

# Methods of Improvement and Implementation of the Educational Purpose in the Lessons of Physics

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**ABSTRACT.** This article describes the possibilities of using them in improving the level of knowledge of students in the process of accomplishing pedagogical educational goals and whitewashing the science of physics.

**KEYWORDS:** Teaching practice, educational aim, education, upbringing, developing, physical education, result.

## I. INTRODUCTION

The general goal of education is the comprehensive development of the student's personality in pedagogical theory and pedagogical practice. Currently, the division of educational goals into types (educational, educational and developmental) and the organization on their basis of training sessions has become traditional, which is impossible to get out of the cortex. Two reasons can be justified on this, the first reason, the German classical teacher IF Herbart in the pedagogical heritage distinguishes education as a science, and its signs - education, upbringing and development, that "the subject of education is a person" [1]. The second reason: the idea of considering a student as a subject of education is to teach him and develop his knowledge, helping specialists solve educational problems, conduct research, and most importantly, teach the student in the learning process. As a result of attention to education in our country and penetration into the educational sphere of modern pedagogical technologies, teacher education becomes "a real goal, since human activity is a previously conceived result, and a misunderstanding generates unrealistic, imaginary goals" [2].

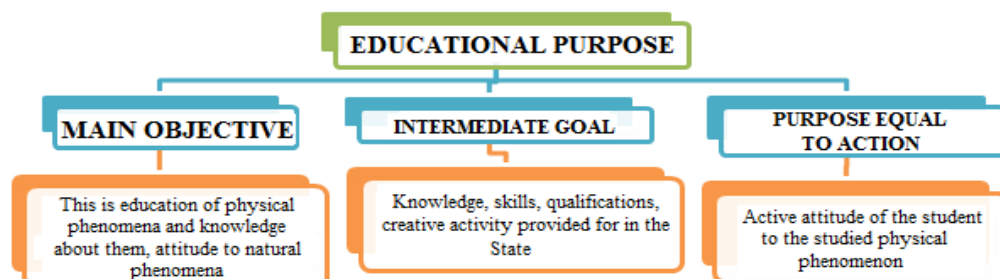


Figure 1.

Therefore, in today's pedagogical theory and practice, there is a need to improve and develop the goals of education. Both of the above reasons have common features in which the specificity of the goal is inextricably linked with its result, and the result with the set of knowledge acquired by the student.

## II. SIGNIFICANCE OF THE SYSTEM

This article describes the possibilities of using them in improving the level of knowledge of students in the process of accomplishing pedagogical educational goals and whitewashing the science of physics. The study of



literature survey is presented in section III, methodology is explained in section IV, section V covers the experimental results of the study, and section VI discusses the future study and conclusion.

### III. METHODOLOGY

The main goal is to teach readers the scientific concepts of science, to determine the DC, the science program and the requirements for the textbook. For example, in the section "Interaction of movement and physique" of the 6th grade physics textbook, it is necessary to teach mechanical movement, trajectory, time and path traveled during this period of time, rectilinear and uneven movement, formulas for them. For intermediate purposes, the content of cerebral palsy is noted, the features of a dying phenomenon. For example, in the above section "Interaction of motion and body" a number of intermediate goals are also achieved: knowledge of the definition of mechanical motion; understanding the trajectory of bodies; understanding the definition of the path traveled over a certain period of time; studying the definition of flat motion; differentiation of uneven movement from uniform movement. In addition, it is planned to resolve issues on the basis of the studied physical law, physical formulas, laboratory and experimental research. It provides acceleration for students and enables them to achieve the next goal quantitatively and qualitatively. Performs the function of teaching and learning in the learning process.

### IV. EXPERIMENTAL RESULTS

There are many goals that are equal to action, which are determined by the content of the studied science. Until the reader achieves one intermediate goal, he will accomplish a number of goals that are equivalent to action. Goals that are equal to action in the educational process have a number of functional features, including enriching student performance with scientific evidence, ensuring the active participation of students in education, teaching them to draw conclusions from scientific evidence, creating an opportunity to educate students' ability to work independently and, most importantly, creating the basis for continuing education. These goals can be achieved in two ways in the teaching of physics.

Deductive method: the teacher, in combination with teaching his goal – the subject must first explain and emphasize to the student his educational goals. At the same time, the equal purpose of actions can be ignored. The reader goes from an intermediate goal (mechanical movement and its types, and their content) to the main goal (understanding the physical quantities that represent mechanical movement and their significance in nature, technology, and life). This is an active manifestation of reading. Inductive method: in this case, the student's activity begins with a goal equal to the action. For example, he checks in laboratory classes the values that characterize mechanical movement, and proves in experimental classes, and draws conclusions, strengthens the student's knowledge. Thus, it turns out that there are several types of educational goals in teaching practice. We provide detailed information on the methods of realizing these goals in physical education:

**Table. 1**

<b>№</b>	<b>Goal</b>	<b>Implementation</b>	<b>In physical education</b>
1.	Aligning the work done in education	The goal is determined depending on the type of training.	Lecture, problem solving, physics laboratory, conducting physical experiments and experiments
2.	Determination of the content of the studied topic	Formation of pedagogical goals and educational goals of students through the content of the topic in the lesson	For example, mechanical movement and its types, physical quantities that characterize movement and their significance in nature, technology and life
3.	Definition in accordance with educational activities	The teacher demonstrates his professional qualities and depends on the student's progress, forming the learning goal	Studying the cause of a physical phenomenon, analyzing physical laws, solving problems using formulas, experimenting in experiments
4.	Description of teaching methods	Do not limit the differences in the goals of education and teaching method, their mutual equality, interest of the subject of education	Use of visual weapons, graphics, tables, presentations, ICT persuasion and interest in natural phenomena among the reader through experiments
5.	Formation	Formation of students'	Taking into account the student's memory, the quality

through the personality of the student	independence, generalization of educational goals, teaching them as a subject of certain scientific and methodological information	of his activity-independence, initiative, internal effects-emotions, motivation, emotions, pedagogical technologies “mental attack”, “Icebreakers” are used, questions are solved, tests are carried out.
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According to the results of the analysis of a small study (secondary school No.2 in Navoi, 6-A and in grades) in a test lesson on the section “interaction of movement and body”, students: give the correct definition of the concept of movement, differentiate the types of movement, understand the reasons that cause movement, lay down physical formulas on the topic, solve questions and pay attention to the level of quality of students' knowledge on test questions:

**Table. 2**

Class	Number of students	Correct definition of action	By type of movement	Because of the action	Data Formula	Solving issues	Test
Class 6-a	30	11	13	17	21	15	14
6-B class (test group)	30	19	23	24	28	25	24

The table shows that as a result of the traditional learning goal (grade 6-A), the average indicator of the quality of students' knowledge was 46.8%. According to the results of testing the knowledge of students in the final part of the educational process, carried out in the test experimental class (6-B grade) using improved methods of educational purpose, the indicator of the quality of students' knowledge was 77.5%. Of course, to improve the educational goal in the learning process requires the teacher's dedication, constant striving for search and action. Thus, the process of pedagogical education, like all others, is formed in the system of school physical education and its content is “the methodology of teaching science and science”. At the same time, the accumulated experience is analyzed, the foundations, methodological and pedagogical goals of science are developed and improved.

**V. CONCLUSION AND FUTURE WORK**

Thus, the improvement of the goals of physical education in pedagogical practice and the use of the possibilities of its implementation in the educational process is determined by the result of students' knowledge.

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