

**MAIN COMPONENTS OF EDUCATIONAL CONTENT AND HIS IN PRACTICE
IMPORTANCE**

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Annotation: This in the article The concept of education is a systematic process that ensures the continuous transmission of socially significant experiences accumulated by ancestors to generations. that is, Socialization of a person is the process of involving him in social life, consisting in mastering the norms of behavior, knowledge and a system of values recognized by society. The content of education is a set of systematized knowledge, skills and qualifications, views, beliefs, a certain level of practical training achieved as a result of organizing educational work. information cited.

Keywords: concept of education, socially significant experiences, system, process, personality, socialization, society, norms of behavior, knowledge, skills and competencies, attitudes.

DTS, qualification requirements, curriculum and work curriculum, science curricula, work science programs. Education is a process aimed at developing students' cognitive abilities, forming their practical skills, qualifications and worldview based on providing them with theoretical knowledge. This concept also reflects a person's ability to think critically, create, and evaluate events occurring in existence from the point of view of interrelation.

The concept of education is also considered a systematic process that ensures the continuous transmission of socially significant experiences accumulated by ancestors to generations. Socialization of a person is the process of involving him in social life, consisting in mastering the norms of behavior, knowledge and values recognized by society.

The content of education is determined by a set of systematized knowledge, skills and competencies, views, beliefs, and a certain level of practical training achieved as a result of organizing educational work.

Knowledge, which is one of the main components of the content of education, is also considered an important social value. The socialization of an individual helps a person enter society (social environment). In the last century, there were attempts to politicize the content of education, and the extensive approach (quantitative - increasing the number) took a leading place in determining its content. As a result, the content of education was expanded due to the constant increase in the number of subjects, and in the educational process, attention was paid to the formation of knowledge, skills and competencies in students, and the issue of developing the student's personality did not find its solution.

Since traditional pedagogy recognizes almost exclusively the social essence of man, the goal of education is the development of man as a member of society, the formation of socially significant qualities in him.

During the years of independence, education in the Republic of Uzbekistan was declared the basis of the spiritual, social, economic, and cultural development of society and the state. The goal of education is to educate an independent-thinking, spiritually and morally mature, and comprehensively developed individual.

The general tasks of secondary specialized and vocational education are as follows:

- to satisfy the national and cultural needs of the population, to raise a physically and spiritually healthy generation;
- ensuring that students master a system of knowledge determined by social and production requirements;

- to form in them a scientific worldview, political, economic, legal culture, creative, free thinking skills, and to increase their independent knowledge

— To instill in young people love for the Motherland, patriotism, civic worldview; human values, participation in democratic self-government, as well as responsibility for their actions. These general tasks consist of a number of separate issues, which are integrated into the content of the academic subjects.

Types and forms of education. Types of education in Europe and the East, Asia and America have emerged as a result of historical development. The first was mythological education, in which the essence of the world was studied in the form of fairy tales, legends, epics, stories and songs.

The next historical type was **scholastic education**. According to its essence, in education, textual culture and knowledge about the earth and sky were expressed in words, and on the basis of training memory and will, the younger generation was given information about human nature and the content of the activities organized by it, and literacy and speech culture were taught.

The third historical type of education is **the Enlightenment**, which originated during the period when traditional knowledge was created. Since the 20th century, the development of various educational paradigms (models), types, and forms has been observed.

Today, according to their foundations, there are the following types and forms of education:

- according to the type and quality of scientific knowledge acquisition;
- priority to the content according to;
- social activities possession type and to the skill see;
- cultural qualities to master see;
- personal society cultural qualities mastery to the extent see;
- national, European, international, global education and others;
- education system type according to (university, academic, lyceum, gymnasium education and others);
- education content direction priority according to (formal and material, scientific and elementary, humanitarian and natural sciences, general middle, middle special, professional, higher and others);
- education to the level according to (beginning, incomplete) middle general middle, middle special, professional, higher education).

Education historical Features. Education content historical to the feature has, because it is a society development or this in the phase priority place catcher social goal and tasks with This education is determined by content social life, work release and scientific of knowledge development level requirements impact under changing to go means.

The concept put forward by VV Kraevsky, a full member of the Russian Academy of Education (RAE), states that the main social function of education is to pass on to future generations the experience accumulated by ancestors.

Within the context of this concept, the educational content consists of the following four organizational elements:

- Perceptual activity (knowledge) in the form of a record of the methods of implementing **perceptual activity**;
- **practical experience** (skills and qualifications) recorded in the form of methods of carrying out practical activities;
- in the form of solving new problems in problematic situations, non-standard situations (**creative activity experience**);
- **the experience of emotionally valuable relationships** with the environment, with each other, that is, emotional, moral, aesthetic education.

These elements are interconnected and based on each other. Countries cannot exist without knowledge. A person's creative activity is carried out on a certain material, which is the content of knowledge and skills. Spiritual and moral upbringing implies the acquisition of the character, skills and qualifications of the society in which a person lives. The assimilation of these elements of social experience allows a person to successfully live in society, to be a good performer, as well as to act independently, to change society, to contribute to social development. Therefore, general secondary, secondary specialized, vocational education first of all prepares for life, and secondly, a person is able to contribute to this order, even to reconstruct it. The concept of Academician VVKrayevsky directs the teacher to special activities aimed at instilling in the minds of students a system of universal and national values, a humane attitude towards people, and the formation of a free-thinking, harmoniously developed personality.

Important ideas (foundations) that determine the content of education at the present stage.

The content of education is a model of the social order, reflecting the requirements of society for the level of spiritual development of the individual, the social experience and culture of society.

Social experience is characterized by the following four elements :

- human knowledge about nature and society;
- of activity skill, qualification and methods;
- new tasks solution to grow according to creative activity experience;
- those around with each other emotional (sensual) — valuable relationship experience.

To these appropriate modern didactics to their ideas see education content in the composition the following own on the contrary finds:

- 1) universe about knowledge;
- 2) activity done increase methods experience;
- 3) creative activity experience;
- 4) to the environment emotional-valuable attitude experience.

Knowledge and skills creative activity basis to be to remain possible, but to activity readiness for guarantee be cannot. To the environment emotional in a relationship to be about it to know, but to them directly right related not to be in mind holds. In person to the environment emotional relationship develop for education in the process regular accordingly complex events organization to grow necessary.

Scientific based education content how determination Is it possible? Education to the content what impact What does he show? related will it be?

Education content determiner main factors of the following consists of will be:

- science, technology, culture in society development level;
- of education goal and tasks;
- of the students age features;
- student of the person needs.

General middle and middle special education content in students environment about general imaginations harvest to do them their own practical activities for necessary was knowledge search and this knowledge vital problems solution in the process of to use to teach Education content study plans, studies in programs, textbooks reflection is delivered.

Practical in the 1980s used middle general education school exemplary study plans the school update educational tasks the process current time requirements based on organization to do suitable not coming This was a study. of the plan the most main disadvantage — him/her of formation too much outside centralization. this and of schools all one kind to be , offer being done education ideal one diversity take comes, then person, society and of the state different educational requirements into account not available; many objectivity, to the students tasks excess, heaviness does and education content artificial brevity, confusion to the moon

comes; this of education technocratic loss his humanitarianism and cultural, artistic and creative role to the point of death take comes. Read this is the plan and other many disadvantages didactic scientists and practitioners by sharp and rightful accordingly criticism was done.

Education content humanization education in the process student of the person priority place his behavior personality, desire and their interests respect to do, first in line their abilities development, independent in life own their ways found they receive for conditions to create in the eye Humanization humanitarian and natural science in optimal proportions to be, mathematical, biological technical courses content humanity about knowledge with to enrich in the eye Education in the content humanitarianism of ideas reflection to be able in students thinking of merit to the formation help gives.

Humanizing education this education system and whole education process every one human rights respect to do, educators in the middle mutual respect based relationships development, their their health storage and reinforcement, personal the feelings of their staff provision and personal opportunities to develop service does.

Humanizing education new support study of the plan second important The idea is to humanize education. first in line support study in the plan humanitarian sciences size in increasing own expression (more than 50%). This is especially aesthetic upbringing organization to reach study time two equal to multiply opportunity Humanitarianism — this of education stage and of the type strict look main social problem — human well-being the problem solution to reach opportunity giver education content to master is to direct.

Education new content working exit third The idea is education differentiation. This direction mandatory courses with together big in the classrooms deepened and specialized teaching, sciences choice based on take to go in sight In the classroom, classes in the middle and different aged study in groups optional individual and group courses training and interesting to their work see circles development is also in sight Differentiation is modern under the circumstances education develop general direction is considered. The Republic passed education in the 1990s differentiation for the purpose specialized schools and classes (physics, chemistry, mathematics, foreign language) languages deep study with) lyceums, gymnasiums opened.

Courses integration of education new content working to go out aimed at again one idea in students, the world whole imagination to do qualification in development generalizing, worldview formation opportunity giver integrative sciences create important importance profession will reach.

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