

**ORGANIZING EFFECTIVE EDUCATION BASED ON DIDACTIC PRINCIPLES AND
INTERACTIVE APPROACHES**

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Annotation: Through this article, is devoted to the theoretical and practical study of the issues of increasing educational efficiency based on the basic principles of didactics. It analyzes the role of interactive methods, such as didactic games and role playing games, in the relevant ways to form and strengthen the necessary skills and competencies in students through the use of interactive methods. The main purpose of the article is to enrich the theoretical foundations of the application of game technologies in educational practice and develop practical recommendations.

Key words: Didactics, educational theory, teaching, process, principle, system, lesson, method, education, didactic game, student, role play, skill qualification.

INTRODUCTION

In the current era of globalization and the rapid development of digital technologies, increasing the efficiency of the education system is one of the urgent issues. In this process, didactics is emerging as an important pedagogical field that determines the theoretical and practical foundations of modern education. Didactics serves to ensure the quality and efficiency of the educational process by organizing the content, methods, tools and forms of education on a scientific basis. Pedagogical research conducted in recent years shows that modern didactic approaches, in particular interactive methods, digital educational technologies and a student-centered education model, significantly increase the level of students' knowledge acquisition. In particular, the integration of information and communication technologies into the didactic process increases the comprehensibility, interest and effectiveness of education, creating the basis for the development of independent thinking and creative activity. In this regard, in order to increase the efficiency of modern education, a deep analysis of the scientific foundations of didactics and their implementation in practice is of great importance. Teaching has always been of great importance in human activity. This was the case even when education was of a random, intuitive nature, and consisted mainly of the accidental transfer of information and imitation. Only the 17th century brought significant changes in this area: it was then that education received a separate name and the first scientifically based system of didactic activity in history was founded. Didactics is a relatively independent part of pedagogical theory, which reveals the general laws of the teaching process. The literal translation of didactics means "theory of education". Didactics comes from the Greek word "didacticos" - teaching, teaching. It is believed that this term was introduced into science by the German pedagogue W. Ratke. Under the name of didactics he understood the scientific discipline that studies the theoretical and methodological foundations of science. The fundamental scientific foundations of didactics were first developed by Y. A. Comenius. In 1657, he wrote the work "Great Didactics" in Czech. Comenius explained didactics as "the art of teaching everyone everything."

Didactics covers general issues of organizing education, the essence of the educational process, the content of education, the laws of education, the principles and methods of education, its organizational forms. The educational process includes the pedagogical activity of the teacher and the specially organized cognitive activity of students.

The tasks of didactics are:

-describing and explaining educational processes and the conditions for their implementation:

-more perfect organization of the educational process, that is, the development of educational systems and technologies:

-identifying general laws characteristic of the educational process, analyzing and describing its factors.

Didactics is a theoretical and at the same time normative-practical science. The scientific-theoretical task of didactics is to study the existing processes of education, to reveal the connections between its various aspects, their essence, to determine the development trends and future. The acquired theoretical knowledge allows to direct educational practice, to improve education in accordance with the social requirements set by society. Based on the understanding of the content of education, the principles of education, the determination of the norms for the use of educational methods and means, didactics performs a practical-normative and organizational-technological function.

The famous philosopher, Czechoslovak humanist-pedagogue Y. A. Comenius took his place in the history of mankind as the founder of democratic pedagogy. He devoted his practical life, pedagogical activity, scientific works to the education and upbringing of children.

The principle of awareness and activity requires that students in the educational process not passively and mechanically memorize the material without understanding it, but actively comprehend and acquire deep and solid knowledge.

The use of demonstration in education is ancient. According to Comenius, the principle of demonstration is not a method of demonstration, but a means of involving all sensory organs in the most clear, grounded and solid thorough assimilation of objects and phenomena. When implementing the principle of demonstration, it is necessary to adhere to the following:

- 1) demonstration of existing objects or observations in a natural way:
- 2) demonstration of models or copies of objects:
- 3) demonstration of pictures depicting objects and phenomena.

In order to learn the secrets of science, young people are required to:

1. Having a clear mind:
2. Seeing what needs to be learned:
3. Being able to concentrate:
4. Showing what needs to be observed sequentially in a certain order.

The lesson is the main form of organizing educational activities and requires the following:

- a) a fixed composition of students with the same level of knowledge:
- b) organizing educational activities and lessons on the basis of a strict schedule:
- d) the teacher teaching one subject to all students in the class at the same time:
- e) the leadership role of teachers throughout the entire educational activity.

The scientific principle of education is essential for the purpose of creating the right conditions for the student to reflect, understand and master the laws of the educational material. This principle expresses the correspondence of the content of education to the level of development of modern science and technology, the experience of world civilization. This principle requires that the content of education be aimed at introducing students to objective scientific facts, phenomena, laws, modern achievements and development prospects, and at familiarizing them with the main theories or concepts of a particular field.

The principle of systematicity and consistency of education allows us to analyze the art of mastering a particular educational material, the mutual compatibility between its elements. The systematicity and consistency of education allow us to resolve the contradiction between the formation of knowledge, skills and competencies in certain disciplines, and the holistic perception of existence. These circumstances are manifested, first of all, in the creation of programs and textbooks in a certain system, ensuring inter- and intra-disciplinary connections.

The principle of demonstration in education, based on experiments, demonstrates what is being organized and tells the essence of the process, somewhat increases the level of mastery. In particular, the effectiveness of listening to information is 15%, and visual perception is 25%. As a result of their simultaneous participation in the educational process, the effectiveness of information acquisition increases to 65%.

The principle of comprehensibility of education means that the comprehensibility of education means the correct determination of the content of education, taking into account the age and cognitive capabilities of students, that is, the correct determination of the amount of knowledge, practical skills and competencies that students need to acquire in each subject. This principle expresses the fact that the educational process is aimed at creating in students a desire to overcome difficulties and a sense of joy from the results of their personal successes. This helps to eliminate the strong excitement that is noticeable in children, as well as their lack of confidence in solving educational problems.

Another important object of didactics, which causes debate, is the classification of educational methods. "The classification of teaching methods is a system that expresses their order according to certain characteristics. Currently, dozens of teaching methods are known," - I. P. Podlasiy continues his opinion as follows, - "However, it is the didactic process that is considered the leading one today. The system of methods should also be dynamic enough to reflect this movement, take into account constant changes in the practice of applying methods."

In the process of mastering the content of education, the following interactive methods are used in accordance with the level of knowledge of students, the level of mastery, the source of education, and the didactic tasks:

- demonstrative teaching method:
- independent work method:
- problematic-heuristic modeling method:
- scientific research methods:
- problematic-exploratory and reproductive teaching methods:
- inductive and deductive teaching methods:
- control and self-control teaching methods.

The use of games and game situations in educational activities is carried out in the following main directions: the didactic goal is set before students in the form of a game task: educational activities are subordinated to the rules of the game: didactic educational material is used as a game tool: an element of competition is used in educational activities, which turns the didactic task into a game task: a successfully completed didactic task is considered the result of the game.

Pedagogical games are aimed at solving problems such as mastering and consolidating new educational material, developing the creative abilities of nature, forming general professional skills, qualifications, etc. With their help, students have the opportunity to understand educational material from various perspectives, and on its basis acquire certain skills, qualifications and qualities. Such games are of great importance in the active mastery of reading skills, and their significance is determined not by the results, but by the content and course of the process: such games prepare children for active participation in the process of social relations, reduce various psychological tensions in them.

Plot games are games based on pedagogical reality, a certain consistency of the description of events and the interdependence of the activities of the individuals participating in it. Such games are usually used to search for solutions to pedagogical problems, eliminate problematic situations that arise in the educational process, and re-educate the individual.

Role-playing games are games aimed at revealing the state of mind of a person in the performance of tasks and responsibilities, the essence of actions, in which roles are distributed with mandatory content. Performing various roles as participants in the educational process allows students to become

more familiar with the content of pedagogical activity, helps students to prepare theoretically, practically, and most importantly, mentally for the effective organization of certain activities.

CONCLUSION

In conclusion, the consistent introduction of these methods into the educational process increases the participation of each student in educational activities, develops their ability to think independently. Interactive approaches are an integral part of modern didactics, they enrich didactic principles in a practical way and serve to increase their effectiveness. An educational strategy based on interactive approaches is the most optimal way to prepare future specialists for real-life and professional situations.

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