

Theory of knowledge acquisition system

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Abstract. This article covers issues such as the theoretical basis of providing knowledge to students, factors affecting the process of formation of learning ability, conditions, and approach. Also, important points were given about the formation of students' creativity in the process of learning.

Keywords. Reading, comprehension, learning process, intelligence, independent research, independent education, academic hours, academic knowledge.

I. Independent reading. Independent reading is of great importance both in the educational paradigm of students "Student - textbook - teacher" and in working on the basis of the intellectual system of learning.

In general, independent reading is an activity aimed at the teacher's and the student's independent education, learning, and further development of existing knowledge.

In order to improve, deepen and perfect the professional skills of the students in the acquisition of professional knowledge, skills and qualifications, by using various forms, methods and tools of didactics, to read, learn and gain knowledge. purposeful scientific work done by him represents the essence of independent reading.

For this reason, independent reading is an intellectual and creative activity that is relevant at all times for the owner of any profession and his intellectual potential.

II. Design education technology. It is known that the project is one of the methods that ensure the student's independent work, thinking, and self-mastery in achieving the educational goal. In particular, the organization of interactivity on the basis of a project is currently considered the most active, highly effective method. For this reason, design works are rapidly entering the education and training processes. In particular, it forms the main didactic units in the credit-model system, the intellectual system of learning, and the "Student-textbook-teacher" educational paradigms.

Currently, issues such as the development of the substantive part of education, the justification of the general and specific goals of education, the determination of the set of taught subjects, the determination of the necessary content, subject, purpose and tasks of each subject are being solved.

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In modern pedagogy, technologicalization of the logical sequence with such an organizational and structural appearance is increasingly becoming a priority. Therefore, it is becoming more and more important to conduct education and training processes on the basis of project-based educational technologies. In this regard, project education technology can be expressed as follows:

Project-based educational technology is the process of implementing a technological approach to education by a student who has developed a design mindset, and its main goal is to form students' skills in applying theoretical knowledge to life tasks, and its main tasks are to sense responsibility and make decisions in cooperation. , development of independent thinking, formation of skills and qualities such as rational (rational) solving of problem situations in education.

It can be seen from the above that the educational paradigm "Student - textbook - teacher", that is, the intellectual system of acquiring knowledge, imposes great responsibility not only on the student, but also on the teacher. In this, the teacher is also required to perform a number of tasks. Based on our research, we have expressed them in the following order: from the very beginning of conducting the lessons assigned to him, the teacher should give detailed information to the students about the purpose, tasks, subject of the subject he teaches and their role and importance in preparing students for practical and professional activities need;

- the teacher should have the qualification of pre-designing the teaching loads given to the students in the subject he/she teaches;
- it is necessary to be able to prepare the instructions and recommendations related to the implementation of the teaching load given to the students by the teacher and to perform control work on them, and manage to convey them to the students;
- it is necessary to separately present (emphasize) the main and main ideas of mastering the subject on the subject taught by the teacher to the students;
- in the process of imparting knowledge to students, the teacher should act thinking of increasing their professional-intellectual potential and improving their practical-professional skills;
- the teacher should always pay attention to teaching students to form a database on the achievements of science and technology and pedagogical innovations in the studied subject (subject);
- the teacher should have the ability to regularly improve the professional knowledge, skills, qualifications and skills typical of pedagogues, and also be careful to always try to use them effectively in practice;
- after the teacher has given the study load to the students in the subject he/she is conducting, he/she has thoroughly mastered the process of determining and evaluating the results of their learning based on the set plan, i.e., he/she is able to

accept them on the basis of a strict schedule should get This credit is also very useful in transferring the credits received by students based on the learning results of the module system;

- the teacher checks the students' knowledge level (intellectual potential and mastery results) and mastering his educational programs must have thoroughly mastered the fair and transparent methods of determining and evaluating the level and so on.

A teacher who can perform these tasks also has the responsibility to be ready for the following duty questions:

- the teacher must have a concept of teaching;
- what activities should students do to familiarize themselves with the concept;
- what students should observe and record during the lesson;
- how to give instructions and recommendations to students on completing the study load?
- How to teach students how to take data and turn it into information about the study of sources?
- How to teach students to work independently and independently?
- How to guide students to think creatively and take an innovative approach, etc.

Based on the results achieved during this research, we found it appropriate to express the following requirements:

- The educational paradigm "Student - textbook - teacher" requires working according to the intellectual system of learning and thereby effectively forming the skills of acquiring new knowledge and using it in practice in students to acquire their professional activity. the process should be carried out purposefully;
- By teaching students how to read, it is necessary to achieve the development of optimal options for forming their intellectual potential, professional knowledge, the culture of obtaining information from sources and turning them into information. This is an important didactic basis for the formation of students' social knowledge; In the "Student - textbook - teacher" educational paradigm, a conscious-creative attitude is formed in students regarding the studied source, and on the basis of them, the students' research skills should be regularly formed and improved;
- In the educational paradigm "Student - textbook - teacher", the student should be able to plan his activity and, on the basis of it, should create a didactic basis for organizing his creative and professional activity in students on a scientific basis. The educational paradigm "Student - textbook - teacher" consists of an intellectual system of learning, through which future specialists will be prepared for scientific and creative activities.

Based on the intellectual system of learning, the educational paradigm "Student - textbook - teacher" is not only applicable to the training of future primary school

teachers, but it consists of a methodological approach to the training of teachers of all directions. therefore, we recommend using this methodology in the training of specialists in other fields. It is only necessary to accept this approach as the main idea, taking into account the purpose and task of the research.

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