

## **THE MAIN APPROACHES EXPLAINING THE NATURE OF LEARNING TO READ**

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### **Annotation**

In mastering any knowledge, students are required to have a culture of perception and to understand the learning material. In the pedagogical process, it is dangerous for students to perceive and memorize only as a unit of sounds, not adequately understanding the meaning of scientific knowledge.

**Key words:** artificial insemination, surrogate motherhood, prenatal diagnosis, abortion, fetal treatment, embryo.

It is advisable to familiarize readers with the conditions for mastering scientific knowledge with a full understanding of their essence and explain to them the essence and significance of self-control. In self-control, students need to assess the effectiveness of the means of mental labor they apply, as well as the results of their own labor.

Evaluation, control and analysis of results are integral parts of learning actions. The implementation of self-control, self-assessment and self-analysis by the student in the educational process is formed on the basis of observation of similar teaching actions of the teacher. The formation of these actions contributes to the involvement of students in monitoring the activities of their peers, the organization of mutual control, mutual assessment and analysis of the results of their activities based on established criteria.

The structure of the process of mastering knowledge. In order for students to get used to the management of educational perception activities, it is necessary to have a good idea of the structure of the process of mastering knowledge, to know the stages of knowledge acquisition by students: perception, understanding of educational material, strengthening, applying their knowledge in practical activities.

The first stage is perception. From psychology it is known that perception is a process of perception aimed at a specific goal, which has a selection characteristic.

Therefore, first of all, it is necessary to explain to the students the topic, that is, what they should study (put the matter). On the basis of this, a preliminary acquaintance with the educational material is carried out. It will consist of observing a real existing or fantastic subject, phenomenon, situations, conducting possible experiments. The first stage is completed when the student has a sufficient idea of what phenomena and events, the study of subjects, and understands the educational issue.

The second stage is the awareness of educational material. It consists in the extraction and analysis of theoretical aspects of information. In this case, it is necessary to find the main content, distinguish the concept, substantiate their signs, determine the nature of the explanatory material, study examples and a set of explanatory facts. In this situation, systematicity between knowledge is important. In it, let the reader distinguish the most basic, secondary, as well as additional, explanatory elements. This stage is considered completed if the student understands the method of solving the educational issue, understands the system between knowledge.

The third stage is to remember and strengthen. This stage consists in preserving the acquired knowledge for a long time. In it, the activity of perception acquires the character of more exercises, independent reproductive and creative issues. Theoretical material, concept, rule, proofs are repeated in different exercises. The teacher must monitor that students understand and complete assignments. They can mechanically copy texts, complete assignments, perform without a deep understanding of the rules and concepts. At the end of the stage, students know theoretical materials and know how to use them to perform exercises, solve a problem, prove a theorem. Training skills and skills will be formed in them.

Another approach to issues of educational content “pedagogy of pragmatism” or progressivism developed separately in the United States. Its leader, John D'yui, took as a basis the philosophical ideas of pragmatism in expressing this doctrine. Pragmatism (Greek pragma – work, action, philosophical action) is an idealistic

current in modern American philosophy. This current rejects the objectivity of reality, the truth does not correspond to this objective being, but gives practical useful results.

D.D'yui believes that knowledge and knowledge are tools to overcome various problems or difficulties that a person faces in his life. Knowledge is a means of struggle for survival and a factor indicating the level of development of the individual. We only think when we are solving a problem, the starting path for this is always to feel the difficulty.

The concept of "Pedagogy of action" is in many ways a Dj. It is considered a consequence of D'yui's philosophical (pragmatism) and psychological views. Its author, one of the reformers, the German pedagogue Vil'gelm August Lay (1862-1926), in the process of obtaining knowledge, shows the following three stages: perception, redevelopment, expression.

Even today, there are different approaches to understanding the essence of Education. In particular:

1. Sociological approach. According to him, the essence of education is to convey social experiences to young people. Students learn knowledge that is the result of the socio-historical experience of mankind. The content of Education consists in the organization of the process of students, which serves to master the experience of ancestors. This philosophical rule refers to a scientific approach to the understanding of an important factor in socio-historical development - personality maturation. This approach to education is a social process.

Another approach can be called a private pedagogical or didactic approach. This approach expresses the stages of obtaining knowledge (the study of educational material, its awareness, consolidation, application of knowledge in practical activities), which determine the course of the holistic educational process. According to this approach, the content of education is the organization of activities by students on the basis of adherence to the sequence of stages of knowledge acquisition.

Proponents of the concept express the path of cognition based on the formula: from live observation to abstract thinking and from abstract thinking to practice.

A psychological approach to understanding the content of education relies on ideas put forward in psychological theory about the assimilation of knowledge and Human Development.

The origin of this concept is L.S. It is associated with the creation of Vygotsky's (1896-1934) vision of education as a “zone of near Development”, which is called the main factor in Personality Development. According to him, education acquires meaning only when it is built in the near zone, when mechanical actions are based, which are not yet fully formed, but can become the basis for the construction of the educational process.

Psychological research unconditionally enriches pedagogical theory. Reveals the essence of the process of rejection of personality development in the process of obtaining knowledge. But only the coverage of the essence of education on the basis of psychological ideas leads to a one-sided interpretation of the pedagogical process.

In the 40s of the XIX century, the theory of dialectical materialism was substantiated. Dialectical materialism is a philosophical doctrine that illuminates general laws regarding the movement and development of Nature, Society and thinking. In this doctrine, the materialism of Feuerbach and The Dialectics of Hegel are inextricably linked. This doctrine promotes the idea that the educational process should allow the human mind to be able to reflect being. Knowing the truth is a complex process. The basis of development according to the idea of dialectical theory is contradiction. Development is the struggle of opposing forces.

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