

METHODOLOGICAL FOUNDATIONS AND SEVERAL PROBLEMS OF PEDAGOGY

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**Annotation**

Each subject is closely connected with its methods. We understand pedagogy as a set of methods and means of knowledge and examination of internal communication and relations characteristic of the real processes of education, education and training of the young generation. In the article it will be discussed about methodological foundations and several problems of pedagogy.

**Keywords:** methodology, pedagogy, basic foundations, communication, education, training, teachers.

Pedagogy as a social science. Pedagogy is a science that studies the general laws of social education, the essence and problems of educating the young generation in accordance with a single social goal in a particular society. Pedagogy is a science that belongs to the system of social sciences and studies the problems of raising and educating the young generation and adults based on the ideas of national independence. Didactics (theory of education) and the theory of education are important components of the science, as the science of pedagogy focuses on two important aspects of personality development - teaching and upbringing. Any science, including pedagogy, can develop if it is increasingly filled with new facts, which, in turn, are full of theoretical principles that need to be collected, interpreted, explained, scientifically based research depending on methodology. The methodology describes the components of scientific research, its object, the subject of analysis, research tasks, the set of research tools necessary to solve them, and also creates an idea about the sequence of actions of the researcher in the process of solving research tasks. . Methodology is really embodied in methodological principles. And they, in turn, provide practice with science-based guidelines and common criteria for success. Therefore, it is necessary to reveal the main methodological principles at the same time as analyzing the concept of methodology. The science of pedagogy makes a special contribution to ensuring the development of society based on the fulfillment of the social order of personality formation. The content of social relations, the construction of the state and society, and the essence of the ideas that take a leading place in its life are important in determining the goals and tasks of pedagogy. It is well known to us that every science has its own system of basic concepts, laws, principles, and rules. It is this condition that guarantees its recognition as a science. The most important, basic concept that reveals the essence of science is called a category. The main categories of the science of pedagogy shed light on the general essence of the processes involved in ensuring the perfection of the individual, achieving the effectiveness of education and training. The most important categories include: personality, upbringing, education (teaching, studying), knowledge, skills, competence, information, development. A person is a psychologically developed member of society, distinguished from others by his personal characteristics and actions, having a certain attitude and worldview. Education is the process of comprehensively raising the young generation based on a specific, clear goal and socio-historical experience, forming their mind, behavior and worldview. Education is a process aimed at equipping students with theoretical knowledge, practical skills and abilities, developing their cognitive abilities and forming their worldviews. In the conditions of establishing a democratic, humane and legal

society in the Republic of Uzbekistan, this science solves the task of developing a system of educating highly qualified staff that meets high moral and ethical requirements, and creatively developing the theory of education and upbringing based on the idea of national independence. In this process, attention is paid to the following tasks:

To study the essence of the pedagogical process aimed at educating highly qualified personnel who meet moral and ethical requirements. Pedagogical research methods. The development of the science of pedagogy is ensured by the idea, content and results of research conducted for the purpose of researching specific pedagogical problems. The sharp development of the social and production process requires the determination of the factor and pedagogical conditions that allow the individual to develop in all aspects, and the elimination of situations that harm the morale of the society and the individual. Understanding the nature of educational processes, studying them in a wide or narrow scope, studying the reasons for their occurrence with the help of existing indicators, determining the necessary measures, creates the need to organize scientific research. Effective course of pedagogical research depends on a number of objective and subjective factors. Appropriate and acceptable in this process. At the same time, it is important to be able to choose effective methods. Determining the laws of all-round development of a person. Some researchers consider methodology as the doctrine of structure, logical organization, methods and tools of theoretical activity, others - about the principles and procedures of forming and applying methods of understanding and changing reality; the third - about the most general principles of solving complex practical problems, research methods; the fourth - theoretical and practical about the system of principles and methods of organization and construction, as well as the teaching of this system; fifthly, about the basic (basic) rules, structure, functions and methods of scientific and pedagogical research, sixthly, it is "the system of principles and methods of organizing and building theoretical and practical activities, as well as about this system doctrine" by the famous pedagogic methodist V.V. Summarizing the achievements in this field, Kraevsky said, "the methodology of pedagogy is a system of knowledge about the foundations and structure of pedagogical theory, the approach and methods of obtaining knowledge that reflect pedagogical reality, as well as the programs, logic and foundations of such knowledge and its justification. methods, assessment of the quality of special scientific pedagogical research. In modern literature, methodology is primarily understood as the methodology of scientific knowledge, that is, the doctrine of construction principles, forms and methods of scientific and cognitive activity. The calculation could be continued further, but it is not important for us to identify differences in viewpoints in the methodology, because the search for important qualitative features that unite the positions of different researchers allows us to achieve a high consistency in its definition, apply this definition development of the methodology of scientific knowledge. These definitions of methodology are not mutually exclusive. In addition, they reflect the process of gradual development of the field of methodological reflection, researchers' awareness of such reflection beyond individual experience. Based on this, the methodology of pedagogical science should be considered as a set of theoretical rules for pedagogical knowledge and changing reality. The analysis of relevant literature allows us to conclude that the views of different authors on this problem are closer, at least in terms of defining the essence of pedagogical methodology: it is "the understanding of the structure, logical organization, methods and tools of pedagogical activity in the field of theory and practice. lime". This is a psychological and pedagogical principle that is important for teaching and learning accounting individual characteristics of each child. In pedagogical work, the teacher (teacher)

organizes his activities taking into account the characteristics of each student, because all children are different, that is, their abilities are also different.

As a field of humanistic knowledge, well-known methodological approaches of pedagogy allow:

- 1) identifies its current problems and ways to solve them;
- 2) analyze the entire amount of educational problems and determine their order of importance (hierarchy);
- 3) implementation of the humanistic paradigm of education.

Analyzing the concept of methodology, we come to the following conclusion. Although opinions on defining the concept of methodology differ, it can be said that pedagogical methodology in the general sense of the word is the structure, logical organization, methods and tools of cognitive (research) and transformational (practical) pedagogical activity, as well as obtaining and refers to activities on receiving. applying such (methodical) knowledge. Methodological principles (approaches) of pedagogy emphasized in the work process as a branch of humanitarian knowledge allow, first of all, to distinguish not imaginary, but actual problems, and thus to determine the strategy and main ways to solve them. Secondly, it allows for a holistic and dialectical combination to analyze the totality of the most important educational problems and establish their hierarchy. Finally, and thirdly, these methodological principles allow you to gain objective knowledge and move away from previously existing pedagogical stereotypes.

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