

THE ROLE AND IMPORTANT TASKS OF PEDAGOGICAL SCIENCE IN OUR MODERN SOCIETY

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ANNOTATION

The study of any discipline requires the concept of general theoretical provisions underlying this branch of knowledge. That is why the Department of Vocational and Pedagogical Training of the Agrarian University was the first to publish the teaching manual "Introduction to Professional Pedagogical Activity", and then prepared this educational and methodological complex. The study of pedagogy, like any other science, requires acquaintance with the history of the development of science, its subject of research.

Keywords: History of pedagogy, development of pedagogy, education, training, socialization, "pedagogical fact (phenomenon)", The system of pedagogical knowledge, "develop mentally".

INTRODUCTION

Pedagogy is the science of laws of upbringing and education of a person; she studies the laws of the successful transfer of social experience of the older generation to the younger. It exists in order to indicate in practice the easiest ways to achieve pedagogical goals and objectives, ways to implement the laws of education and teaching methods. In ancient Greece, a slave assigned to a student, whose functions were to accompany him to school, serving in the classroom, was called a teacher. The teacher is a derivative of the Greek words in "peida" - a child, "goges" to conduct, literally "a schoolmaster", "a child leader". Modern science "pedagogy" literally translated from Greek means "childbearing". The primary cause of the emergence of all scientific fields is the need for life. The moment has come in people's lives when education began to play a big role.

It was noted that the success of the development of civilization largely depends on the upbringing and education of individual generations. There is a need to generalize the experience of upbringing, the first attempts to generalize were made in the most developed states of the Ancient World - China, India, Egypt, Greece, when education begins to play an important role in people's lives. As a separate science, pedagogy appears much later. The prerequisites for the emergence of any science are the following provisions: formed under the influence the needs of society; any branch develops into a science only when the subject of its research is clearly identified. Giving a more specific definition of pedagogy, we can say that this is the science of the laws and patterns of upbringing, education, training, socialization and creative self-development of a person. Pedagogy in a broad sense is the influence of all external influences of the natural and social environment. In a narrow sense, pedagogy is the purposeful activity of educators in the system of educational institutions.

Based on this definition, the subject of pedagogy research will be an integral system of upbringing, education, training, socialization and creative self-development of a person. Research methods are ways of solving scientific and pedagogical problems. The object of

pedagogy is a person. A.S. Makarenko is a scientist and practitioner who can hardly be accused of promoting "childless" pedagogy; in 1922 he formulated the idea of the specificity of the object of pedagogical science. It wrote that many consider the child to be the object of pedagogical research, but this is not true. The object of research of scientific pedagogy is "pedagogical fact (phenomenon)". At the same time, a child, a person is not excluded from the attention of the researcher. On the contrary, being one of the human sciences, pedagogy studies purposeful activity for the development and formation of his personality.

Consequently, as its object, pedagogy has not an individual, his psyche (this is an object of psychology), but systems in pedagogical phenomena associated with its development. Therefore, the object of pedagogy is those phenomena of reality that determine the development of the human individual in the process of purposeful activity of society. These phenomena are called education. It is that part of the objective world that pedagogy studies. The subject of pedagogy is education as a real holistic pedagogical process purposefully organized in special social institutions (family, educational and cultural institutions). Pedagogy in this case is a science that studies the essence, patterns, tendencies and prospects for the development of the pedagogical process (education) as a factor and means of a person's development throughout his life. On this basis, pedagogy develops the theory and technology of its organization, forms and methods of improving the teacher's activity (pedagogical activity) and various types of student activities, as well as strategies and ways of their interaction.

The system of pedagogical knowledge is interconnected theoretical knowledge about the laws and principles of teaching and upbringing, about the facts of pedagogical practice, about the knowledge of pedagogical theory. Functions of pedagogical theory (according to I. Kononenko, L. Mikhaleva): Theoretical functions: enrichment, systematization of scientific knowledge; generalization of practice experience; identification of patterns in pedagogical phenomena. Practical functions: improving the quality of education; creation of new pedagogical technologies; implementation of the results of pedagogical research into practice. Forecasting: scientific foresight in the social sphere is associated with goal-setting. Tasks of pedagogy: Scientific substantiation of the development of education systems, the content of training and education.

Study of the essence, structure, functions of the pedagogical process. Identifying patterns and formulating the principles of the process of teaching and educating people. Investigation of the features and content of the teacher's activity and ways of forming the development of his professional skills Development of methodological problems of pedagogy, methods of its research, generalization, dissemination and implementation of the experience of teaching and upbringing. Categories of educational science Categories are the most capacious and general concepts of the essence and properties of science. The main pedagogical categories include upbringing, education, and training. Our science also widely operates with general scientific categories such as "development" and "formation". Some researchers propose to include such rather general concepts as "pedagogical process", "self-education", "self-education", "self-development", "products of pedagogical activity", etc. among the main pedagogical categories. Education has a unique place in human development. Today in pedagogical science there is no more differently defined term. In a broad social sense: - this is the process of transferring social

and historical experience to a new generation in order to prepare for life (education, training, development); In a narrow social sense: - this is a directed impact on a person from public institutions in order to form in him certain knowledge, views and beliefs, moral values, political orientation, preparation for life (family, religious, school education). In a broad pedagogical sense: - specially organized, purposeful and controlled impact of the collective, educators on the educated in order to form the given qualities in him, carried out in educational institutions and covering the entire educational process (physical, moral, labor, aesthetic, patriotic education); In a narrow (local) pedagogical meaning: - this is a process and result of educational work aimed at solving specific educational tasks (education of certain character traits, cognitive, creative activity, etc.).

Education as a term is most often viewed as a verbal noun from the verb "to form" and has the meaning of "create", "form", "grow", "develop mentally", "give a form, an image" (V. Dahl), create something new, whole. Concept «education» was first introduced into pedagogical science by I.G. Pestalozzi (1746-1827), his essence he understood as the formation of an image. For a long time, the concept of "education" was used as a synonym for the concept of "upbringing" in a broad sense. In Soviet pedagogy, this concept was narrowed down and began to be understood as the process of equipping students with a system of scientific knowledge, practical skills and abilities. Education today is understood as: the value of a developing person and society; learning process and education of a person; as a result of the latter; as a system (a network of educational institutions of different types and levels) Education is a process and result (with an emphasis on performance) of a person's assimilation of the experience of generations in the form of a system of knowledge, abilities, skills, relationships obtained as a result of training and self-education (this is a process and result of training and education). Education literally means creating an image, a certain completeness of upbringing in accordance with a certain age level. An ancient aphorism says: "Education is what remains when everything learned is forgotten." Education is associated with the formation of human abilities, the development of general abilities: intelligence, creativity, and learning. The main criterion for education is the consistency of knowledge and consistency of thinking, the ability to independently restore the missing links in the knowledge system. In education, processes are distinguished that directly indicate the act of transmission and reception and the experience of generations. This is the core of education - learning.

Teaching is a specific type of pedagogical process, during which, under the guidance of a specially trained person, socially determined tasks of the education of a person are realized in close relationship with her upbringing and development. Learning is the process of direct transmission and reception of the experience of generations in the interaction of a teacher and a student. At the beginning of the 20th century, the concept of learning began to include two main components - teaching and learning. Teaching (activity teachers) Teaching (student activity) Teaching - transfer (transformation) of the system of knowledge, skills, experience of activity; Teaching is the assimilation of experience through its perception, comprehension, transformation and use. There is a point of view that learning is a characteristic of the pedagogical process from the side of the teacher's activity, and learning is from the side of the student's activity. Education is a special type of pedagogical activity (specially organized,

purposeful, controlled process), in which the typical relationship "teacher-student" arises, the result of this activity is the enrichment of the student with knowledge, cultural achievements, abilities and skills. Guided cognition takes place in the learning process. Modern requirements are such that the school must teach thinking, develop students in all respects. In the modern sense, teaching is characterized by the following features: bilateral character; joint activity of a student and a teacher; guidance from the teacher; special organization and management; integrity and unity; compliance with the laws of age development of students; management of development and education of students. Development is an objective process and the result of an internal consistent quantitative and qualitative change in the physical and spiritual forces of a person (physical development, mental, social, spiritual); This change, which is a transition of quality from simple to more complex, from lower to higher; process, in which the gradual accumulation of quantitative changes leads to the onset of qualitative ones. As a process of renewal, the birth of the new and the withering away of the old, development is the opposite of regression, degradation. Development is different from any other changes in the object. The object can change, but not develop. "Development and education cannot be given or imparted to any person. Anyone who wants to join them must achieve this by their own activity, by their own strength, own tension. From the outside, he can only receive excitement ... "(Adolf Deserver) the source and internal content of development is the presence of contradictions between the old and the new. L.S. Vygotsky identified two levels of development of children: the level of actual development - reflects the existing features of the child's mental functions, which have developed today; zone of proximal development - a zone of immature, but maturing mental processes, which reflects the possibilities of achieving child in the context of cooperation with adults.

Teachers must see the future of the child's development: what he can do today with the help of adults, tomorrow he must do himself.

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