

PAPER

THE MAIN FUNCTION OF EDUCATION, TRAINING AND PERSONALITY FORMATION IN THE SYSTEM OF PEDAGOGICAL SCIENCES

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Abstract

The article shows a methodological service that studies the conditions for teaching special subjects as an important branch of the system of pedagogical sciences. The object of pedagogical science is expanding every year, as a result of which its branches are also divided into several groups, which are called the system of pedagogical sciences. It has been revealed that, as an important branch of the system of pedagogical sciences, it is a systematic science that studies the conditions for teaching special subjects.

Key words: system, network, legality, science, object, knowledge and experience, theories, ideas, education, activities, content and methods.

INTRODUCTION

Reforms are spreading more and more widely in our independent Uzbekistan. Dramatic changes are taking place in all aspects of our lives, including in the education of the younger generation. A national struggle has begun to restore and enrich our spirituality. The ancient works of our scientists, forced to see the light of the sun, see the light of day. It is no longer a secret to anyone that the socio-economic development of our republic depends on the efforts of the younger generation. The future of our republic can be imagined by looking at the rising young generation and what career they will pursue in the future. The future belongs to the youth. Youth activity is a criterion for our prosperous life. In the same sense, we should pay serious attention to the education of young people. The upbringing of youth is the sacred duty of every parent, teacher and educator to the Motherland. As the head of state stated in his Address to the Oliy Majlis on December 29, 2020, we will carry out large-scale reforms based on the idea that "New Uzbekistan begins from the threshold of the school, from the education system." First kindergarten, school and коллеж, We will provide quality education in technical schools and universities, we will mobilize all the forces and capabilities so that they grow up to be physically and spiritually healthy, patriotic people. Secondly, we will educate our youth to

be independent and rational thinkers with noble qualities based on modern knowledge and experience, national and universal values. The science of pedagogy cannot be improved in isolation. It, like other disciplines, uses the achievements of social science and is enriched in content. Currently, the source for pedagogical science, to a certain extent, is the knowledge created by all of humanity, and theories that provide information about the future) In the republic, the main goal of pedagogical science is market reform in socio-economic conditions, taking into account national, cultural and traditional characteristics, our spiritual -ethical and scientific heritage, universal human values.). The implementation of this goal serves the development of society and the formation of a comprehensively developed personality capable of solving the main problem. Pedagogy, like other sciences, serves the social development of a living organism. It is based on information about the patterns of development of nature and society and develops as a social science. For this reason, it is closely related to disciplines such as philosophy, history, economics, psychology and sociology, ethics and aesthetics. It is known that every student and teacher must know the history of their homeland and be a patriot. It is impossible to become a teacher without knowing the history of education and the history of pedagogy. For a deeper understanding of the theory of pedagogy, its past must know the progress. For example, how the history of pedagogy in the past was

a struggle in the field of education and how it ended positively or negatively, how pedagogical ideas, content and methods of work in educational institutions changed in connection with changes in socio-economic and political conditions, the pedagogical ideas of scientists who created history and their activities. The teacher-educator systematically influences students with the goal of their education. It is based on psychological and social factors. That is, in order to know the effect of the manifested influence, it is necessary to know how the student's intuition, perception, imagination, attention and thought process proceed, and on their basis he determines the plan of influence. Therefore, the science of pedagogy is closely related to such sciences as psychology and sociology. In a certain sense, psychological sciences serving teachers can also be included in the system of pedagogical sciences. The science of philosophy serves as the methodological basis of the science of pedagogy. Because the achievements of modern educational theory are the product of the struggle and development of philosophical thought. Philosophy equips pedagogy with scientific methods and guides the development of objective laws of teaching and upbringing. The sciences of ethics and aesthetics provide information about the theoretical section of educational pedagogy. It is associated with the science of pedagogy in terms of identifying and determining the character, manners of the student, and perception of the beautiful aspects of life. Didactics of pedagogy also includes methods of teaching subjects: any method of science serves to assimilate by students the content system of this subject. This science of pedagogy has a close connection with children's anatomo-physiology, children's hygiene and pediatrics. The object of pedagogical science is expanding every year, as a result of which its branches are divided into several groups, which are called the system of pedagogical sciences. The service of methodological science, which studies the features of teaching special subjects, as an important branch of the system of pedagogical sciences, has no equal. Each subject has its own teaching methods. It is not for nothing that this science is sometimes called a private methodology. Currently, the curricula of educational institutions include the subjects of teaching history, teaching mathematics, and methods of teaching languages. In subsequent years, family pedagogy, vocational education.

MAIN CONCLUSIONS AND RESULTS

Such disciplines as pedagogy, military pedagogy, and sports pedagogy are being formed. Pedagogy, as an independent science, closely cooperates with other sciences in solving problems related to personal development. Pedagogy is inextricably linked with general psychology, the psychology of youth. Psychology explains the conditions of human mental development at different ages, the mechanism of changes in the human psyche under the influence of upbringing. Therefore, the teacher in the educational process it is very important to study the mental development and personal qualities of students. Only then will the teacher be able to have an effective influence. Pedagogy collaborates with philosophy, which studies the formation of a person's worldview, the interaction of society and the individual, as well as problems of cognitive activity. In particular, everyone knows the relationship between moral education and ethics, aesthetic education and aesthetics. In recent years, connections between pedagogy and the sciences of sociology and political science have been developing. In teaching the role of man in society, the influence of the social environment on the development and education of the individual, pedagogy is related to these subjects cooperation is coming. Pedagogy effectively uses the achievements of such subjects as history, ethnography, folklore. To understand the essence of the pedagogical process today, it is necessary to clearly imagine the history of its formation in the past. In such conditions, one turns to historical heritage and

folklore sources. An integral part of human physical maturity and perfection. When thinking about physical education in pedagogy, it is necessary to use knowledge about the physiology and hygiene of young people. pedagogy of preschool education, pedagogy of general education, pedagogy of secondary specialized education, pedagogy of vocational education, pedagogy of higher education, pedagogy of production, pedagogical management, therapeutic pedagogy, gerontopedagogy, military pedagogy, new pedagogical technologies, etc. These networks are conducted in preschool educational institutions, institutions general, secondary specialized, vocational education, higher educational institutions and study the features of the educational process. In addition, in the training of teachers and educators in special educational institutions, special pedagogy has been formed, called defectology, pedagogy of the deaf (teaching and raising mute children), typopedagogy (teaching blind children), pedagogy of oligophrenics (teaching and raising children with mental retardation).), speech therapist (speech therapist deals well with the issues of teaching underdeveloped children). After Uzbekistan gained independence, a wide path opened up for studying its history, including the history of pedagogy. Glory to the geniuses of pedagogical thought of the past a lot of work is being done to restore and implement their ideas. When we study the history of education, we are convinced that this is a very ancient process, that humanity has been engaged in education throughout its entire life. In this process, our ancestors used effective methods, methods and sources of education. Finally about education ideas, theories and recommendations began to appear. This led to the emergence of the science of pedagogy. World thinkers with their pedagogical ideas have made a significant contribution to the development of the science of pedagogy. In this process, the history of world pedagogy of Uzbek thinkers The contribution is endless. If we look at history, there is information that ideas about education were formed back in the 6th century BC. In later periods, precious thoughts were interpreted in the Avesta, the holy book of Zoroastrianism, in the formation of pedagogical ideas. In the history of mankind, the importance of Islamic teachings in shaping ideas about education is limitless. Sharif's hadith describes the ways of forming such human qualities as worldview, philosophy, spirituality, ethics, faith, and the comprehensive perfection of the Muslim mind. It is known from history that Imam Bukhari, Isa at-Tirmizi, Farabi, Ibn Sina, Beruni, Yusuf Khos Hajib, Yassawi, Naqshbandi, Navai, Behbudi, Avlani and other thinkers of fraternal peoples made a great contribution to the formation of ideas about education. . Looking at the recent history of our country, our scientists such as Fitrat, Munavvar Kori, Elbek, Kadyri, who fought for the Uzbek people to know and assimilate their history, national traditions, and universal values, were killed. But the study of the pedagogical heritage did not stop during the period of repression. The works of Navoi, Beruni, Avlani were studied, and Uzbek folk pedagogy was created.

The object of pedagogical science is expanding every year, as a result of which its branches are divided into several groups, which are called the system of pedagogical sciences. It is known that pedagogical science itself cannot explain in detail the theoretical and practical aspects of teaching and educating students in various fields. The educational sector is an important factor in positively solving these problems. Currently, pedagogy is divided into several branches. It is advisable to take into account different age periods, the characteristics of each period, as well as the physiological and psychological state of the child in order to ensure the maturity of the individual and achieve his intellectual, moral, moral and physical development. Therefore, the entire pedagogical process is studied by the pedagogical sciences, which make up a certain category. They are:

1. General pedagogy - studies the issues of education and training of school-age children. This "General Pedagogy" (fundamentals of pedagogical theory and practice) represents the

general and scientific-methodological foundations of pedagogical science, pedagogical theory in the development of society and the place, didactic theory of education; forms and means of organizing the educational process; modern educational technologies; essence, content, purpose, objectives, features, laws, rules, principles (principles) of the educational process; general teaching methods; general classification by types (forms) of education; Pedagogical and psychological foundations of the relationship between education and self-education and re-education of the individual; Topics related to the foundations of the culture of pedagogical excellence and the culture of pedagogical communication are discussed. After the text of each topic, questions, assignments, tests, and intellectual training are given for repetition and discussion. This creates the basis for consolidating the student's knowledge during the lesson, promotes independent thinking, enlivens the dialogue between the teacher and the student, increases the student's activity, and includes stages of problem-based learning. pedagogy, pedagogy of preschool education, school pedagogy, pedagogy of vocational education, pedagogy of higher education and pedagogy of adults, industrial pedagogy, military pedagogy, management pedagogy, economic pedagogy, medical pedagogy and other fields. In addition, there is a special group of pedagogy that studies specific aspects of providing education to people who do not have any sense organs – deaf pedagogy, typhlopædology and oligophrenopedagogy. It includes a methodology (methodology) showing guidelines for the implementation of the entire pedagogical process, and in turn – a methodology for preschool education, a methodology for general education, a methodology for vocational education, a methodology for higher education, a methodology for professional development and other sectors. These pedagogical disciplines are interconnected, complementary and complementary.

2. Pedagogy of preschool education – studies the issues of raising preschool children, the formation of their mental, moral and physical maturity.

Preschool education as the starting point of the lifelong education system is organized on the basis of the requirements of the “Krnu on Education” and the “National Personnel Training Program” of the Republic of Uzbekistan. Preschool education creates the necessary organizational, methodological, psychological and pedagogical conditions for raising adult children, and helps parents prepare their children for regular schooling. Preschool education creates the necessary organizational, methodological, psychological and pedagogical conditions for teaching state and non-state preschoolers in the family until the child reaches 6–7 years of age, and helps parents prepare their children for regular schooling. Pedagogy of primary education – studies the issues of education and training of primary schoolchildren, exploring their unique psychological and physiological characteristics, as well as intellectual, spiritual, moral and physical development.

3. Primary education is the initial stage of general secondary education. Primary education in the Republic of Uzbekistan is the initial period of children receiving their first education and their spiritual development in grades 1–4. It includes grades 1–4 and begins at 6–7 years of age. It is important to determine the content of education. 1997 of the Republic of Uzbekistan. On August 29, the Law “On Education” was adopted into the Curriculum and programs available for primary education classes. In primary education, the curriculum is based on the native language, mathematics, medicine, history (based on texts on historical topics), Russian language, fine arts. Art and physical education classes are held. In the native language lesson, hatzavod is taught, special training is conducted on the development of speech, reading and writing, and based on the program, basic information about spelling rules and some grammatical tools is given. Math. The lesson covers calculations in 4 arithmetic operations (addition, subtraction, multiplication and division),

algebra and geometry. Let's get acquainted with the first concepts. In primary education, it is required to work on the basis of the use of various methods, forms and means of teaching to achieve teaching and the formation of knowledge, skills and abilities defined in the school curriculum.

4. Corrective (special) pedagogy – studies problems associated with the upbringing and education of children with various psychological and physiological defects in their development. In turn, correctional pedagogy includes special pedagogy and various areas of psychology. They are:

- Pedagogy of the deaf and psychology of the deaf – studies issues of development, training and education of children with hearing impairment.

- Oligophrenopedagogy and oligophrenopsychology – studies issues of development, training and education of mentally retarded children.

- Typhlopædology and typhlopsychology – studies issues of development, training and education of visually impaired children.

- Speech therapy and psychology of speech disorders – studies issues of development, training and education of children with complex disabilities (blind, mute and deaf children) in the field of speech and motor skills.

- Methodology – studies the features of teaching special subjects.

- History of pedagogy – studies the emergence, development of education and upbringing, the development of pedagogical ideas that occupied a leading place in certain historical periods.

- Pedagogical technology – studies the problems of using modern pedagogical technologies in the process of education and training, increasing the efficiency of the process of education and training based on a technological approach.

- Pedagogical skills – studies the problems of improving the professional skills of future teachers.

- Educational management – studies the issues of creation, management, control and setting the prospects of educational institutions. – Social pedagogy – studies the place and role of pedagogical ideas in the process of social relations, the problem of directing a person to professional and social activities.

Going to school lays the foundation for a new adolescence in a child's life and opens up a new world for him. As soon as a child falls asleep in the 1st grade, under the influence of the educational process, a restructuring of all cognitive processes occurs in him, and he begins to coordinate adult characteristics. Now the child begins to engage in activities that require new psychological qualities and are completely new to him, as is the system of interpersonal relationships. From the first day of school, various conflicts, disagreements, and internal conflicts arise that stimulate the mental development of a child of primary school age. They are based on the personality of the sleeper, his sleep activity in relation to his cognitive processes, the demands placed on sleepers, the level of mental maturity of the child and the human qualities present in him. Ever-increasing demands demand the child's continuous growth from a psychological point of view, and as a result of the continuous movement of this process, human maturity is realized.

If the educational process is organized, the child will be able to learn more complex materials than those presented in the school curriculum. In order to wisely use the age-related and individual psychological resources available to the child, it is necessary to solve the following problems:

- the arrival of some children who are not ready for school education;

- inability to adapt to the educational process.

One of the difficulties encountered in the educational process is that some children come to school unprepared and immature. In fact, some children arrive not only unprepared for their new socio-psychological role, but also with individual psychological

differences, such as the level of knowledge, skills and experience, and the tendency to sleep. For some of them, sleep becomes an easy, boring and uninteresting activity, while for others it becomes an overly difficult (heavy, tedious and, as a result, boring for them) activity. But educational programs for children of the third category are suitable according to their capabilities. Children of primary school age are smart and cannot concentrate on one thing for a long time. They do not have a good ability to manage attention and adapt to situations. The main reason for this is the weakness and instability of their voluntary attention. Children of this age have developed involuntary attention. The unusual, unusual, and attractive nature of the educational material evokes involuntary feelings in the student and makes it possible to master the basics of science without strong willpower. One of the distinctive features of the attention of 1-2 graders is that it is not stable enough. Therefore, they cannot focus their attention on specific things for a long time and remain on objects of attention for a long time. Educational activity requires the child to memorize the educational material provided to him. But at this age, involuntary memory, as mentioned above, undoubtedly takes over. A child's ability to store information in memory at level Z is determined by his early interest in work. Understanding the mathematics of learning is the key to learning. In relation to learning, children of primary school have developed logic, that is, the ability to understand the meaning and remember it. The volume of memorized material will expand, and the understanding of the content of the material will become deeper and more complete. Sometimes elementary school students manage to understand the meaning of a mathematical textbook using a mechanical approach. Psychologist E.F. Foziev, the reason for this is in the song:

1) in the case of a small machine, when a mechanical letter closes with another letter, it is well prepared, so it will copy the information accurately, without slipping;

2) the loader does not understand the task, as a result his request to "understand the type" is considered an insult;

3) lack of vocabulary (knowledge of scientific terms, grammar) seriously complicates the assimilation of the material, and the burden of access to it facilitates its assimilation;

4) the bootloader does not know how to remember text correctly.

In education, the meaning and purpose of learning mathematics, critical thinking, evidence, comprehension, and understanding of scientific principles will be enhanced in logical writing. From the second grade, the ability to remember information begins to develop rapidly. Sleep requires both social memories and social memories. Without it, sleep may be unhealthy. The student is required not only to know and learn how to cook, but also to be able to remember it after learning to cook. Familiarizing students with a particular system is the only way to obtain professional training, maybe only.

Homework plays an important role in developing a child's interest in learning in junior high school. In the home loader, sleep motivation is based on curiosity, desire and desire to learn. The home and activities organized with children should be organized taking into account the age and individual abilities of the child and should be aimed at developing knowledge.

CONCLUSION

After Uzbekistan gained independence, a wide path opened up for studying its history, including the history of pedagogy. A lot of work is being done to restore the glory of the geniuses of pedagogical thought of the past and to implement their ideas. Indeed, our ancestors paid special attention to raising the younger generation as perfect people and paid great attention to the spiritual significance of Islamic education. When we study the

history of education, we are sure that this is a very ancient process, and humanity has been engaged in education throughout its entire life. In the process of education, our ancestors began to look for effective ways, methods and sources of educational influence and apply them in life, as a result of which ideas, theories and recommendations regarding education began to appear. This led to the emergence of the science of pedagogy. Thinkers of the world contributed to the development of science with their pedagogical ideas. The contribution of Uzbek thinkers to the history of world pedagogy in Bujarayan is limitless. There is evidence that ideas about education were formed as early as a century BC. During the formation of pedagogical ideas in subsequent periods, Zoroastrian teaching was interpreted in his holy book "Avesta". In the history of mankind, the importance of Islamic teachings in shaping ideas about education is limitless. The Holy Quran and Hadith Sharifs describe ways of developing such human qualities in the Muslim people as philosophy, spirituality, morality, faith, and all-round perfection. Imam Bukhari, At-Tirmizi, Abu Nasr Farabi, Ibn Sina, Abu Rayhan Beruni, Yusuf Khos Hajib, Ahmed Yassawi, Naqshbandi, Navayi, Behbudi spoke in the development of ideas about education. Abdullah Avloni and others have done a great job. As the President said, citizens are no longer participants and executors of socio-economic processes, but creators and organizers. Such new approaches expanded the object and subject of pedagogy. Now the subject of pedagogy is not only theoretical, methodological and practical support for the educational process, but also includes broad areas that ensure the formation and development of a perfect personality. Therefore, in the national education model of the "National Personnel Training Program," the individual is considered as the main object and subject of the personnel training system. In addition, pedagogical science is faced with the task of forming a broad and perfect personality with a new way of thinking and national ideology.

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