

Features of Education in the Process of Studying in National Schools

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Abstract: This article draws attention to the features of upbringing in the learning process, the consideration of which determines the success of the teaching profession, but these features are very significant, because where they are not taken into account, the degree of influence of the school on students and on the formation of their personality is noticeably reduced.

Key words: education, personality, formation, learning process.

An important place in the formation of a student's personality is occupied by the learning process, which, as is known, not only gives him an education, equips him with knowledge and skills, but also develops, educates, i.e. comprehensively prepares him for life and work. However, in actual pedagogical practice, not all aspects of the learning process properly correspond to the tasks of communist education, which means that not all educational opportunities of lessons and other forms of educational activity are used to the maximum. Education in the learning process is carried out in close connection with the implementation of curricula and programs without violating their logic, without artificially linking the so-called educational moments. Moreover, the teacher is guided by those educational tasks that are contained in explanatory notes to curricula, in the programs and textbooks themselves, as well as in recommendations for organizing the system of educational work in a comprehensive school. In the work of a teacher in educating schoolchildren, the role of creativity is great, since at every moment of his activity he must take into account many constantly changing factors, the level of knowledge and upbringing of each student, the individual, age and national characteristics of children, specific teaching and educational situations that arise in the classroom, as well as features of the environment, connection with which is an important element of all educational work. The process of upbringing, compared to the learning process, is more complex in its structure, more extended in time, its results may not always be visible immediately, after each lesson or completion of a particular topic. Education in the learning process is an important, but not the only aspect of the multifaceted process of forming a student's personality.

The first thing on which increasing the educational potential of teaching depends is a clearer and more detailed understanding by the teacher of the goals and objectives of communist education. It is the goal of education that determines the system and content of education, the choice of teaching methods, and the nature of extracurricular and extracurricular work with students. The goal of communist education is the comprehensive and harmonious development of the individual, which includes the following components: education of a communist worldview; mental education; ideological and political education; labor education; moral education; aesthetic education; physical education.

Mental education presupposes, on the one hand, the comprehensive development of human cognitive processes and functions (sensations, perceptions, ideas, memory, imagination, thinking, speech, attention), and on the other, the formation of positive intellectual properties of the individual, such as breadth, depth, speed, flexibility of mind, consistency and logic, criticality and self-criticism, ingenuity, independence, the ability to see the main thing, come to new conclusions and generalizations, etc. Issues of mental education are closely related to other aspects of the formation of a student's personality, with the solution of all educational tasks.

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The central place in preparing a new person for life is occupied by his ideological, political, labor and moral education. These aspects of personality should be considered depending on the relationships into which a person enters in the process of life and various types of activity.

Each of these relationships is considered from the point of view of developing ideological, political and moral qualities in students, and instilling in them a communist attitude towards work. An analysis of the experience of many national schools shows that education in the learning process becomes most effective if the actually existing and developing relationships of schoolchildren are taken into account. At the same time, the efforts of a teacher aimed at developing one or another quality in students lead to the desired results when the teacher or educator thinks not only about these qualities themselves, but takes care of including schoolchildren in a certain system of relations and himself shapes the students' relationships, guides them in the right direction.

An essential aspect of moral education should be considered the development of a sense of love and respect for people, goodwill, justice, readiness to help, and to be useful to people. The development of students' sense of self-esteem, honor, conscience, self-criticism, modesty, readiness and desire for self-education is associated with solving the problems of educating humanism.

Aesthetic education is aimed at developing the ability, desire and readiness to perceive, feel, understand, appreciate, cherish, and increase the beauty in nature, society, in human relationships, in art, in work, in everyday life. The aesthetic culture of the Soviet person includes involvement in the community, human culture, to the culture of the world of socialism, to a unified multinational culture of the people. Aesthetic education relies heavily on students' feelings. The emotional sphere in children and adolescents is sensitive and receptive, which makes educational influences based on the feelings and emotions of schoolchildren the most effective, preserving the results of pedagogical influence for a long time. In this sense, the area of aesthetic education acts in the process of personality formation as an emotional basis, as one of the means of solving the problems of the comprehensive development of schoolchildren, primarily ideological, political, labor and moral education. Thus, when we talk about the education of students in national schools in the learning process, we mean, first of all, all aspects of the formation of a harmoniously developed personality in their dialectical relationship.

In the specific conditions of pedagogical activity, the practical implementation of education in the learning process with a common unified focus takes on different forms in one or another national school, options for combining components, methods and techniques. The effectiveness of educational teaching depends to a large extent on how the main categories and concepts of didactics are theoretically interpreted, how they are understood and implemented in their work by teachers of national schools. Therefore, the second position on which the degree of use of the educational potential of teaching depends is the teacher's correct understanding of the learning process itself, its patterns, principles, rules, and the significance of all its components in the formation of the student's personality.

Education is a purposeful process of equipping students with knowledge, skills and abilities. It objectively reflects the natural movement from ignorance to knowledge. Having gone through a long path of historical development, the learning process has repeatedly changed both quantitatively and qualitatively, acquiring some properties and losing others. But the main properties of teaching were gradually conceptualized as patterns, principles and rules of didactics. These categories are currently differentiated by the degree of generalization of pedagogical knowledge. Pedagogical principles include provisions on the developmental and educational nature of teaching. Thus, education during training should be considered as the most general and essential property of this process, its regularity, and not as a separate principle, along with others. Learning as a process cannot exist if it does not carry out developing and educating functions.

Like any scientific knowledge, the laws, principles and rules of didactics to a certain extent have a universal, universal character. Education, if it represents a path from ignorance to knowledge, must be developmental and educational, carried out systematically and consistently, accessible to students, etc. In the practice of education in the process of teaching students in national schools, there is a close



relationship between didactic ones. principles and their constant influence on the content, forms, methods of both training and education. One of the least developed and complex issues of pedagogy is the question of methods of teaching and education. Most educational scientists involved in the development of theoretical issues related to methods of teaching and upbringing argue about which classification of methods to accept as the main one. It is unlikely that a teacher should take the position of any of the disputing parties. He must understand that the presence of several ways to classify teaching and upbringing methods is an indicator of the complexity of the issue itself and the possibility of different approaches to this phenomenon on the part of researchers.

A modern teacher must be fluent in the entire arsenal of teaching and educational methods, know different types of classifications and groupings of methods, which makes him pedagogically more prepared. From the variety of methods known to him, he will be able at any time to choose the optimal method that best suits the specific situation. Moreover, in modern conditions the question especially arises of developing systems, sets of methods and techniques that provide the most complete solution to the problems of education in the learning process.

Methods of teaching and upbringing are the details of a particular method, options and shades of its implementation in the direct work of the teacher.

Third, the degree of implementation of educational tasks in the learning process depends on the clear theoretical and pedagogical orientation and position of the teacher in matters related to educational teaching. The problem of education in the learning process is connected with the content of educational material, and with the order of work on it, and with the diligence of students in completing tasks, and with their educational work. Moreover, in this work of the teacher we see one of the opportunities to increase the effectiveness of both education and teaching on the basis of increasing his attention to the pedagogical process as a whole, the desire to maximize the interest of students in his subject and all his work with them. In this matter, the teacher needs help from methodologists, teachers, and psychologists. Manuals addressed to subject teachers should contain recommendations not only for solving educational problems, but also for the communist education of schoolchildren. Unfortunately, many issues of upbringing in the learning process still remain insufficiently developed in private methods and in pedagogy, and therefore are not sufficiently disclosed in the literature for teachers.

The fourth, perhaps the most important point, which determines the level of all educational work with schoolchildren, and, in particular, education in the learning process, is associated with the personality of the teacher, with his example and authority. K. D. Ushinsky believed that it is the personality of the teacher that most influences the moral character of students. He wrote: "There is no doubt that much depends on the general routine in the institution, but the most important thing will always depend on the personality of the immediate educator, standing face to face with the student: the influence of the educator's personality on the young soul constitutes that educational force that cannot be replaced by textbooks, neither moral maxims, nor a system of punishments and rewards." For the education and training of students in national schools, it is extremely important that the teacher is closely connected with the life of the people, knows the life of the given people, its history, customs, modern achievements in work, science, culture, the extent to which he himself studies and knows how to learn from the people.

V. A. Sukhomlinsky: "By continuing ourselves in our pets, we create not only humans. We create time itself. The spirit of the time, relationships between people - all this depends on what we are like, on what kind of school the people entrust their future to, on what kind of school management it is."

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