



Methodological Foundations of Educational Work in the Process of Education

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Abstract: This article's primary audience is the instructor who is researching the student body from an educational perspective. In this situation, the student group functions as a separate entity that gives students pedagogical direction and oversight throughout the educational process. All hearing students are subjected to pedagogical observation, which aims to use the most trustworthy techniques to learn about the lives and activities of the students.

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Depending on the implementation circumstances, educational labor is built on particular forms. Both of them are bodily and mental: mental instruction. A person's perspective is significantly shaped by their mental schooling. A person's viewpoint is created as a result of successful application of mental education, which is an educational activity intended to provide information about nature and the evolution of society, develop thinking skills, and shape cerebral (cognitive) ability. The Republic of Uzbekistan now places a lot of emphasis on the mental development of young people. Both the substance of the "National Program of Personnel Training" and the Law of the Republic of Uzbekistan "On Education," which was approved at the IX session of the Oliy Majlis of the Republic of Uzbekistan in 1997, call for the hiring of highly educated individuals who adhere to strict moral and ethical standards. It is stressed that one of the state's top objectives is education. It lays the groundwork for the development of imaginative, free, and independent thinking abilities when students are aware of accomplishments in the areas of science, technology, production, and other related disciplines.

The following challenges are overcome during mental education:

1. Sharing scientific information with students.
2. Instilling in them a deliberate approach toward gaining scientific information.
3. Development of abilities and credentials for applying already-known knowledge in practice.
4. Developing the desire to continuously broaden one's information.
5. Psychological traits (striving for a clear goal, curiosity, observation, independent thinking, creative thinking, justifying one's opinion, using existing information) and abilities (speech, attention, memory, thinking, and creative imagination) that aid in knowledge acquisition (generalization, grouping, drawing logical conclusions, etc.).

Thinking—a elevated form of human mental activity that involves the complete reflection of social events in the mind—develops in a person on the foundation of the unity of mental education and training.

The following indications can be used to identify the present degree of cerebral reasoning, according to sources, but it can be somewhat difficult:

1. The existence of a framework of scientific information.
2. acquiring already-existing science information.
3. Possession of analytical abilities.
4. The rise of curiosity and a desire to learn.

Research that is persistent and ongoing over time yields brainstorming. Its formation has a particular spot for scientific views and beliefs. When thoroughly mastered by a person's existing system of scientific knowledge, a scientific view (from the Greek "idea" - an idea, a vision, a set of concepts) is a scientifically based thought, an idea that illuminates the essence of a particular phenomenon, process, and results from comparing knowledge with one another, comparing, and analyzing the essence of an object, event, or process. Students who are taught to think imaginatively and develop innovative skills are better able to conduct scientific study and promote particular scientific viewpoints. The development of scientific reasoning in a person is ensured by the efficient structure of intellectual education. A scientific approach to societal events and processes is regarded the highest type of human cerebral activity and is known as scientific thinking. On the foundation of a religious worldview, a better form of socio-philosophical, natural, economic, legal, spiritual-ethical, artistic, and ecological knowledge is represented; there is unrestricted trust in a particular concept, and its development occurs over time.

They are unsteady in the beginning and vary depending on the circumstances.

It develops into solid spiritual and moral values in the second stage. It is challenging to stray from the accepted norms and moral principles, so when there is conflict, to act based on willful qualities, it is essential to coordinate a conscious movement.

In the third level, faith continues to be the major moral and spiritual guideline in every circumstance. When a student's scientific knowledge is applied broadly in the course of interpersonal interactions, it only becomes a conviction when its real essence is keenly felt and comprehended.

The problems of information and human intellectual reasoning received particular attention from Eastern thinkers. Abu Nasr Farabi specifically assesses the contribution of science to human comprehension of life and the mysteries of nature. Alloma asserts that while the human body, brain, and sensory systems are present at birth, character, faith, traditions, and education are external. Intellectual knowledge and divinity are also present at birth. The universe develops as a result of the social environment, in the process of establishing relations with people". The development of Abu Nasr Farabi's spirituality, according to his declaration, produced the human intellect and thought.

When a person gains knowledge, he or she can learn about the origins of living things, how they were made, and how science has supported those origins. Abu Rayhan Beruni expands on the ideas of the Allama by stating that "a person does not only obtain knowledge about the external qualities and characteristics of things and events, but also compares things and events due to his thinking and reason, compares them with each other, and determines the truth of their knowledge." The thinker also asserts that as people assimilate existing information, new knowledge is produced: "There are numerous disciplines. They come at a lucky moment, and when other memories and ideas join them, they grow larger. This auspiciousness can be seen in how people support research and treat those who have information. The growth of different sciences is due, in large part, to the ruling people's regard for scholars, he claimed. In his works, Abu All ibn Sina discussed the idea of knowledge and observed that wisdom is the profound absorption of knowledge: "Science is the study of objects with the aid of the human intellect. And comprehending something is wisdom.

The human intellect must accomplish this before it descends into mistake and error. According to Bordieu, wisdom is when the reasons are convincing and the proof is credible. The book "Kutadgu bilig" by Yusuf Khos Hajib, which roughly translates to "Knowledge that leads to happiness," discusses the nature of knowledge, its significance in social life, its role in promoting human self-sufficiency, and the fact that a lexicon entry for it can be used to combat evil ". Alloma asserts that education is a promise that guarantees the celebration of good acts, with the aid of which even the route to heaven is made open: All qualities are due to the advantage of knowledge, and thanks to knowledge, the way to the heavens is allegedly discovered. How accurate the Allama was when he made these remarks. After all, nine to ten millennia later, man had developed the ability to not only soar through the air, but also to rule the entire cosmos. Alisher Navoi stresses the importance of constant and ongoing learning.

The fact that learning science is challenging and requires some perseverance stresses the idea that the only way to acquire flawless knowledge is by being persistent, content, and patient. When discussing the intellectual understanding of humans, Abdulla Awlani states the following: "Knowledge is both the world's and the afterlife's highest distinction. Knowledge is a very important quality for a person because it acts as a reflection to our circumstance and actions, sharpens our ideas and mind like a sword, and compares a person without knowledge to a tree without fruit. In addition, Alloma stresses that the best way to escape ignorance is to gain knowledge: "knowledge saves us from the darkness of ignorance, brings us to the world of culture and enlightenment, prevents us from bad deeds and corrupt deeds, makes us possess good manners and manners."Our life, health, pleasure, prosperity, pasture, endeavor, and future all rely on science today.

instruction in economics. In the Republic of Uzbekistan, where market ties are intense, it is especially crucial to teach pupils about economics and develop in them the skills and competencies necessary to engage in economic activity. Providing students with economic information and setting up economic tasks for them constitutes economic education. (forming a family budget, managing a family economy, preserving and increasing existing material wealth, properly organizing trade relations, etc.) It is the development of abilities and skills and is regarded as a crucial part of social education. In educational establishments, economic education is tightly integrated with economic education. Positive outcomes are assured when economic education is organized with strong support from the family, school setting, and society. The primary objective of economic education and training is to instill in pupils and young people a mindful attitude toward characteristics that include economic aspects like saving, business, and enterprise.

The following duties are performed during the organization of economic education:

- Students are taught the fundamentals of economics (economics, household management, production process organization, financing, capital, entrepreneur, entrepreneurial activity, small and medium-sized enterprises deepen their understanding of business, lease agreements and their resolution, banks, bank operations, budget formation, income, bankruptcy, business plan, etc.);
- developing students' economic awareness and reasoning, especially their logical attitude toward the world's tangible riches;
- developing in them specific production or professional skills and credentials; - actively involving them in the process of economic output;
- fostering pupils' need for and capacity to plan entrepreneurial endeavors;
- to create their own entrepreneurial activity, even if it is of a limited extent. Nobody is surprised by the fact that a person's ability to completely comprehend the ideas behind any given education's concepts improves the effectiveness of that education. In this respect, it is crucial for economic education to encourage students and young people to think economically in the context of their homes and schools, to encourage collaboration and business, and to learn economic calculations based on real-world scenarios.

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