



PEDAGOGY THE SCIENCE OF PERSONALITY EDUCATION AND DEVELOPMENT. METHODOLOGY OF SCIENTIFIC AND PEDAGOGICAL RESEARCH.

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<https://doi.org/10.5281/zenodo.17223539>

Annotation: This topic focuses on the study of personality education and development within pedagogy, as well as their scientific analysis. It explores the the impact of familiy, social, and eduacational environments on personal develoment and examines metdods for enhancing the effectiveness of pedagogical practice. The methodology of scientific research serves as a tool for the in depth study of pedagogical processes, justification of the oretical and praktical results, snd promising directions in education and upbringing.

Keywords: Education science, objective, subject of study, predetermined categories, branches of pedagogy, methodology of pedagogical science.

Pedagogy (from the Greek paidagogike, where paida means "child" and gogike means "to lead") is a science that studies the general laws of social education, focusing on educating and teaching the younger generation in accordance with the unified social goals of a particular society. Pedagogy examines the essence and challenges of upbringing and education. It is considered a branch of the social sciences and explores the issues of educating and teaching both the younger generation and adults based on the ideas of national independence.

Pedagogy is a field of science that studies the educational and upbringing process in its entirety.

The science of pedagogy focuses on two important aspects of personal development – teaching and upbringing – which is why didactics (the theory of education) and the theory of upbringing are considered essential components of this field.

Didactics (from the Greek didaktikos – “teaching” and didasko – “learning”) deals with the theoretical aspects of education. It examines the essence of the educational process, its laws and principles, the roles and activities of teachers and learners, the aims, content, forms, and methods of education, as well as its outcomes. Moreover, didactics explores ways to improve and perfect the teaching and learning process.

The Theory of Upbringing – is one of the essential components of pedagogy. It studies the content of the upbringing process, its types, forms, methods, tools, and techniques, as well as issues related to its organization

The Object of Pedagogy – the holistic pedagogical process.

The Subject of Pedagogy – the educational and upbringing process, its content, principles, patterns, forms, methods, and tools.

Tasks of Pedagogy

The science of pedagogy plays a significant role in ensuring the development of society by fulfilling the social demand to shape individuals. In defining the goals and tasks of

pedagogy, the nature of social relations, the state and society's development strategy, and the essence of leading ideas that play a key role in the life of society are of great importance.

In the Republic of Uzbekistan, under the conditions of building a democratic, humanistic, and lawful society, this field is aimed at meeting high moral and ethical requirements, developing a system for training highly qualified specialists, and improving the theory of education and upbringing based on advanced international experiences.

Within this process, special attention is given to performing the following tasks:

Analytical Function:

The analytical function of pedagogy involves studying the content and essence of the educational and upbringing process, examining the cause-and-effect relationships, analyzing pedagogical practices, and evaluating and improving them.

Prognostic Function:

It focuses on defining scientifically grounded goals and strategies for developing the education and upbringing system, as well as ensuring effective management of educational policies.

Organizational Function:

This includes developing new pedagogical technologies, innovative forms, and tools; conducting pedagogical research; applying the results in practice; and creating scientific-methodological support for managing the educational process.

Methodological Function:

Clarifying the general theoretical foundations of pedagogical sciences.

The most important and fundamental concepts that reveal the essence of pedagogy are called categories. The main categories of pedagogy explain the general nature of processes aimed at ensuring personal development and achieving the effectiveness of education and upbringing.

The most important categories include:

Person (Shaxs): A psychologically developed member of society who possesses personal characteristics, behaviors, a specific worldview, and distinctive qualities that differentiate them from others.

Upbringing (Tarbiya): A process of comprehensively developing the younger generation through specific goals and socio-historical experiences, shaping their consciousness, behavior, and worldview.

Education (Ta'lim): A process aimed at providing learners with theoretical knowledge, practical skills, and competencies, enhancing their cognitive abilities, and forming a holistic worldview.

Knowledge (Bilim): A systematized body of scientific information about reality reflected in the individual's consciousness in the form of concepts, generalizations, and mental images.

Skill (Ko'nikma): An individual's ability to perform a specific activity effectively and consistently.

Proficiency (Malaka): The automated form of performing a particular action or activity.

Competence (Kompetensiya): The ability to apply acquired knowledge, skills, and proficiencies in daily life and professional activities.

Information (Ma'lumot): The totality of systematized knowledge, developed skills, proficiencies, and a formed worldview acquired through the process of education and upbringing.

Formation (Shakllantirish): The process of developing stable characteristics and qualities in a person based on established requirements and norms.

Development (Rivojlanish): A complex process that reflects quantitative and qualitative changes manifested in a person's physiological and intellectual growth.

Pedagogy Methodology

Pedagogy methodology encompasses a system of knowledge about the theoretical foundations and structure of pedagogy, approaches to researching pedagogical phenomena and processes, methods of obtaining information that accurately reflects pedagogical reality, as well as a system of activities aimed at acquiring this knowledge.

Thus, two key aspects of scientific understanding are emphasized: the system of knowledge and scientific research activities. In other words, two types of activities are considered — methodological research and methodological support.

The first focuses on identifying the patterns and directions of the development of pedagogical sciences, the principles for improving the quality and effectiveness of pedagogical research, and refining the conceptual framework of the field.

The second relates to applying methodological knowledge to justify research programs, evaluate their quality, and address general theoretical issues.

Pedagogy methodology performs two primary functions:

1. Descriptive (expressive) – aimed at theoretically expressing the processes of education and upbringing.

2. Prescriptive (normative) – creating conditions for structuring pedagogical research, exploring scientific hypotheses, and forming prospective research plans.

The presence of these two functions necessitates the division of pedagogy methodology into two main groups:

Theoretical methodology

Normative methodology

Theoretical Methodology

The theoretical aspect of pedagogy methodology includes:

The definition of methodology.

A general description of the methodology of science and its levels.

Methodology as a system of knowledge and as a system of activities.

Sources for methodological support of research activities in pedagogy.

Methodological analysis of the object and subject of pedagogical research.

Normative Methodology

The normative foundations of pedagogy cover the following areas:

Scientifically organizing the education of spiritually rich individuals, their socio-correction, and the development of a high-quality continuous education system.

Managing, planning, regulating, and controlling educational processes based on scientific principles.

Identifying the uniqueness of pedagogical problems, distinguishing specific research objects, and applying specialized methods and tools of cognition.

Using pedagogical criteria in the research process.

Classifying types of pedagogical research.

Research Characteristics

A pedagogical research project should include the following components:

The problem.

The topic and its relevance.

The object and subject of research.

The goals and objectives.

Hypotheses.

Propositions to be defended.

Novelty and significance of the research.

Importance for science and practice.

Additionally, it examines the system of pedagogical sciences and their interrelations.

Conclusion.

In conclusion, every independent science has its own subject matter and methodological foundations.

In our country, modern scientific development, processes associated with universal technologies in social spheres, and the efficient use of scientific and technical achievements have paved the way for broad innovations. This demonstrates that our nation is steadily gaining a strong and prestigious position on the global stage.

To effectively analyze issues of education and upbringing in social reality, it is essential to study internal patterns, manage and control pedagogical processes, evaluate outcomes, and introduce innovations by utilizing modern scientific achievements.

Therefore, a deep understanding of the subject and methodology of pedagogy holds great importance.

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