



## THE PRIMARY GOAL OF EDUCATION AND ITS AUTHORITY

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**Annotation:** *This article summarizes thoughts about the necessity of education today and its main purpose. Also, the authority of education and its important aspects were deeply analyzed.*

**Key words:** *primary, educative aims, continually, appropriate, emotional, didactic wise versa, didactic pedagogics.*

The article argues that education is an intrinsic and cyclical aspect of the human condition. It's not something that begins and ends, but rather a continuous process woven into the fabric of human existence. We are all, at some point, both the recipients and the providers of education. No one is born knowing; we all require guidance and nurture from adults to develop into functioning members of society. This developmental process, however, isn't merely passive reception; it actively shapes who we become and prepares us to take on the same role of educator for the next generation when we establish our families. This fundamental process of educating and being educated is presented as irreducible to other social phenomena. It's not simply a consequence of other societal structures; rather, it's a foundational element from which other aspects of human life spring. The act of education itself, therefore, is primary and inherent to human existence, inextricably linked to our very being. The specific conditions under which education takes place involve an authority structure – an adult acting as a figure of authority who guides a child who, in turn, accepts this authority. The ultimate aim of this educative relationship is to facilitate the child's maturation into a self-sufficient and responsible adult.

The author then moves beyond a purely structural description of education to delve into its multifaceted nature. Simple descriptions of education as merely the transmission of knowledge are insufficient. The passage emphasizes the crucial role of emotional development alongside intellectual development. Pedagogy, the science of education, examines the intricacies of this process. Two key interconnected aspects are highlighted:

1. Emotional Development: The adult's influence isn't limited to imparting facts and figures. It profoundly shapes the child's emotional landscape by fostering positive emotional dispositions, healthy relationships, and a capacity for appreciation. This extends to the child's entire being, encompassing their emotional responses, motivations, and value judgments.



2. Intellectual Development: Simultaneously, adults guide the child's intellectual growth by exposing them to various bodies of knowledge (religious, moral, social, aesthetic, etc.). The aim isn't just rote memorization but true understanding and internalization – an active appropriation of knowledge by the child. Crucially, these two aspects aren't presented as separate or competing forces. The author strongly emphasizes their interconnectedness and simultaneous influence. The emotional and intellectual spheres are interwoven; an adult's influence on the child's emotional life simultaneously impacts their cognitive development, and vice versa. Attempting to separate these aspects is considered detrimental, resulting in an impoverished and incomplete development of the individual. Therefore, a holistic, integrated approach is advocated, recognizing the indivisible nature of emotional and intellectual development in the process of becoming a fully realized person. His influence operates on two interconnected levels, impacting a child's emotional development while simultaneously engaging their intellect. Education aims to cultivate harmony within the child as a whole person; neglecting either aspect can lead to a deficiency in the other. Thus, education is a cohesive process focused on the child in their entirety. Parents serve as a child's primary educators, and the home is the natural environment for this educational journey. It is within the home that children familiarize themselves with their surroundings, experience care and protection, interact with family and neighbors, and learn to navigate their roles within these relationships.

The entire educational process encompasses various forms of "learning," such as understanding, valuing, communicating, and playing. When children participate in these activities, adult (parental) guidance becomes essential to enhance their learning experiences. The methods of demonstration and imitation play crucial roles in this process, and their impact on a child's development is profound. During the first six years of life, a child learns more at home than at any other time in their life. While children will inevitably learn independently, they may not discern whether what they learn is beneficial or detrimental without parental guidance. Although it may not be formal or systematic, parents educate their children as part of their overall involvement in the educational context. In ancient Greek, the term "didaskein" refers to teaching with the aim of clarification. This term has influenced the Latin "didacticos" and the modern concept of "didactics," which encompasses all dimensions of teaching. Therefore, it is crucial to recognize that what we now call didactics has evolved from both theoretical and practical explorations of teaching activities. The distinction between didactics and methodology is essential in understanding the educational process, particularly in the context of a child's



development both at home and in school. Didactics encompasses a broader framework that includes not only the methods of teaching but also the principles, theories, and contexts that inform educational practices. It addresses the complexities of teaching situations, particularly those involving children who require clarity and guidance as they navigate their learning experiences. In a "didactic situation," a child finds themselves in need of assistance to make sense of their environment or experiences. This situation necessitates an intervention from an adult—often a parent or teacher—who can provide instruction and support. The focus here is not solely on the act of teaching but on the holistic process of educating, which involves understanding the child's needs, the content being taught, and the context in which learning occurs.

While methodology refers specifically to the strategies or approaches used in teaching (derived from the Greek term "methodos," meaning "way"), it is a narrower concept that fits within the larger framework of didactics. Didactics considers various factors that influence teaching and learning, such as the relationship between educator and learner, the environment, and the specific goals of education. The relationship between home and school is crucial in this context. The home serves as the primary site for early education, where foundational learning occurs through everyday interactions. As children grow and encounter new environments, such as school, the role of educators expands to include more structured and systematic approaches to teaching. Here, the school acts as an extension of the home, continuing the educational journey in a more formalized manner.

To further explore this relationship, we can examine four key pedagogical categories that illustrate how school interventions relate to home education:

1. **Learning Environment:** The home provides a nurturing environment where initial learning takes place. Schools aim to recreate this supportive atmosphere while introducing more structured learning experiences.

2. **Content and Curriculum:** In the home, children learn through daily activities and interactions. Schools build upon this foundation by offering a curriculum designed to expand knowledge and skills systematically.

3. **Role of the Educator:** Parents are typically the first educators, guiding their children through early learning experiences. As children enter school, teachers take on this role, providing instruction and support while fostering independence.

4. **Goals of Education:** At home, education often focuses on basic skills and socialization. In school, these goals become more defined and encompass academic achievement, critical thinking, and preparation for adulthood.



By analyzing these categories, we can see how didactic principles guide educational practices in both settings. The integration of didactics into pedagogy highlights that while methodology is important for implementing specific teaching strategies, it cannot encompass the entirety of the educational experience. Instead, didactics provides a comprehensive framework for understanding how education unfolds across different contexts and stages of a child's development.

In conclusion, recognizing the interplay between didactics and methodology allows for a deeper appreciation of the educational process. It emphasizes that effective teaching is not merely about choosing methods but understanding the broader pedagogical implications that shape a child's learning journey from home to school and beyond. In a Christian family, education is deeply rooted in the Ten Commandments (Exodus 20) and Christ's summary of them (Matthew 22). Parents strive to cultivate their child's inclination towards these principles, as living with gratitude is reflected in adherence to them. For a child to fulfill these expectations, they must first learn and understand the commandments. Thus, knowledge of these teachings is essential for obedience. However, a child's inherent dispositions also play a crucial role in their ability to learn these principles. The focus here is not on whether the ends justify the means; rather, there is a clear connection between the goals of learning and the development of the child's character. As the child grows, parents often seek assistance from other adults, such as catechists and teachers, to help interpret each commandment in depth. This transition from home teaching to a school-like approach does not solely involve acquiring knowledge; it also emphasizes fostering a learning attitude or disposition. Throughout this process, which spans many years and involves various adults, there remains a consistent unity in the objectives of both aspects of education.

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