

# Educational Process Legislation and Principles and their Use in Student Practice

Sh.U. Norova and T.DJ. Mukhamedov

***Abstract---** The main goal of the educational reform being carried out in Uzbekistan in the conditions of independence, the harmonious development of the human personality at the center of its model. The article discusses the laws and principles of the educational process. It comments on the research conducted so far in the field of pedagogy. On this basis, methods have been developed to apply these processes in student practice.*

***Keywords---** Educational Process, Pedagogy, Educator, Pupil, Theory of Education, Interpersonal Relations, Principle, Subject and Object Relations.*

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## I. INTRODUCTION

Every science, doctrine must enter into a complete form in order to study or research a whole field of nature, society, man. Initially, it appears as a specific idea or scientific direction, and rises to the level of a single science, which combines its concepts (categories), laws, principles, methods of scientific research. With the help of these components, each science has its own subject of study. Its concepts, laws, principles and application of scientific research methods are determined by the boundaries within these components. Going beyond this is the research property of another science or doctrine. This is the general law of the formation of all the sciences that study nature, society, and man. The science of pedagogy is no exception.

The historical experience of the development of society shows that the faster the social development, the greater the demand for the spiritual and moral qualities of the individual. The development of society and the maturity of the individual are directly proportional to each other and are dialectically interrelated processes. At the same time, dialectics shows that the development of society has a comprehensive impact on the maturity of the individual, reflected in the increase in the level of maturity of the individual, and this process accelerates the development of society. This, in turn, requires the legitimacy of the development of society and the individual, the formation of new qualities in man, his spiritual and professional development. It transforms the knowledge of upbringing into a belief, a belief, and determines the direction in which a person can use it. Therefore, the main goal of the educational reform being carried out in our country in the conditions of independence, the harmonious upbringing of the human person at the center of its model. "The state policy in the field of training provides for the formation of a comprehensively developed personality through a system of continuous education, which is inextricably linked with the intellectual and spiritual-moral education of man". It is clear that education needs to be taken seriously.

## II. THE MAIN PART

Education is, first and foremost, the most effective means for people to live in a society, to acquire social qualities. Education helps people to participate in the system of social relations, to influence each other and to

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acquire human qualities. It teaches man to understand the interrelationships and connections between the universe and people and to act on that basis.

So upbringing cannot be seen as a mere transient event. Education as a function of its perpetual existence in society has its own structural structure: the goal is an integrated pedagogical system with material base, principles, laws and methods, forms and means, subject and object, management and outcome. Education, like other social systems, requires the observance of certain laws in its organization. In this regard, if we look at the textbooks and manuals on the subject of pedagogy for university students, we see a situation in which it is not considered as its essence, laws or as a whole system. For example, "Pedagogy" (Moscow, Prosveshchenie Publishing House, 1988, p. 479), edited by the great Russian pedagogue Yu.K. Babansky, is described as an interdependence of the laws of the pedagogical process (p. 38). Another textbook published in the former Soviet Union, "Pedagogy" (edited by GI Shukina, M.: Prosveshchenie, 1977, p. 384) describes the laws of the educational process. For example, it is said that "the more rationally organized the activity is for the purpose of society, the more effective the educational process, its legitimacy (p. 12)", or "the stronger the impact of the educational process on the inner sphere of the individual, the higher the result". (P. 13). Similarly, another book "Pedagogy" edited by Yu.K. Babansky, Moscow "Prosveshenie" Publishing House, 1983, p. 608) educational laws "unity and interdependence of education" and the organization of students' activities in accordance with society, they rationally organize communication the more effective the educational process, "or" the interaction between students and educators" is described. Other prominent Russian pedagogues (Moscow (Prosveshenie Publishing House, 1978, p. 320) under the editorship of Pedagogika (I.T. Ogorodnikov) and Ilina T.A. Pedagogy - M, 1984 - p. 496) in general, there is no talk about the laws of education.

We see a similar relationship in the pedagogical textbooks and manuals written and published by Uzbek teachers after the independence of our country.

For example, I.Y. Tursunov, U. Nishonaliev pedagogical course (T.: Teacher, 1997) is interpreted as objective laws of education and the basic law of education: "Objective laws of education - the organization of the educational process and are traditions that are steadfast in their demands, such as the formation of uniqueness and qualities" (p. 16), or "the basic law of upbringing is a necessary and obligatory activity for the younger generation to acquire the social experience of adults. Ensuring the vitality of society means the realization of the development of the forces that make up the individual factor and the essence of each individual, the succession between generations" (p. 16). In these definitions, some feature and insignificant connections of the educational process are described as law.

In the book Pedagogy by R. Mavlonova, O. Turaeva, K. Khalikberdiev (Tashkent: Teacher, 2001, p. 512), published during the years of independence, the principles and laws of the educational process are given in the form of rules: Just as there are certain rules, there are a number of important rules of child rearing, the observance of which ensures the effectiveness of educational work. For example:

The purposefulness of education;

Connection of education with life, work, selfless work for the independence and prosperity of Uzbekistan;

Educating the individual in the community, through the community;

Respect and demand for the child's personality in upbringing;

Consistency, regularity of educational work;

Taking into account the age and peculiarities of students in education”(p. 308)

Similarly, Pedagogy (Tashkent: "Teacher, 1996, p. 200") (edited by AK Munavvarov) in the section on the theory of education, without mentioning the laws, describes the principles of education as rules of education (pages 120-121).

The principles given by the above sources are generalized requirements that have not yet risen to the level of law or legitimacy. Laws or laws represent general, necessary, essential, internal, and recurring connections between things. In philosophy they are described in exactly the same way. Legitimacy and laws are of a methodological nature. The commonality between law and legality is that they are both based on the above definition. The difference is that the law has a tendency (an integral feature) and applies to a wider area than the law. Under the law, however, several laws may apply.

Pedagogical processes also represent important, essentially repetitive internal connections in the formation of personality. These interactions stem from important, general, internal, and essential connections in society, its social relations, the individual and the environment, and the interactions of people. Therefore, when we talk about any quality or trait of a person, we should not ignore the fact that these qualities in him are formed in the interaction with other people and relationships in society. Therefore, it is necessary to remove the laws of education from the connections of pedagogical phenomena and processes.

The experimental process shows that any theory, science is based on certain requirements or principles. These principles are approached from the point of view of demand. Education as a pedagogical process is based on certain principles.

The word "principle" is Latin and "principium" means the starting point. The principle is a set of rules that need to be considered, taken into account, followed. Any theory, doctrine, scientific worldview, idea, political organization, the basic rules of society, without which it loses its essence. This science, the doctrine is based on these rules, studies its field. However, the principle can also express the fundamental features of any tool, the structure of the mechanism, the principle of operation.

Outlook of the person is a belief that determines his attitude to himself and to reality, and norms of behavior are also based on certain ideological and moral principles. It is the principle of a person's profession to take a definite position in socio-political, social relations on the basis of his belief in a certain idea. Man cannot give up this position. When he gives up, he becomes unproven.

The principles also apply to the field of education. Therefore, there are principles of education and upbringing. For example, Article 3 of the Law "On Education" states the principles of the system of continuing education in the country. The "National Training Program" also contains a model of education and the principles of its organization and development.

Educational processes as a whole system are manifested in the development of cause and effect of interrelated events. Pedagogical events in the educational process are interrelated on the basis of certain laws. Knowing them serves as an important basis for the scientific management and planning of the basics of education. Every pedagogical phenomenon arises for certain reasons and leads to a certain result. Therefore, identifying the causes of this or that pedagogical process or event allows us to not only know them, but also to use the influence of their positive aspects, to prevent their negative ones. On this basis, there is an opportunity to manage the educational process on a scientific basis, to direct it to the development of the individual.

Certain necessary relationships between events arise from internal connections. The unity of things, their interconnectedness, is the stages of knowing their essence. In such a connection, the general essence and the internal connections that are formed are manifested in the form of law or legitimacy.

Law means internal stable connections in the essence of events. In this respect, law and legality are considered close. The legitimate connections in the relationship between things and events pedagogical processes act as a necessary force in certain circumstances. Legitimacy connections are the result of claiming the cause of events.

It represents, to a certain extent, the regularity and consistency of events in the content, and is thus expressed. Legitimacy is a necessary process required for certain reasons. Legitimacy is a process in which not one but several laws can apply. The importance and necessity of legal connections also determine other features of the law. The law, on the other hand, is interpreted in general terms. This means that the specific necessary connection expressed in the law is specific only to certain minor events.

The laws of nature and society, including the laws of matter and motion, the circulation and conservation of energy, represent generality. That is, they always produce relevant events and results everywhere as a matter of urgency when there are certain conditions and causes. Legitimacy is a much broader concept than law, and differs in that it expresses regularity and consistency between events.

It should be noted that the application of these important concepts in the process of pedagogical education has not been studied separately.

Deep understanding of the essence of educational processes, their systematic study, and at the same time the study of the laws and regularities of the pedagogical process separately and as a whole is becoming a necessity under the influence of scientific development.

The educational process, in particular, the management of student education, like any social process, has its own set of laws. These laws exist objectively and apply through educator, pedagogue, and managerial management activities. That is, if the organizers of the educational process know them, understand their deep essence, the impact of their educational work will increase. It requires the creation of conditions for their scientific knowledge, understanding and manifestation of the laws of their rational use and their observance in practice. After all, the organization and management of the educational process must also be based on a strong, repetitive, necessary objective connections and relationships.

When thinking about the educational process, it is worth noting that it is focused on the human personality, which, in turn, is inextricably linked with complex social relations. Social relations and the interpersonal relationships that form on it are multifaceted and complex. Therefore, in interpersonal relationships (upbringing) it is impossible to give a prescription in advance, taking into account all the connections and situations, all aspects of life.

But at the same time, as noted above, it is also impossible to deny the objective, necessary, repetitive laws in the educational process. These laws are reflected in the theory of education, serve as a methodological direction, and inevitably apply in the interaction with the educator. This serves to direct the educational process to a specific goal and direction, to manage it.

In the theory of education there is no clear theoretical basis for the classification of laws and their number. Therefore, there are different approaches in classifying them. In some cases, their application is approached in terms of long-term proximity, historical period, and they are divided into general and specific. There is an approach to them in a historical period, that is, an approach to education in terms of the underlying factors, or as a system as a whole and relatively independent pedagogical unit. In this case, the components included in the system are considered as a structure consisting of elements. The relationship between the components included in the system can also be viewed as a functional function that each component performs throughout the system.

Depending on the underlying foundations of the classification, the same law can fall into different groups, depending on similar characteristics. Based on our classification, we obtain a historical period of application of the laws and a systematic approach. Based on this, we divide the laws of the educational process into general and specific. The general laws of education can be shown to be related to the period, historical development, and political system. Every society has its own economic, socio-political, moral legal and political laws. This also applies to upbringing.

The fact that education serves the interests of society is general, that is, inherent in all social systems. But its influence is manifested differently in each society, that is, society uses it based on its own spiritual, moral, ideological interests. Education in general is an integral part of human society as a social phenomenon. But its goals and objectives are updated as society changes. Therefore, although this law is common to all societies (systems), its application depends on the nature of the system.

The educational process as a specific area of human life should be carried out in the mutual integrity of objective and subjective factors. This law is also general and manifests itself in the context of each system. In particular, the mode of production of society, which is an objective factor, production relations, interpersonal relations, as well as the laws of economic, social and political development, will change. Accordingly, the spiritual and moral foundations of society will change. These objective conditions change the place of upbringing in society. Accordingly, the object and subject of upbringing do not remain unchanged. The form and methods, content, purpose of the educational impact on the person who is the object of education, its organization will change. The dependence of education on the mode of production leads to changes in the social structure, political system and spiritual life of society.

Under the former regime, the dominant forms of property were the state and the kolkhoz-cooperative. Under the conditions of independence, all private, individual, peasant communities (companies, firms) appeared with state property. Accordingly, different social strata (workers, employees, peasants, intellectuals, etc.) emerged in the social structure of society. These changes, in turn, have a drastic impact on the development of the material and spiritual spheres, the human psyche and consciousness. Requires a new approach of the subject of education (state, non-governmental, public, organizations, political parties, and educational institutions, family).

Thus, the implementation of the educational process in a combination of objective and subjective factors is both a general law and a specific manifestation in the context of the political system.

Changes in the social structure of society lead to its spiritual and cultural development, as well as changes in public policy. Education is not politics, and politics cannot be indifferent to education. Education is inextricably linked with politics and, through it, with the ideology of society, and also serves their interests and demands. Education becomes an important tool for implementing the ideology, ideological direction and instructions. The historical experience of societies so far proves the above points. This can be evidence of the objective application of the law of ideology and purposefulness of education. Education should always be based on a certain idea; it should serve to inculcate it in people. It is this idea that defines its purpose.

The idea (ideology) determines what qualities should be nurtured in the members of the society. In turn, this goal should be implemented as a state order in the organization of the educational process of the subjects of education as a social order.

Education is related to the economic development of a society and can accelerate or slow it down (i.e. economic development). Some qualities of a person are not related to his antogenetic evolution, but are forms of organization of activity, motive of activity, level of understanding of values, readiness for activity, interest, and need. For example, if the ideology and purposefulness of education was considered as a principle, now it has risen to the level of legitimacy, or in the educational process the origin of universal and national values has risen to the level of legitimacy, even as an element of national ideology.

Students are a person who is on the verge of acquiring a certain profession and on this basis to become a subject of social and labor activity. Reflecting on the process of educating young people, we would like to share our experience and comments on the scope of application of certain concepts and terms that apply in this process. For example, about the relationship between laws and principles. The legislation reflects a much broader and more regular relationship in terms of enforcement and coverage. They are more general in nature than principles. Principles In carrying out educational work, the educator must follow the principles in their activities in order to increase their educational impact, based on their requirements. The commonality between law and principle is that they both exist independently of the educator. The common denominator between them is that the change of the period in which they can take their place, depending on the place of upbringing, the principle can fall to the level of law; the law can fall to the level of principle. The role of the educator must come from their influence. It would be appropriate to mention one more thing here. This is also the difference in the application of educational methods and principles. The educator has the freedom to choose the methods. They are selected based on the characteristics,

needs, age, experience, educational goals, forms and skills of the students. But he cannot choose principles, laws in this way. They apply objectively.

It is worth noting that the general laws of the educational process are also important subject-object relations, which provide social and personal interaction in a particular part of the system of private education. The object of education can be an individual (student), family, community, group, as well as members of society as a whole. As its object can be an individual, leader, family, teacher, institution, group, community educational institutions, governmental and non-governmental organizations engaged in the conduct and organization of educational work.

Education has a dual nature, that is, it is always carried out as an educator (subject) and a pupil (object). Education is the same in all eras and societies. The subject-object relationship is a general, intrinsic, necessary connection. As long as education exists, the relationship between object and subject also serves as its integral companion. It can't even do the opposite. Hence, the dialectical relationship between object and subject in the educational process is a law. Although this is a general law, it applies to each period in its own way. We will examine their dialectical relationship in more detail later.

In this case, the object-subject relationship is interdependent, has relative independence, and they can be interchanged. The essence of this is that a person can be both an object and a subject of education at the same time. Self-education is the basis of self-education, and self-education is based on upbringing. Discipline should prepare the ground for self-education, and everyone should continue to develop spiritually and physically as a person and a professional.

The educator is brought up in one case in the system of human relations, in another. Parents raise their children, and children in turn raise their parents. Similarly, teachers learn from their students and assimilate certain qualities. There are many examples of this in life.

In education, the subject-object relationship occurs in a complex human relationship in which people live in a society (student group). These are multifaceted communication and attitudes such as family, moral, economic, political, and ideological. Under the influence of these, a unique system of social relations is formed in society. As a result, a system of interpersonal relationships is formed in society. This system affects all aspects of human life and takes it into its own stream. In the process of living in a society, people have different influences on each other. In the process of living, people compare, compare, exemplify, and imitate their behavior. This law is also reflected in the educational institution, the group of students. In this process, people interact with each other and acquire positive or negative qualities. Under the influence of social relations, certain qualities are formed in people, that is, people interact in the process of living, have an educational effect on each other, and are in a relationship of subject and object.

The interaction of the educator and the trainee, the relationship that occurs between them (trust and distrust) determines the effectiveness, effectiveness of the educational process. In the dialectic of subject-object relations in the educational process, the educational effect is determined by the certain prestige, pedagogical skills, as well as the social status of the subject of education. These characteristics of the educator enhance the positive impact on the

object of education. In this regard, the following words of the First President of Uzbekistan I. Karimov are noteworthy: "A person who teaches and educates someone, first of all, must be well-rounded in all respects" [1,12].

The socio-political, moral, professional skills and pedagogical maturity of the educator, who conducts educational work among students, bring him prestige and increase the effectiveness of educational work. Therefore, the ideological and political maturity of the educator, the understanding of the ideology of independence, public policy, the correct organization of student education, strengthens the personal and professional maturity of future professionals. The true reputation of a teacher is determined by his high human qualities and the level of his profession.

The effectiveness of the educator's educational influence on the object also depends on his pedagogical skills, beliefs, personal example, liking and pedagogical etiquette. At the same time, his pedagogical technique - speech, hand, face, body movements - is also important. The word inspires or hurts the heart, can make people enemies or friends to each other, or can cripple a person.

The object-subject relationship in upbringing is one-sided, that is, it depends not only on the activity of the subject, but also on the activity of the pupil. Hence, the activity of the pupil also depends on his self-discipline, control of his own behavior, directing his activity to a specific goal) and trust in the educator. The activity of the pupil (object) in reading, social work is a factor that increases the effectiveness of the educational process. The activity and mutual trust of the pupil and the educator strengthens respect and solidarity between them.

### **III. CONCLUSION**

Organizing the educational process of students is an extremely complex, but not a chaotic, chaotic process. It can be managed scientifically and practically. This is largely due to the knowledge of the scientific basis of this process, as well as the study and generalization of the results of practical activities. The application of this law is characterized by the interaction of objective and subjective factors, changing the role of the human factor in the development of society. In addition, the presence of highly qualified, skilled teachers in the university also allows to systematically organizing the education of students and its scientific management.

The peculiarity of the planned organization and management of education is realized through the activities of people (educators). The implementation of this law will also depend on the conditions created in society to increase the impact of education. The need of the society for the training of highly ethical and skilled professionals requires the focus on the solution of goals and objectives on the basis of planning the education of students. At the same time, the educational process and the achievements in the scientific study of the student's personality also pave the way for the implementation of the written law.

At the same time, planning provides a comprehensive approach to all aspects of the process, the coordination of all aspects of the educational process. Management, on the other hand, represents the prevention of chaos, randomness, and the strict sequence of actions that must be taken.



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