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Periods of the educational process

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Abstract – *This article deals with the stages of the educational process. Stages of learning are formed from educational acts in the learning process. There are four stages of the educational process. It also covers the application of educational acts, stages, periods in the educational process by going through the topic of Participle 2 (Partizip 2) in the 6th grade of German class.*

Keywords. *Educational process, act of educational process, stage of educational process, period of educational process, didactic essence, Participle 2, inductive-deductive way.*

Introduction. Periods of educational process are one of the central problems in modern pedagogy. The study of the periods of the educational process, the definition of the criteria for their separation, the development of ways to distinguish one period from another, of course, the strict delimitation of the periods of educational work lead to a number of achievements.

The possibilities of choosing the appropriate teaching aids for each period expand, succession among pupils' acquisitions from time to time, a connection between the knowledge acquired and now being assimilated are provided, the limit of required revision to complete assimilate this or that material is determined, the conditions for optimal learning are created.

The National Encyclopedia of Uzbekistan defines the word period as follows: “Period is the time from the beginning to the end of each iterative process, or the time interval during a complete process. “(National Encyclopedia of Uzbekistan. Tashkent, 2002, vol. 3, p. 703).

Methods. Four periods can be distinguished in the learning process. Periods of the educational process are formed from acts and stages. The act of education is the smallest unit of the educational process. The act of learning is the smallest unit to be analyzed that is studied in the context of the category of the learning process.

It can no longer be analyzed in small units. In this case, the act of education loses its didactic essence and becomes a phenomenon studied in psychology and physiology. The act of education is valid for the period of the educational phase. Taking this feature of the act of education into account, we identify it as a genetic cell of the educational process. As we characterize the act of the learning process as a genetic cell, we aim to interpret the stages of the learning phase through it.

The stages of education are a larger and more integrated unit than the acts of education. The educational stage comprises more educational acts. Periods of the educational process consist of two or more stages of education. "The purpose of education is also concluded at the educational stage." (41.99.)

The first stage of the educational process is the period of learning and consolidation of new teaching materials. During this period of the educational process - the period of preparation and consolidation for the study of new educational material will contain of four stages. Four acts are used in the formation of each stage. Act 1, to engage pupils in the topic. Act 2, to define learning goals for the pupil. Act 3, to create emotion for the pupil. Act 4, to activate an existing tool in the pupil's activity and life experience. Through these four acts of the educational process, a stage is formed in preparing schoolchildren for the study of knowledge. As mentioned above, the period of the educational process leads to the formation of four stages of the educational process: preparation of learners for learning (1), direct perception of new knowledge from different sources (2), initial consolidation of new knowledge (3), initial testing (4). The initial control phase of new knowledge is organized in accordance with the requirements of pedagogical technologies.

The second stage of the learning process is characterized by the processing of information collected in its initial period. Students' views are determined within the framework of the topic studied in the process of information processing. From this point of view, the possibilities of organizing children's creative work in the process of information processing are extremely numerous. As we apply knowledge to education, the creative direction of the learning process increases. The stage of conscious recall of information deals with questions such as what is recalled, how it is recalled. This stage — that is, the stage of conscious recollection of knowledge — is formed in educational acts such as the rule, re-imagining the definition (1) thinking about them (2). At the same time, the second stage of the educational process is formed through the four stages of the educational process, and it is called the period of revision of knowledge and skills. In the second stage of the educational process, learning objectives such as related to the knowledge learned in the previous lesson, conscious recollection of methods of activity (1), application of recalled knowledge, methods of activity to the given learning situations (2), new conclusions from the observed and used facts (3), checking the results of mastering at the qualification level (4) are addressed.

For these purposes, during the period of revision and development of skills, four stages are focused on: recall of knowledge learned in the field (1): application of recalled knowledge to the stated learning situations (2): drawing new conclusions from facts (3): control of learning outcomes (4).

If a problem, independent work, creative learning patterns are used mainly in the first stage of the educational process, the period of revision of knowledge and skills, creative and non-creative exercises, training, programmed materials are used in the second stage. Education is corrected (additions and changes are made to education) taking the results of control into consideration.

The third stage of the educational process is conducted within two or more topics. The knowledge acquired during this period is systematized and general conclusions are drawn. In essence, the result of the third period is consistent with the concept. As a result learners reach the level of distinguishing the new concept being studied from the previously mastered concepts.

In the third stage of the educational process - learning objectives such as related to the comparing concepts within two or more topics in the process of generalizing knowledge and skills, drawing general

conclusions in this way, applying the conclusion to the stated or given learning situations, verification of learning outcomes are fulfilled. Four main stages are followed in the third period for these purposes: comprehension, comparison of principles (1), drawing new, general conclusions by comparison (2), application of the conclusions to the study (3), verification of learning outcomes (4). - The period of generalization of knowledge and skills.

The first stage of the learning process focuses on building skills on topics. Skills are developed on the basis of appropriate independent work, exercise, etc. in the second period. Educational work for further improvement of the concepts will be carried out in the third period.

In the final stage of the educational process - that is, in the fourth stage, knowledge and skills are controlled. During this period, "lack in knowledge and skills are identified and further educational work on the learned knowledge, the acquired skills are determined. "The fourth stage of the educational process is testing, which is the leading means of controlling knowledge and skills. The test is also based on the study assignment. Due to this, it is described as follows. A test is a learning task to select the most appropriate and complete of a given set of alternative solutions.

If independent work, exercises are organized on the basis of study materials which have not yet been fully mastered, the test is conducted within the framework of knowledge, skills that learners have achieved a certain result in the subject or topics. In this sense, the test is a control task aimed at the development of learners' memory, level of preparation, their activity. The test is essentially a learning tool based on feedback, recording achievements and shortcomings in educational activities.

In the following table we will consider the specific features of the act, stage, period in the educational process.

Education Act	Phase of education	Period of education
1. It is formed from the interaction of teaching and learning. 2. The smallest unit of education 3. Unit of organization of education. 4. A means to an end. 5. It is difficult to feel the result. 6. It is formed from the influence of teaching and learning as a didactic unit.	1. Period of education is formed from the acts. 2.It consists of two or more acts. 3. Unit of continuing education. 4. A tool for achieving micro results. 5. The result perception factor 6. It is formed from acts as a didactic unit.	1. Educational process is formed from the stages. 2. It consists of two or more stages. 3. Completion unit of education. 4. A tool for achieving macro results. 5. Synthesis and magnification of the result 6. It forms the stages as a didactic unit.

Didactic phenomena that apply to the context of the educational process -We analyze the process of studying the topic "Bildung des Partizip2" (Construction of Participle 2) in the 6th grade at German lesson to further clarify timely intersection of teacher and pupil activity as well as teaching materials in the formation of act phase periods.

In order to be able to use and master Participle 2 (Partizip 2) correctly, a 6th grade pupil must be able to distinguish it from Participle 1 (Partizip1) and know the definition of Participle 2 (Partizip 2). The definition of Participle 2 (Partizip 2) (1), its usage in two cases (2), ge- prefix and en- or (e) t suffix (3) is the state education standard (DTS) for this subject. There are a number of ways to teach a subject. Verbal interpretation of knowledge about the Participle 2. This is a traditional way of organizing and conducting education in which children's learning activities move from knowledge to practice. In other words, children's learning will be based on reproductive features (teacher's comments, activities based on the knowledge read from the book). We note verbal learning as a pure deductive way. Teaching Participle 2 (Partizip 2) inductively and deductively. In this case, the education is aimed at children's thinking, memory. Learners analyze the facts on the topic according to the instructions of the teacher; the teacher explains new knowledge on the basis of the analyzed facts. Children's learning activities range from practical activities to knowledge, from knowledge to practical activities. At present, the advanced teachers of the schools have mastered the technology of education management in an inductive-deductive way. Inductive way. When education is organized in this way, children's learning activities go from practice to theoretical knowledge, from them to practice. Conclusions on the topic are also made by learners themselves. We compare the following two methods.

When the study of the topic of Participle 2 (Partizip 2) is organized in an inductive-deductive way, the constant components of the educational process - teaching activities, learning activities, the interconnection of learning materials occur according to the changing elements of the educational process (teaching method, tool, etc.). This phenomenon can be observed on the following facts: suggesting observation of facts on the subject and observation of children. In this case, the timely intersection applies to the facts within the subject (1); the separation of the word at the end of the text is the next temporal intersection, and the children's attention is focused only on the facts of Participle II (2); The arrival of the Participle II at the end of the sentence is perceived by the decrease in tone of voice. This is the third timely intersection (3). Children's attention is drawn to the fact that Participle II represents a completed action. This is the fourth time intersection (4). The teacher comments to Participle II based on the facts the children observed. This is the next intersection (5). Reading the description of Participle II from the textbook is suggested. A new intersection occurs (6). What do you mean by Participle II? Any students who wish will ask permission and retell the definition of Participle II by heart. Thus, another timely intersection applies (7). To compose sentences with the help of key words in order to strengthen the knowledge of the definition of Participle II (8), to separate sentences of Participle II from the text (9), to do the exercise in the textbook (10).

From the time intersections cited as an example, it can be distinguished that ten acts of education followed. A teacher's activity, a student's activity and teaching materials lie in the centre of all these acts. Each timely intersection corresponds to a learning task that reflects certain intellectual and practical actions.) If we acknowledge that the acts of the educational process are based on the educational tasks related to them, then we are forced to recognize that the acts of education act according to a specific purpose, means and end with a certain result. Thus, educational acts and related learning tasks serve as a genetic cell that reflects all the features of the learning process. "Educational acts are not rigid. They are changeable phenomena" [54, 13].

Inductive way. Going to from speech practice (1) to the knowledge of Participle II (2), then to speech practice (3). In this way, the study of the relationship of knowledge, skills and experience of creative activity related to Participle II becomes an inductive action. Even when inductive learning is organized, state education standards (SES) are retained as fixed elements of the learning process.

In the process of learning materials by inductive way, children follow the following system of goals: the main goal - the correct use of Participle II in speech, the intermediate goal - independent study of SES, the goal of action - to find words in Participle II (1), to observe the selected words (2), to compare the observed words with the Participle I (3), to make sentences with the help of base words (4), to tell about the place of Participle II in the structured sentences (5), to show Participle II by intonation (6), to revise the use of full stops when Participle II comes at the end of the sentence (7), to make up sentences using the search and base words (8), to draw conclusions based on structured sentences (9), to compare the conclusion with the description in the textbook (10), to listen to the teacher's comment to Participle II (11), to create a related text with the given keyword (12), to extract words related to Participle II (13), to practice on the technique of reading Participle II on selected words (14).

In the process of learning materials by inductive way, there is a timely intersection between both teaching and learning activities and teaching materials and educational acts are formed. In terms of the formation of educational acts, there is no difference in the organization of the educational process in a deductive or inductive way. Even in the inductive organization of education, children move from incomplete knowledge to skills that have been fully assimilated and analyzed in detail. But despite the similarities in the series there are a number of differences between deductive and inductive organization of education. Though there are a number of advantages of inductive education. The deductive way is considered in the context as passive learning, while the inductive way is active one.

In deductive education, the activities of the subjects of education go from theoretical knowledge to practice, while in the inductive way they go from practice to theoretical knowledge, from them to practice. While the starting point of learning in the deductive way is the realization of intermediate goals, the starting point of learning inductively is the realization of goals equal to action.

Children move from equal goals to intermediate goals - SES, to the application of the knowledge learned from them in practice. Although a teacher is actively involved in the deductive way, both a teacher and a student actively act in the inductive way. In the consequence children's independence rises to a new peak. 10 acts are followed in the inductive-deductive way of the subject "Participle II", while 10 acts are observed in the inductive way. The fact that the acts of the educational process are intertwined and lead to a single goal-themed knowledge is common to both approaches. Each act of education is formed from the interaction of the subjects of the educational process.

No matter how the acts of education are formed, they are subject to a single logic - the logic of full mastery of educational materials.

Stages of education are formed from interrelated, interdependent, complementary acts. The stages of education are a larger and more integrated unit than the acts of education and include two or more acts. The purpose of education is also addressed in the educational stages. The study of knowledge, the formation of skills and the development of memory, the stimulation of the internal resources of the cognitive process - motives, emotions and interests will be continued at the educational stage.

We see the difference between the act of learning and the stage. Their psychological essence is in the first place and didactic essence in the second one. In other words, when the act of education is studied inductively-deductively in many "Participle II" topics, the acts of education are summarized into the stages of education as follows:

Act 1: Observing the facts about Participle II . Act 2: Separating Participle II from the text. Both of these factors ensure that the processes of perceiving the facts about Participle II, by activating them in their speech. When the topic is taught inductively, Act 1: Observe the text, look for Participle II in it and Act 2: Observe the selected words and Act 3: Compare the observed words with Participle I.

When the educational process is organized in both ways: inductive-deductive and inductive, the stages of education are formed from the combination of interrelated acts. Stages of education are not a mechanical sum of educational acts, but rather a derivative unit in the development of educational act that reflects on both the logic of the educational process and the psychology of learning materials, as well as the interaction of teaching and learning activities. In the objective course of the educational process, educational acts (perception of the relevant facts, their activation) develop and become stages of education.

The stages of education are a larger and more integrated unit than the acts of education. The formation of the stages of education from the development of educational acts can be understood by continuing to analyze the facts on the topic of Participle II. According to the inductive-deductive way of studying the topic, Act 3: Decrease the sound when Participle II comes at the end of the sentence and Act 4: Participle II provides an understanding peculiarity of the completed action.

In the objective course of education, the interaction of teaching and learning activities on these acts, combined with the previous two acts on the basis of a single purpose causes the acts of education to take the form of the educational stage. The development of the four acts of education ensures that the interaction of teaching and growth activities takes place in the form of a larger, holistic unit-stage.

In the movement of the educational process, the transition from acts to stages of learning is not done mechanically, but acts become a stage of evolving learning. Due to the spiral motion of the act and the stages, it becomes more psychological and the educational stage more didactic.

The development of the stages of education, their transformation into a more comprehensive, meaningful unit can be observed in the periodic movement of the educational process. To clarify our point, let's turn to the experience of teaching "Participle II". So, we first re-group the educational acts related to the inductive teaching of "Participle II" in the 6th grade:

Results. Acts 1-7 are the preparatory stage for children to independently describe "Participle II", to actively master the knowledge about it: Act 8: to make up a speech with the help of key words and separated facts from the text; Act 9: concluding on the basis of structured statements: Act 10: comparing the conclusion with the knowledge in the textbooks: Act 11: listening to the teacher's explanation of Participle II. The child perceives his or her knowledge of Participle II, first, from his or her own independent conclusion, then from the notes in the textbooks, and finally from the teacher's speech. Through these acts and their assignments, the image of Participle II is formed in the minds of the students as an image of the subject.

The next stage of the educational process is the formation of image based on the knowledge of Participle II . Creating a connected speech-text with the help of given key words (Act 12), separating

Participle II words from the text and putting a full stop at the end (Act 13), training Participle II according to reading technique (Act 14). All of these are managed on the basis of image. They serve to reinforce another stage of the learning process — the learned image. The development of the stages of education, their transformation into a more comprehensive, meaningful unit can be observed in the periodic movement of the educational process.

Conclusion. We see the beginning of the educational process in the act of education, its duration in the stages of education and its end in the stages of education. The conclusion to be drawn from this is that the educational process is the movement of interrelated (complementary, demanding) acts in stage, period forms. The educational process act is the means of understanding, studying and describing the essence of this movement. All the qualities of the concept of educational act are common to the concepts of educational stage and period.

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