

THE IMPORTANCE OF UPBRINGING IN THE EDUCATIONAL PROCESS OF SCHOOLCHILDREN.

Alikulova Dilfuza Utkirovna

Teacher of English at the School # 91, Yakkasaray district, Tashkent city

Abstract: *Education and training are important functions of the educational process. A well-defined scientific subject of pedagogy allows us to understand that education and upbringing are concepts that represent psychological concepts. various aspects are a single phenomenon - the process of pedagogical development and personality formation.*

Key words: *Education, education, students, tendency, knowledge, educational process.*

In the history of pedagogy, the tendency to consider teaching and education in relation to each other is stable. Many researchers argue that because learning means learning specific content, it shapes personality traits. A knowledgeable person A capable person is a characteristic of personal characteristics. In addition, teaching knowledge and methods of activity, taking into account their importance for a person, develops his moral, volitional and aesthetic feelings. So education is education at the same time. In turn, education in any sense means the formation of not only personal characteristics, but also knowledge and skills. The formation of worldview, moral foundations includes mastering the system of knowledge about the world. social norms, teaching the ability to use this knowledge, nurturing a valuable attitude towards them. The second is the emotional perception related to the development of students, the formation of knowledge and norms, their worldview and moral needs. The same goes for education. aesthetic feelings are based on learning about aesthetic phenomena, teaching the ability to perceive beauty, create it and form a relationship to it as a

personal value. Education and upbringing contain similar characteristics and elements as factors of personality development. It is related to the content offered to students for active assimilation. The basis of the difference between education and upbringing is that in the first case, attention is paid to mastering knowledge and methods of activity, and in the second - to internalization. formation of social values, personal attitude towards them. The inevitability of the educational effect of training is primarily due to its focus on the individual. the whole personality, prone to influence or rejecting them. Learning effects may or may not correspond to the emotional structure of the personality. Only in the first case, learning has personal significance, and as a result, educational and personality development. The relationship between education and upbringing is not one-sided. What specific conditions of training affect training, and the level of training affects the effectiveness of training, the quality of personnel training. Education is based on the motivational field of students and at the same time develops and deepens it. Education educates in the direction necessary for society, if the organized educational activities and the content of its subjects correspond to the needs, interests, and motives of students, this activity contributes to the emergence and strengthening of society. if it is carried out in mysterious conditions, it develops the personality. appreciate the attitude towards him. Such conditions have an indirect effect, since the subject content of any subject is not directly emotionally charged. However, interest in the subject, the desire for self-affirmation, high-level claims act as indirect conditions for the organization of the doctrine. [9] Thus, creating a competitive environment in the classroom stimulates appropriate motivations that indirectly affect students' attitudes toward learning. [8] Lerner emphasizes that education and training is a single process that includes the acquisition of knowledge, skills, experience of creative activity and emotional education by students. If the first three elements determine the level of intellectual development of a person, form its content, then all these components determine and form the content of the spiritual development of a person as a whole. The scale and nature of the objects included in the system of values

that cause this or that force, determine the level and scope of the emotional response, the spiritual development of a person. Analysis of the relationship between education, upbringing and personality development shows the connection between these processes. As a person is whole and whole, the process of its formation is carried out with the help of upbringing and education. In all periods of human historical development, the game was recognized [7] as the first and most important type of socialization, development and activity of the subject. Therefore, along with important types of personal activity - work, study, play is also important in its formation and development. Life experience accumulated by the older generation, acquired knowledge, the basics of lifestyle and social attitudes, cultural values are consistently transmitted to the younger generation through games. has the characteristics of preparation for social life. Due to its properties, games have been one of the important foundations of folk pedagogy since ancient times. Direct games serve to educate children spiritually, morally, intellectually, physically and aesthetically by helping to develop intuition, attention, perception, memory, thinking, and speech. A child of preschool age prepares for study and work through play activities. As the child grows older, the role of play in the child's life decreases to a certain extent.[6] The educational value of games is preserved throughout the child's life. If games that serve to develop physical behavior educate children in agility, dexterity, endurance, determination, intellectual, constructive games help them to think, think, and think logically. The essence and structure of the game ensures the formation of certain skills, competences, abilities and qualities in each participant throughout the game. When using game technologies in the educational process, it is necessary for the teacher to be able to clearly express the pedagogical tasks in the scenario. provides an opportunity to meet the basic needs of realizing one's potential. The main motive of the educational activity is the motivation of learning and learning, and the most important motivation of the educational activity is the student's interest in the knowledge he has chosen and mastering the basics. The student should be able to be emotionally satisfied with the

knowledge, professional qualifications and skills acquired in the educational process. The use of game technologies in the teaching process to solve this task increases the creative ability and creative thinking of students. The games used for pedagogical purposes are called game technologies. Game technologies are all forms of mastering social experiences. forms: it is one of the types of person-oriented education (pedagogical technology) that represents conditional learning situations aimed at creating knowledge, skills, competence and emotional-evaluative activity process. The game is an activity that is not only its result, but the process itself gives the child pleasure. Game activity allows for creativity, enhances emotions. Below we present the goals of game technologies used in preschool educational organizations.[4][5]

1. Didactic game: expansion of worldview, application of knowledge in practice, formation of certain skills and competencies.
2. Educational: training of independence and will in the learner, formation of certain relationships, moral-aesthetic values, cooperation, team building.
3. Developmental: development of attention, memory, speech, thinking, comparison skills, empathy, reflection, optimal solution-finding skills, motivation for educational activities.
4. Socializing: inculcating moral standards, national and universal human qualities, adaptation to the environment, self-management, communication training, psychotherapeutic effect into the minds of learners.

Some conceptual frameworks of gamified technologies:

1. The psychological mechanism of gaming technologies is based on the need for self-expression of the individual, taking his place in the team, and self-management.[2]
2. In the training process, the game serves as a means of encouraging students to the learning process.

In this, the educational goal is set as a condition of the game:

- educational activity is subject to the rules of the game;
- educational material is presented through the game;

- element of competition is introduced;[3]
- the solution of the didactic problem is connected with the result of the game.

The rules of the games can be "fixed" or "non-fixed", accepted in advance or created during the game.

The structure of the game consists of the following stages:

- setting a goal;
- planning;
- goal realization;
- analysis of results.[1]

The task of teachers is to make full use of the child's rich potential and to choose the most important and most necessary thing for children of this age. The nature and content of the child's activity are objective, that is, objective criteria of mental development. Depending on the child's age characteristics and development, the teacher should organize all kinds of logical movement games that help the child's mental and spiritual education. Only then will it be easier to prepare children for mental activity.

The capacity and leadership of the pedagogue plays a major role in the proper formation of playful education in school.

Teachers must comply with the following requirements.

1. The content of didactic materials and the skill of delivering it to each child.
2. Organization of the planning process with the type of activity suitable for the activity.
3. The ability of teachers to come to help on time, remind and clarify the idea of the assignment.
4. To activate children's desire for knowledge by encouraging it.
5. Support the activity of each child during the activity.
6. Correct use of methodological methods.
7. Using playful methods.

8. Using methods of proper organization of assistance and assistance.
9. Speech fluency and grammatical correctness (clear and understandable).
10. The nature of mutual cooperation, the teacher's demands and guidance on children's behavior.

Based on the observations, we can say that the step-by-step and systematic fulfillment of the above criteria and requirements by the teacher is the basis for the proper formation of educational activities in the school and the upbringing of children with creative abilities.

In conclusion, the role of play in a child's life is incomparable, and it is recognized as an invaluable tool for developing a child's creative abilities. Game activity is one of the important tools in a child's life, in his physical, mental, and intellectual development. Through the game, children develop all mental processes such as thinking, imagination, memory, attention, perception, sensations and speech, and their knowledge of the environment expands. With the help of educational games, independence, activity, creativity, and the skills of a conscious approach to the problem are formed and grown in children. It will be appropriate for the game to be conducted through demonstration, methods of transition from simple to complex.

Reference:

1. O'. Asqarova, M. Nishonov, M. Xayitbaev "Pedagogika" Toshkent "Talqin" 2008 y[1]
2. A. To'xtaboev, A. Eraliev "Tashkiliy xatti-xarakterlar" Andijon., "Xayot" 2001 y[2]
3. O. Musurmonova "Ma'naviy qadriyatlar va yoshlar tarbiyasi" Toshkent "O'qituvchi" 1990[3]
4. R. Mavlonova "Pedagogika" Toshkent "O'qituvchi" 2004[4]
5. Подласий И.П. Педагогика.—Москва, Высшее образование 2008[5]
6. M. To'xtaxo'jayeva "Pedagogika" Toshkent "O'qituvchi" 2010[6]
7. G'oziyev E. Tafakkur psixologiyasi. Toshkent. O'qituvchi. 1991.[7]
8. Bobaqulova D.M. Umumiy pedagogika (o'quv qo'llanma). -Toshkent, 2021.- 256 s.[8]
9. O'tkir Tolipov. Ustoz shogirt qadriyatlari, -Toshkent, 2015.-63 s.[9]