

## METHODS OF THE EDUCATIONAL SYSTEM OF SCIENCE AND THE RELATION OF PEDAGOGY WITH OTHER SCIENCES

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### ANNOTATION

This article deals with pedagogy and, being part of an essentially unified science, develops in close connection with all other scientific disciplines. Today, it is almost impossible to find a science from which pedagogy does not take even a little for the study of its subject and does not exchange its achievements on the problems of teaching, education, upbringing, management.

**Keywords:** Anatomy, Physiology, Integration, Dialectical, Historical Materialism, Science Sciences, Sociology, Aesthetics, Engineering - Cybernetic, Mathematical, Computer Pedagogy, Suggestology.

### INTRODUCTION

Philosophical sciences (dialectic and historical materialism, science, sociology, aesthetics, etc.) help pedagogy to define the meaning and goals of education, to take into account correctly the action of the general regularities of human existence and thought. They provide up-to-date information on the changes taking place in science and society, thus helping to adjust the orientation of education. [L.1; pp.-19 L.2.p 6-7].

Pedagogy has the closest and most direct relationship with physiology and psychology. The latter cannot be separated from pedagogy at all. Anatomy and physiology constitute the basis for understanding the biological essence of a human being: the development of higher nervous activity and typological features of the nervous system, first and second signal systems, the development and functioning of sensory organs, the locomotive apparatus, cardiovascular and respiratory systems. Of particular importance for pedagogy is its connection with psychology, which studies the patterns of human development. Psychology is primarily concerned with the development of the psyche, and education with the effectiveness of those educational interventions that lead to the intended changes in the internal world and human behaviour. Each section of pedagogy finds support in the corresponding section of psychology. [L.2;3;4].

Didactics, for example, rely on the theory of cognitive processes and mental development; Education theory is based on personality psychology, etc. Integration of science has led to the emergence of frontier branches - pedagogical psychology and psychopedagogy.

Despite the great connection, pedagogy and psychology are separate sciences with each different subject. There is no psychological-pedagogical science, as is often said. Psychology, which remains the science of the patterns of mental development, provides a great help to the science of education, but answers the main questions of pedagogy - about ideals, goals, tasks of education, when, what and how, it does not take. Psychology explores the theory and mechanisms of mental activity, and pedagogy develops on this basis specific technologies of upbringing. [L.4;5;6].

There are obvious links between pedagogy and energy, technological, oil and gas growth and ecology, and economics, and the subject of pedagogy and psychology is studied for the purpose of training provincial personnel in specialized subjects. Even human origin science can help in understanding pedagogical problems. The person, his sphere of living, his living conditions of development are interested in educators professionally, helping to comprehend the subject in all his relationships.

There are many points of convergence in the sciences, which are quite different and seemingly very far-reaching, and there are often new and promising trends that link science to an indivisible whole. These are, for example, the branches that have emerged at the intersection of education with the exact and technical sciences - cybernetics, mathematics, computer pedagogy, suggestiology, etc. Today's pedagogy as one of the main human sciences is on the cutting edge of integration transformation.

Pedagogy is one of the social sciences that explores the process of human upbringing, that is, the subject of upbringing, the process of purposeful formation of the personality: as a child, being almost exclusively biological, an individual is formed - a social being, conscious of the world around us and transforming it. This process is governed by its own laws, that is, it shows stable, unavoidable links between parts, and certain changes produce results. These patterns are identified and studied in pedagogy. [L.7;8;9].

**Methods and Discussions.** Pedagogy as a science of learning and education provides answers to general questions about the aims of education and upbringing (what to prepare the next generation), its content and methods. At the same time, pedagogical science distinguishes several classes of tasks on different grounds. Let us consider the classes of permanent and temporary tasks to be solved by pedagogical science.

### **The Objectives are:**

The task of uncovering patterns in the fields of upbringing, education, education, management of educational and educational systems. Patterns in pedagogy are understood as the links between deliberately created or objectively created conditions and achieved results. The results include training, education and the development of individuals in specific parameters.

The task is to study and generalize the practice and experience of pedagogical activities. Vocational education and training in the energy sector is always essentially creative. The continuous accumulation of rational means of effective influence on students is an integral part

of the work of any pedagogic practitioner. Many teachers have entered the history of national education as creators of original pedagogical technologies. However, any model of teacher creativity cannot find its place in the system of pedagogical values without theoretical justification and scientific interpretation. The role of science is to penetrate the essence of the findings, to discover what corresponds to the personality of the innovator teacher, unique, which is generalizable and can become the public domain.

The task of forecasting education for the near and distant future. The field of pedagogical prognostication covers all horizons of educational infrastructure and science itself. Without scientific forecasts, it is impossible to manage pedagogical policy, educational economy, improvement of pedagogical activity proper, management systems, etc.

The challenge of putting research results into practice. The authors of scientific research in the field of education and upbringing are already at the beginning designing the set parameters of the future product, categories of users, conditions of successful application, expected positive consequences in the work of users, forms of presentation of the results of the work on the market of intellectual services, the cost of work and feedback with the user for copyright supervision of the quality and consequences of the introduction of their development. [L.5; pp.-41,L.6; pp 18-26].

## RESULTS

Temporary tasks. Much richer and more varied are the tasks that are imputed to the temporary class. Their number, scale, complexity, scientific capacity, unpredictability, acuteness, reflect the unbearable richness of pedagogical reality. They are dictated by the needs of practice and science itself. Many of them are unforeseeable. There is therefore a need for "rapid response" scientific units. Examples of temporary tasks include the establishment of electronic textbook libraries, the development of standards of pedagogical professionalism, the identification of typical stress in the work of teachers, the creation of didactic foundations for the teaching of sickly schoolchildren, Development of tests of levels of pedagogical skill, identification of factors of vocational choice of schoolchildren, analysis of the nature of typical conflicts in teacher-student relations. Even such micro-scale tasks as, for example, analysing the causes of students' cognitive laziness, the nature of the motivation of prospective teachers and countless others. [L.6;pp.-41,L.7;pp 18-26].

The concept of «education» has many meanings. It can be understood in a broad and narrow sense and can be seen in the aspects of social phenomenon, activity, process, social institution, system, etc.

If education is understood in a broad social sense, it can actually be equated with socialization. Socialization is understood in this context as human development in ontogenesis (individual development) in the process of assimilation and reproduction of the culture of the society. [L.9;10;11].

## CONCLUSIONS

In a broad pedagogical sense, education is a purposeful process carried out by the system of educational institutions. In a narrow pedagogical sense, education can be understood, first, as educational work aimed at forming a system of certain attitudes and beliefs, and secondly, as educational tasks.

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