's support or guidance.

In the educational process, it is manifested in the ingenuity, maturity and criticality of the mind. Ingenuity of the mind means the student's ability to set new problems, clear goals and specific tasks, to personally search for methods and means to implement and complete all of these, to seek solutions, to strive with reason, to make relevant additions to them. The maturity of the mind is expressed in the rapid solution of tasks, in the processes of accurately applying new methods and tools in their place during the solution.

Criticality of the mind plays an important role in the educational process in being able to check the truth or falsehood of one's own and others' opinions and in being able to evaluate the presented opinions, discussions, and problematic situations. In this process, such individual characteristics of the student as self-assessment are manifested. If this process is carried out based on the correct solution of the essence of the problem, sometimes based on a standard, then such criticism is called objective criticism. If the student makes mistakes in the educational process, it will lead to negative consequences. It also creates misunderstandings between students, and an unexpected conflict arises between two individuals. If educational work is organized fairly and carried out rationally, then the person will mature with moral qualities.

The goal of educational work is to develop students' thinking based on the development of students' thinking by solving problems and tasks using ready-made methods and tools. It is unlikely that a person who is short-tempered, mentally lazy,



and unscrupulous will become an obstacle to the development of the vice of independence.

The independence of innovative thinking in the educational process is inextricably linked to its productivity, and the creation of valuable and new thoughts, ideas, descriptions for a certain field by a student within a certain period of time, as well as the solution of theoretical and practical tasks, a rational assessment of the scope and quality of the work performed, etc. serve as a criterion for measuring the productivity of education.

Education is when the initially formulated plan for solving a problem does not satisfy the condition for solving the problem, if an imbalance is formed, it provides the opportunity to achieve efficiency by making flexible changes without hesitation, improving thinking activity, etc. In the process of quickly changing the idea and directing it in the right direction, in the process of clarifying the student's idea, in the process of realizing the mistake on their own and giving the correct answer, these thoughts and information allow students to correct their mistakes and shortcomings.

The result of education depends on a number of factors in providing a complete answer to the question and problem posed. The ability to quickly memorize the material necessary for education, achieving success, the presence of various emotions, the attention and interest of the student depend on it. In addition, in the process of education, it shows its effectiveness within a certain period of time in developing the student's knowledge level, thinking ability, and existing skills and competencies.

The results of the analysis of innovative ideas serve as a necessary psychological tool for students and pupils. During the exam, a student who actively participates in seminar classes gets excited, temporarily forgets the acquired knowledge and loses himself. Unnecessary negative emotions inhibit his thinking and lead to failure. That is, the state of being in the process of expressing an idea, which later turns into a complete inhibition. Some students, on the contrary, get excited during the exam and their thoughts become clearer. As a result of strong excitement, strong external influence, some sleeping neurons wake up, their function is accelerated, and the thought can suddenly become clearer. Therefore, in the process of teaching, it is advisable to take into account their individual typological characteristics when correctly assessing the mental activity of students and pupils.



According to world psychologists, educational processes are inextricably linked with the main characteristics of each person. Education is to independently distinguish the main and most important aspects and generate generalizations of new content. Even when a person thinks about simple things, he is not limited to their external signs. Perhaps it seeks to reveal the essence of the phenomenon, tries to create a general law about ordinary life. Undoubtedly, human education has reserves and opportunities that have not yet been explored and fully utilized. The main task of educational psychology is to fully reveal this reserve, to intensify the development of science and technology. Because any discovery, innovation, development is the product of human intelligence. Therefore, the development of science and technology largely depends on the development of educational science. One of the factors of individual characteristics and development of education is the formation of a culture of thinking in students and the development of such qualities as thoroughness, breadth, depth and independence of thinking, flexibility of thought, sharpness and criticality of the mind, logic, provenness and creativity.

### **Conclusion**

The maturity of the mind is the desire to comprehensively understand a particular phenomenon in its significance, to cover each question in its entirety, while not excluding the necessary features, to develop a worldview based on education and to consider each phenomenon in various relationships with other phenomena, to delve into the essence of complex questions, to distinguish the main from the secondary, the necessary from the accidental. In this case, a person pays attention to the details and does not see the main thing. The independence of upbringing is characterized by the ability of a person to put forward new tasks and find solutions to them without resorting to the help of others. The flexibility of thought is expressed in the ability to be free from the influence of previously used methods in solving problems, and to quickly change actions when circumstances change. The process of upbringing should be distinguished from haste, which is expressed in the fact that a person does not lose himself in a new situation, makes the right decision after thinking, and does not rush to make a decision without thinking, giving insufficiently thought-out answers. The formation of intellectual culture and an objective assessment of the opinions of others is the process of acquiring the ability to consistently and comprehensively check the ideas and conclusions put



forward by each person. Taking into account its significant aspects, adhering to the strict consistency of reasoning, using evidence and laws confirming the correctness of conclusions when necessary, is the development of a relatively unbiased attitude in its essence, and the level of assessment of the degree of exaggeration of emotional impressions.

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