

MAIN CATEGORIES OF PEDAGOGY

Panoyeva Niso Yuldashevna
BuxDTI 6-Sektor Rahbari

Abstract

This article analyzes "pedagogy" as a separate science of education. As a separate branch of knowledge, pedagogy was isolated from philosophy. The merit of the pedagogy of Ancient Greece is that it laid the foundations for the formation of pedagogical theory and practice of teaching young people. Socrates, Plato, Aristotle are representatives of three generations of one school, which was based on the principle of free communication between teacher and students in an informal setting.

Keywords: science, pedagogy, Socrates, education, informal environment, teaching, Plato, Arsitotel, school of three generations.

Introduction

Pedagogical categories are the main pedagogical concepts expressing scientific generalizations. The main pedagogical categories traditionally include upbringing, education, and training. Our pedagogical science also widely operates with general scientific categories, such as development and formation. Some researchers suggest including such fairly general concepts as "pedagogical process", "self-education", "self-education", "self-development" and others among the main pedagogical categories, some of which are discussed below.

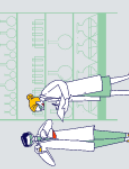
Upbringing

Upbringing occupies a unique place in human development. Today, there is no more differently defined term in pedagogical science. In a broad social sense, upbringing is the process of transmitting socio-historical experience to a new generation in order to prepare for life (education, training, development);

In a narrow social sense, education is a targeted influence on a person by public institutions with the aim of forming certain knowledge, views and beliefs, moral values, political orientation, preparation for life (family, religious, school education);

In a broad pedagogical sense, education is a specially organized, targeted and controlled influence of a team, educators on a student with the aim of forming 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 sense, education is a process and result of educational work aimed at solving specific educational problems (education of certain character traits, cognitive, creative activity, etc.).



Education

Most often, the term "education" is considered as a noun from the verb "to form", and has the meaning "to create", "to shape", "to grow", "to develop mentally", "to give a form, an image" (V. Dahl), to create something new, a whole.

The concept of "education" was first introduced into pedagogical science by I.G. Pestalozzi (1746-1827); he understood its essence 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 and began to be understood as the process of equipping students with a system of scientific knowledge, practical skills and abilities.

Today, education is understood as:

the value of a developing person and society;

the process of teaching and upbringing a person;

the result of the process of teaching and upbringing a person;

a system (a network of educational institutions of different types and levels).

Education is the process and result (with an emphasis on effectiveness) of a person's assimilation of the experience of generations in the form of a system of knowledge, skills, abilities, relationships obtained as a result of training and self-education (this is the process and result of training and upbringing).

Education in the literal sense means the creation of an image, a certain completion 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, learning ability.

Learning ability:

is the ability of students to master the content of education,

is the potential capabilities of students,

is the general mental abilities to assimilate knowledge, skills,

is receptivity, amenability to learning.

The main criterion of education is the systematic nature of knowledge and systematic thinking, the ability to independently restore missing links in the knowledge system.

In education, processes are distinguished that directly denote the act of transferring and receiving the experience of generations. This is the core of education - learning.

Training

Training is a specific type of pedagogical process, during which, under the guidance of a specially trained person, socially determined tasks of personality education are realized in close connection with its upbringing and development.

Training is a process of direct transfer and reception of generations' experience in the interaction of a teacher and a student. It is divided into two parts: teaching (teacher's activity) and learning (student's activity). Teaching is the transfer (transformation) of a system of knowledge, skills, and experience of activity;

Learning is the assimilation of experience through its perception, comprehension, transformation, and use. There is a widespread point of view that training is a characteristic of the pedagogical process from the side of the teacher's activity, and learning is a characteristic of the pedagogical process from the side of the student's activity. Training is a special type of pedagogical activity (a specially organized, purposeful, controlled process), in which typical "teacher-student" relationships arise, the result of this activity is the enrichment of the student with knowledge, achievements, culture, skills, and abilities.

Knowledge is the existing ideas about objective reality in the form of facts, concepts, and laws, acquired by a person. Skills are the ability to consciously perform certain actions based on acquired knowledge. Skills are abilities brought to automatism through constant exercises. A person's knowledge, abilities, and skills (common term - ZUNs) together represent his experience.

Controlled cognition occurs in the learning process. In addition to the basic concepts (upbringing, education, training), pedagogy operates with general scientific categories, such as development and formation.

Development is an objective process and the result of an internal consistent quantitative and qualitative change in a person's physical and spiritual strength (physical development, mental, social, spiritual); Development is a change that represents a transition of quality from simple to more complex, from lower to higher; a process in which the gradual accumulation of quantitative changes leads to the onset of qualitative ones. Being a process of renewal, the birth of the new and the dying out of the old, development is the opposite of regression and degradation. Development differs from any other changes in an object: an object can change, but not develop.

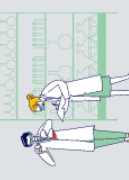
The famous German philosopher Adolf Diesterweg said: "Development and education cannot be given or communicated to any person. Anyone who wants to participate in them must achieve this through their own activity, their own strength, their own effort. From the outside, they can only receive excitement ... ". The source and internal content of development is the presence of contradictions between the old and the new.

The driving forces of development are contradictions between emerging needs and the possibilities of satisfying them.

L.S. Vygotsky identified two levels of child development:

the level of actual development - reflects the current features of the child's mental functions that have developed to date;

the zone of proximal development is a zone of immature but maturing mental processes, which reflects the possibilities of a child's achievements in conditions of cooperation with adults.



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

L.S. Vygotsky is the first to formulate the problem of the relationship between learning and development in Russian educational psychology: learning should go ahead of development.

Formation is the process of becoming a human being as a social being under the influence of certain factors: social, economic, psychological, ideological, education, etc.

For example, the purposeful formation of personality (education) is carried out on the basis of the formation of: certain attitudes to objects, phenomena of the surrounding world; worldview;

behavior (as a manifestation of attitudes and worldview).

The pedagogical process is the process of interaction (interactivity) of teachers and students, in the process of which the main tasks of education are solved - training, education and development, mastering the relevant knowledge, skills, abilities, worldviews and behavioral qualities of the individual - this is the implementing stage of the movement from the goal to the result by ensuring the unity of training and education.

The main components of the pedagogical process are:

The target component - involves the definition by teachers and students of the goals of their educational and extracurricular activities.

The content component – involves defining the content of the pedagogical process based on the set goals.

Operational and activity component – involves organizing the activities of teachers and students.

Analytical and result component – includes analysis of results and correction of pedagogical tasks. The effectiveness of the result of the processes of upbringing, education and training is impossible without the activity of the person himself, his about the desire for self-improvement: self-education, self-education, self-development. Self-education is a purposeful active activity of a person to form and develop positive and eliminate negative qualities

References

1. Корзникова, Г. Г. Менеджмент в образовании: Учеб. пособие для студ. вузов, обучающихся по направлению подготовки "Социально-экономическое образование" / Г. Г. Корзникова. - М.: AcademiA, 2008. - 287 с. - (Высшее профессиональное образование).
2. Ибрагимов Х. И. Педагогика и воспитание //Экономика и социум. – 2021. – №. 1-1 (80). – С. 608-611.
3. Abduqodirov A.A. va boshqalar. Ta'limda innovatsion texnologiyalar. "Iste'dod" jamg'armasi, 2008.-B.145.
4. Ahliddinov R.Sh. Umumiy o'rta ta'limni takomillashtirishning tashkiliy-pedagogik asoslari (boshqaruv jihatlar). Pedagogika fan. dokt. ilmiy darajasini olish uchun yoz. diss. T.: 2002 y.

5. Вахранова Z. S. CORPORATE CULTURE IN THE PROFESSIONAL TRAINING, PROFESSIONAL DEVELOPMENT AND RETRAINING OF TEACHERS //Oriental Journal of Education. – 2022. – С. 97-104.
6. Вахранова Z. S. GENERAL LAWS OF HIGHER EDUCATION INSTITUTIONS: PRINCIPLES, METHODS AND MODELS OF MANAGEMENT //International Scientific and Current Research Conferences. – 2022. – С. 67-70.
7. Бахранова З. С. ПЕДАГОГ КАДРЛАРНИ КАСБИЙ ТАЙЁРГАРЛИГИДА, МАЛАКАСИНИ ОШИРИШДА ВА ҚАЙТА ТАЙЁРЛАШДА КОРПОРАТИВ МАДАНИЯТ //Oriental Journal of Education. – 2022. – Т. 2. – №. 1. – С. 97-104.
8. Мардахаев Л. В. Социальная педагогика: социальное воспитание. – 2019.