

Didactic Interaction as Whole Integral Education

Soliyev Ithomjon Sobirjonovich

Fergana State University Associate professors (Uzbekistan, Ferghana city)

Mo'ydinova Xulkar Kamoldin qizi

Fergana State University Master degree (Uzbekistan, Ferghana city)

Abstract: The article considers the issue of didactic interaction as a holistic integral education. The concept of "didactic interaction" is considered, starting with an appeal to its philosophical aspect.

Keywords: preschool education, integral education, didactics, didactic interaction, authoritarian, motivating, contributing.

The didactic interaction of a teacher and students is one of the values of education, which makes it possible to lay the foundations in the formation and development of a system of social and personal values in teaching, upbringing and self-development of a person. The priority value of the didactic interaction between the teacher and the student is education based on formed learning skills, which themselves are a kind of value.

Let us begin our consideration of the concept of "didactic interaction" by referring to its philosophical aspect. In the literature on philosophy, interaction is considered as a philosophical category reflecting the processes of the influence of various objects on each other, their mutual conditioning and state changes or mutual transition, as well as the generation of one object by another. Interaction is a direct or mediated, external or internal relationship, connection [2, p. 7].

At the same time, interaction is defined as a process of direct (interpersonal) or mediated (by means of communication, material carriers of culture, information, etc.) the influence of subjects on each other, giving rise to their mutual mental conditioning and connection. Thus, we can say that the interaction is objective and universal.

There is a space-time limit, outside of which there is no direct interaction of a given object with another. However, they can indirectly interact with arbitrarily distant objects. Each of the interacting parties acts as the cause of the other and as a consequence of the simultaneously opposite influence of the opposite parties. Interaction seems to be the mutual causality of the supposed, interdependent substances; each is both an active and a passive substance relative to the other.

Interaction determines the development of objects. It is the interaction of opposites, contradiction that is the deepest source, the main and final cause of the emergence, self-movement and development, their generation or their emergence. The most complex forms of interaction characterize the life of society, which is defined as "the product of human interaction". Any object can be understood and defined only in the system of relations and interaction with other surrounding phenomena, their parts, sides and properties.

The knowledge of things is the knowledge of their interaction, and is itself the result of the interaction between subjects and objects. Interaction is not only the starting point, but also the final point of cognition [2, p. 7].

A. I. Mishchenko considers the concept of "interaction" in relation to higher education and believes that "the system of teacher training consists of the interaction of subjects (teacher and students), the content of education and means focused on the continuous social, moral, general cultural and professional development of future teachers ". At the same time, he outlines two levels of consideration of didactic interaction: at the level of a general secondary school and at the level of a higher professional school [5, p.109].

In defining the types of interaction, ST Shatskiy distinguishes the following several types of it: authoritarian, motivating, contributing [7, p. 65].

The concept of "pedagogical interaction" is widely used in the psychological and pedagogical literature. L. V. Kondrashova gives a methodological description of the pedagogical interaction of a teacher and students in the educational process, outlines the ways of the formation of students' professionalism [3, p. 54].

The analysis of the concept of "interaction" will allow us to move on to considering such a type of it as "didactic interaction" of the teacher and students. The term "didactic" comes from the term "didactics", which is one of the leading categories of pedagogical science. The term "didactics" is of Greek origin. The Greek verb "didadkein" means "teach, explain, prove" and also "learn" [6; 58], ie this term reflects both sides of the phenomenon of didactic interaction. Didactics is a section of pedagogy that reveals the theoretical foundations of education and training. Didactics studies the patterns and specifics of education and training in various types of educational institutions.

The concept of "didactic interaction" between a teacher and a student in pedagogy is not new, because in the 70s of the XX century, Yu. K. Babansky turned to him. In his general didactic research, he outlines conceptual approaches to considering "didactic interaction" as a central link in the learning process, thereby highlighting and establishing the leading place of this link among other links in the learning process. Yu. K. Babansky defines "didactic interaction" as a "system" that can take place in various versions [1, p. 19]. He outlines the links in the learning process and determines the place of didactic interaction between the teacher and students among other links in the learning process [1, p.18].

The first link is the assimilation and concretization of the social goals and objectives of education by teachers based on the study of the characteristics of the system in which the process takes place (the collective of students, teachers).

The second link is the concretization of the content of training, taking into account the specific characteristics of the students of the group.

The third link is the planning of teaching aids by teachers, the optimal selection of forms and methods of activity, taking into account the identified features of the system.

The fourth link is the didactic interaction of teachers and students in the unity of the teaching influences of teachers and the educational and cognitive activity of the students themselves.

The fifth link is current control and self-control over the assimilation of knowledge, abilities and skills, operational regulation of the course of the learning process.

The sixth link is the analysis of the results of a certain stage of the learning process by teachers and students, the identification of unsolved problems in order to take them into account in a new cycle of the process. "Depending on the capabilities of students and other features of the system," didactic interaction "can take place in different versions" [1, p. nineteen].

The didactic interaction between teacher and students can be viewed on three levels.

1. Theoretical: the content and structure of the process, a generalized model.
2. Programs of the subject.
3. Plan of each lesson, variety of preparation

The structure of didactic interaction between a teacher and students is also characterized by: the levels of its consideration, the system of cognitive means, internal and external stages, driving forces - contradictions, conditions for effective implementation, results - the formation of intellectual and emotional skills.

Didactic interaction includes three levels of interaction between teacher and students: social, personal and applied. The social goal is the appropriation by the younger generation in the process of didactic interaction of social experience and educational content. Personal goal: development and self-development of the student's creative personality. Applied - to teach students the ability to learn.

The elements of the system of cognitive means of didactic interaction between the teacher and students include: the teacher's word, textbooks and teaching aids, visual aids.

Didactic interaction in the course of its implementation is based on its moving forces - contradictions. The main contradiction is the contradiction between the need of society to assimilate a certain content of education by the younger generation and the level of real training of students for the preservation, transformation, creation of a new social experience, its spiritual and material values.

A group of more specific contradictions in didactic interaction are contradictions between: the target orientation of the teacher's activity and the goals (motivation) of students' cognitive activity; ways of organizing the explanation of the educational material by the teacher and the peculiarities of its perception and assimilation by students; the level of complexity of the educational material presented by the teacher and the level of training and needs of students; the teacher's desire to establish the positive nature of didactic interaction with students and the frequently encountered negative, negative attitude of students towards the learning material being learned, towards a specific teacher, towards the occupation, the university as a whole. The efforts of the teacher in didactic interaction with students are aimed at overcoming these and other contradictions.

The mechanism of didactic interaction is the purposeful intellectual and emotional attitude of the teacher and students in the course of consistently solved cognitive tasks and the achievement of goals at the micro level - learning the ability to learn, transform qualitatively, create material and spiritual values.

The didactic interaction of a teacher and students is central to the learning process and contains all its main features: functions, methodological foundations, types, characteristics.

Knowing students in didactic interaction for a teacher means, first of all, knowing their spiritual, intellectual, emotional abilities, willpower, the reasons for their educational successes and failures, personal capabilities in the present and their development in the future through the formation of the ability to learn.

Didactic interaction occurs when cognitive activity is directed according to a special plan that makes up a specific goal. The unity of teaching and learning determines and organizes the entire system of didactic relations and their specific manifestations. It also organizes the student's cognitive activity [4, p.12].

Considering the didactic interaction of the teacher and students, the teacher and the student, it can be argued that this is a complex formation, acting as a result of transformed close relationships, intertwining of elements that make it up as a system in the name of subjective goals and objective meaning; education is a system of a higher order, level than all its constituent elements.

Thus, the didactic interaction of the teacher and students really acts as a holistic integral education (structurally complex, hierarchical, multi-layered, multi-level system of intellectual and emotional relations), ensuring the implementation of the goals of the pedagogical process (teaching): the appropriation of the educational content by the younger generation and the development and self-development of the student's personality.

Bibliography

1. *Бабанский Ю. К.* Оптимизация процесса обучения: Общедидактический аспект. М., 1977.
2. *Взаимодействие // БСЭ.* 3-е изд. Т. 5. М., 1971.
3. *Кондрашова Л. В.* Методика подготовки будущего учителя к педагогическому взаимодействию с учащимися: Учеб. пособие. М., 1990.
4. *Краевский В. В.* Проблемы научного обоснования обучения / Методологический анализ. М., 1977.
5. *Мищенко А. И.* Формирование профессиональной готовности учителя к реализации целостного педагогического процесса: Автореф. дис. ... д-ра пед. наук. Киев, 1983.
6. *Оконь В.* Введение в общую дидактику / Пер. с пол. М., 1990.
7. *Шацкий С. Т.* Острые вопросы педагогического образования // Изб. пед. соч.: В 2 т. М., 1980. Т. 2. С. 189.
8. *Солиев, И. С., & Муродиллаевич, Қ. Н.* (2020). Бўлажак бошланғич синф ўқитувчиларининг ахборот компетентлигини ривожлантириш. *Образование*, 9(10), 11.
9. *Soliev, I.* (2019). MODERN APPROACHES TO THE PROBLEM OF THE FORMATION OF TEACHER INFORMATION COMPETENCE. *European Journal of Research and Reflection in Educational Sciences Vol*, 7(12).
10. *Зокирова, С. М.* (2019). Контрастный анализ синтаксических слойных установок. *Вестник Наманганского государственного университета: Vol*, 1(8), 48.
11. *Zokirova, S. M.* (2021). FORMATION OF CREATIVE LITERACY IN MODERN YOUTH AND THE VALUE OF MNEMONIC TECHNOLOGY. *Theoretical & Applied Science*, (4), 240-243.
12. *Mamurova, M.* (2021). Mahmoud ghaznavi as a historical person and a literary image. *Theoretical & Applied Science*, (6), 718-721.
13. *Mamurova M., Ruzimatova A.* Maksud qoriyevs character creation skills //Theoretical & Applied Science. – 2021. – №. 6. – С. 722-725.
14. *Mukhtoraliyevna, Z. S.* (2021). The use of Vocabulary Words in the Dictionary Given in the Textbook of the 1st Class Native Language and Reading Literacy. *International Journal of Culture and Modernity*, 10, 39-42.
15. *Mukhtoraliyevna, Z. S.* (2016). The notion of non-equivalent vocabulary in linguistics. *International Journal on Studies in English Language and Literature (IJSELL) Volume*, 4, 70-72.