



THE IMPORTANCE OF PROGRAMS AND TEXTBOOKS CREATED ON THE PRINCIPLES OF TEACHING IN THE SYSTEM OF CONTINUOUS EDUCATION

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ABSTRACT

The article analyzes scientific programs and textbooks, which are the main normative documents for teachers and students, as well as for authors of textbooks, their creation, as well as the problems of making their contribution to the formation of a young generation as a perfect person.

KEY WORDS: *Continuous education system, educational cycle, principles of teaching, main principles of the state policy in the sphere of education, textbook.*

The success of reforms in the field of education in the Republic of Uzbekistan, the principles of teaching in which the educational process is organized in all types of continuing education, the main principles of state policy in the field of education and the functioning of the system of continuing education depends on the extent to which they meet the principles of demonstration and are mobilized to put them into practice. The principles of teaching are the structure and essence of the education system, its laws and regulations, as well as the set of knowledge that organizes the activities and manifests itself in the management of practice.

Socio-economic, spiritual and enlightenment changes in the republic in the process of biological education. effectiveness, comprehensibility, logical sequence, coherence, differentiation and individualization of education, harmonization of teaching individually and in groups, the dependence of the purpose, content, means and forms of teaching on the social environment, The unity of learning objectives, tools and outcomes, along with the principles of assessment and self-assessment, also

demonstrated the need to adhere to principles such as democratization and humanization of education.

Differentiation and individualization of education requires the principle of individual and group approach to teaching. The connection between the principles of organization and development of education and the principles of teaching, and the principles of teaching are based on the laws and regulations of teaching. Laws and regulations of education prepare the basis for the development of the theoretical basis of the principle of teaching and its application in the practice of pedagogical activity. - Enlightenment changes, the goals and objectives of the educational process are constantly changing and updated, depending on the level of development of science.

The principles of teaching first correspond to the basic principles of state policy in the field of education of a particular state, the principles of functioning of the system of continuing education, and then to the orders of the education system, as well as social, economic, It is a process of renewal, change, development and special significance, reflecting the political, legal, spiritual and



enlightenment changes. The principles of teaching determine the direction of the educational process and the content of pedagogical activity, depending on the goals and objectives of teaching biology.

Curriculum, textbooks and excellent teaching aids are the main normative documents and normative materials for teachers, students and pupils. Educators need to be able to differentiate between normative and creative aspects when working with programs and textbooks. The content of the subject in the lesson is mainly represented by a list of issues in the program.

The main task of the program is to express the content of the subject, in which the subject is divided into chapters, sections, topics, the order of their study, the type of hours, the program performs two functions:

- Curriculum - reflects the content of education within the subject;
- Program - serves as a specific normative for the subject.

The program prepares the student for the transition to the textbook and serves as a guide for the activities of its authors. The list of topics to be covered in the program is its central part, and the actual program for each subject consists of four parts:

1. Explanatory note (content varies from program to program, depending on the type of subject);
2. Content in the form of a list (topics, issues, laboratory classes and practical work, demonstrations, excursions);
3. The section with interdisciplinary relations;
4. Requirements for students' knowledge and skills.

Expressing the goals and objectives of the subject is the most important element of the program. determines the appropriate directions for organizing the process. Teachers must have all the normative knowledge and be provided with basic normative documents in order to have a deep understanding of the purpose of the subject and to convey it to the students in order to determine the direction of their research. The methodological tasks in the programs require the introduction of methodological knowledge into the content of education. The introduction of such methodological requirements for the subjects in the curriculum requires teachers to think deeply. Experienced educators have made appropriate

adjustments and additional tasks to address such problems in the curriculum. This situation is the main impetus for teachers to acquire independent knowledge, creative research, as well as to work in a methodological association.

The textbook is the main normative document, it is the book of students, the main source of knowledge and their most important tool. The textbook should not only help the student to master the material analyzed in the lesson, but also to arouse interest in the subject, to create a desire to learn independently in this area.

The textbook also serves as a basic methodological guide for the teacher: the order of introduction of concepts, the depth of their coverage, the distribution of time in the included teaching materials. In other words, the textbook is a "practical expression" of the teaching process, which records the knowledge and methods of activity that the student must master, identifies ways to creatively apply knowledge and skills, emotional - Some means of cultivating valuable values. In the textbook, all this content of education is placed in a certain order on the stages that ensure the success of students' learning. Primary school textbooks have a unique structure, in all of which the methodological processes gradually become more complex with each class.

The textbook, in the hands of the teacher, has a lot of tasks, and it serves primarily as a tool for teaching the subject. Every teacher should know this task perfectly and be able to do it successfully. The textbook and the learning process are interrelated, with questions, assignments, tables, statistics, and chronological information. The questions and assignments in the textbooks should be structured based on the concept of education and placed in a methodologically correct manner.

Curricula and textbooks are subject to state educational standards as the main normative document. The state educational standards in the biological sciences begin with the coverage of the goals and objectives of biological education, the main purpose of which is to educate the individual. At the present time it is recognized that the structural levels of life are: molecules, cells, organisms, populations - species, biogeocenosis, biosphere. Among these levels of the structure of life, the



level of the organism is central. On the one hand, it is a molecule, which contains the lower levels of life, the cell level, and on the other hand, the organism itself is part of the population, species, biogeocenosis, biosphere, which is the highest level of life.

One of the main principles in the development of state educational standards is "Compliance of state educational standards with the needs of the state, society, the individual." In recent years, there has been a decline in water, soil, air pollution, and plant and animal species due to a lack of environmental awareness among community members. Disruption of the ecological balance even threatens human life. In this context, it is very important to equip young people with environmental knowledge, a rational approach to natural resources, conservation of plant and animal species, soil salinization, erosion control, water, air and soil cleanliness.

Adoption of normative documents on the education system in the current process of globalization, their role in the future of the country, economic significance, use and implementation of educational resources, the country's sustainable development Effective use of existing intellectual potential for the development of education, the formation of a conscious approach to the field of education, strengthening their personal responsibility and initiative, as well as the adoption and implementation of strategic state programs in the field of education .

The introduction of new state educational standards in the country based on a competency-based approach, all foreign and local universities, Presidential schools, academic lyceums and professional colleges in the country, as well as the general secondary education system - Putting a number of urgent tasks on teachers, means that the graduate of the XXI century must meet all the normative requirements of modern education.

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