many languages as an effort to go away clues behind about our languages for the day once we are not any longer around, or no-one speaks them anymore. Keep a journal and perhaps at some point you'll be a part of the written account of your language.

This is just a short list of the languages that we still know and use today. There are more languages but they're either not spoken, or lost during the history waves as no written records have ever been.

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THE OBJECT OF RESEARCH OF DIDACTICS
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Abstract: This article discusses the research objects of didactics, their origins and their differences.

Keywords: didactics, research, students, activity theory, law.

The subject of research of didactics is "teacher-educator", "learner", "curriculum, textbooks and other didactic materials" and "methods and techniques of teaching", which organize the educational process. », a functional connection between" teaching aids ".

The aim is to prove that the existence of this connection stems from the internal laws of the educational process and to develop them in proportion to each other. This means proving that if any element in the educational process changes, other parts of it need to be adapted. For example, if the

educator in the classroom or auditorium where the educational process takes place changes, the methods and techniques of teaching that shape the educational process, as well as the use of technical means, may change. Or, if the curriculum changes, the textbook and other didactic materials, as well as the teacher's teaching methods, will have to change, albeit slightly. Because they are functionally interconnected. The purpose of didactics is to scientifically substantiate the fact that the educational process is based on certain laws, based on these changes.

Didactics uses the following traditional research methods in its research: analysis of historical and scientific literature, study of teaching materials, synthesis of educational practice in science, static methods, target methods, comparative classification, comparison and etc. At the same time, didactics uses a relatively new computational-complex approach, graphoanalytic, mathematical modeling, sociological research methods.

Tasks of the science of dialectics in the whole educational process:

The first is to identify the laws by which knowledge is acquired and transformed into skills and competencies. Didactics has made great strides in this regard, identifying the following laws, ie principles, for the implementation of the educational process. These include the principles of awareness and activism in the transmission of knowledge, demonstration, systematization and regularity, comprehensibility, scientific substantiation, unity of theory and practice. These will be explained in detail on the following pages.

The second is to determine the structure and scope of educational content.

The third is to improve the forms and methods of teaching as a whole.

The fourth is to ensure that the whole educational process has a positive impact on the state of education of students. This is exactly what we are thinking about below.

No matter how important knowledge and skills are, modern didactics is not limited to this area.

Now it is necessary to develop a scientific basis for the learning process, which will give the desired results in the development of students. As the maturity of pupils and students increases in the educational process, didactic principles aimed at the formation of knowledge and skills give a certain result. But the task is not to achieve any results, but to ensure the highest effectiveness of teaching for the development of students. To do this, we need to develop a new structure of the educational process. Consideration of such important issues serves to ensure the unity of education in the educational institution. It is obvious that the implementation of this task is related to the didactics of education, which is the field of creating the necessary scientific basis.

Teaching theory has a vast body of knowledge, data, and evidence, some of which is structured, some that are organized on the basis of a holistic approach, and some that are still in the process of being understood. The components of the internal structure of the teaching process - targeted motivation, the separation of forms and methods of meaningful teaching - are of particular importance. The methodological basis for the development of the theory of selection of pedagogical solutions is in constant contact with all the existing laws in the teaching process. In other words, it is possible to solve the problem of education correctly by taking into account all the laws of the teaching process.

In order for teaching to be effective, each student must master and be educated to the best of his or her ability.

In order for teaching to be as in the brochure, students and educators must have hygienic and physiological standards for classroom and homework. The main ways to optimize planning are to take into account the objectives of teaching, that is, the principle of a holistic approach in the design of the teaching and learning process.

At present, important aspects of education include the development of educational content, problem-based learning, further activation of student learning, the creation of new teaching methods, the organization and structure of teaching materials. being studied. The developed theory of educational content interprets the following rules:

- The content of education should reflect the spiritual and material elements of society, including knowledge of nature, society and man, experiences of creative activity, human relationships, their management activities, life;

- the content of education should reflect the unity of the general, polytechnic and professional components;

- the content of education is age-appropriate and depends on the level of development of the society;

- the four components of the curriculum should be mutually compatible in size and content.

Efforts are being made to introduce problem-based learning from the theory of education, as well as to find ways to differentiate and individualize the learning process. The idea is to develop students' creative abilities and skills, to develop their research skills and competencies. Problem-based learning theory expresses a number of laws and is based on experience, from which can be distinguished such laws as problematic unity and interdependence with problem-based learning, the compatibility of students' level of preparation with the level of problem-based learning. The theory of activating students' cognitive activity developed in didactics is very close to the theory of problem-based learning.

The main idea of the **theory of activity** is to increase the activity of students in a specially organized learning environment. The developed theory of activity is a self-directed activity organized in the process of learning to learn, process and apply knowledge (problematic and reproductive). On the basis of these laws it is possible to express the following theoretical laws which are of practical importance.

In order for the set of activation tools, the content of education, the forms and methods of teaching to be organized as a goal-oriented self-governing process, they must meet the following requirements:

- to stimulate and develop students' internal motivation to learn at all stages of education;

- improve mechanisms to encourage students to set appropriate goals and plan for future activities;

- to provide students with educational and intellectual skills in information processing;

- increase the physical, moral and willpower of students to achieve their learning goals;

- ensuring that students assess their own learning activities through monitoring and self-management in the educational process. If these rules are followed, the effectiveness of education will increase.

Education addresses issues that determine the content of the economic, social level and culture of a society, its political and ideological structure. Therefore, purposeful or cAndijan State University named after Z.M.Bobural upbringing in the family or in the community, or in school and production, is social in nature, because any upbringing is a subject of social relations and is aimed at enhancing one's social nature.

Legitimacy is the connection between things and phenomena that exist objectively beyond our control, arising from the need for their evolution. In the natural sciences, it is also called law. For example, the law of gravity, the law of centrifugal force, the law of Joule-Luns, and so on.

If we explain the laws of the educational process, they are the necessary connections between the parts of education that make up the whole, arising from the gradual development of the educational process.

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