

Pedagogy Methodology As The Basis For The Formation Of Teacher Methodological Culture

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Annotation. The article describes the methodology, its essence, pedagogical methodology and its levels, as well as the essence of methodological theories, the system of methodological knowledge.

Keywords: Methodology, pedagogical methodology, level of methodology, methodological knowledge.

Introduction. Without mastering the methodological foundations of any science, it is impossible to understand the essence of the application of this science to the field of scientific knowledge in practice. Let us briefly dwell on the general cases of the methodology of science.

In dictionaries, methodology is interpreted as a doctrine of the scientific method of cognition, as a doctrine of the principles and ways of organizing theoretical and practical activities, as a sum of methods used in one or another science.

There is a philosophical and special scientific level of the methodology, and a high level of the methodology of science is philosophy. As we know, during the former Shura system, dialectical materialism was adopted as the philosophical basis for teaching Sciences. Therefore, many experts believe that the philosophical basis of the social, humanitarian and Natural Sciences is dialectics. In their opinion, the rules of dialectics are common to educational and educational processes in a whole pedagogical system. Therefore, the necessary philosophical theories are interrelated with any science.

In philosophy, ideas and principles, laws and regularities, concepts and categories are accepted as constituent parts of science.

Among the ideas of dialectical materialism, we will consider the principles of determinism, that is, the interrelationship and development of events. The principle of development in pedagogy means that the pedagogical process is a social and complex phenomenon consisting of education and training processes.

It includes all components: the needs of

society and the purpose of education, pedagogue and students, the material to be mastered and the ways of its transmission, training under the guidance of the teacher and independent work of students, educational and educational there is an interrelationship between the works.

Literature analysis. The law of struggle and unity of opposites always manifests itself in the teaching of science. The law of struggle and unity of opposites in the educational process was proved by the Russian didactologist M. A. Danilov in 1969. Since then, in didactics, conflicts, i.e. opposition, have been accepted as the driving force of education. Therefore, conflicts are the driving force of education not only in didactics, but also in the theory of private education.

For example, conflicts between the student's desire to master the content of the educational subject and the level of his training, between the purpose and the result of the pedagogical activity. The task of the educator is to see these conflicts and find ways to resolve them.

Now let's look at the law that quantitative changes in education lead to qualitative changes. For example, multiple exercises in solving pedagogical tasks of the same type, in addition, analytical, diagnostic, constructive skills and abilities in the teacher are many times the result of repetitions and goal-oriented actions.

Methodology. The law of denial of the next denial manifests itself in theory and practice. The philosophical meaning of this is that development is the result of these contradictions. In the process

of development, the transformation of quantity into quality is observed, that is, instead of old adjectives, new ones are formed.

For example, the process of teaching any subject is aimed at the development of students, the result of which will be equal to the formation of the student's personality.

There are general, specific scientific and technological levels of a special scientific methodology.

The general methodology is characterized by universal principles, means, forms of scientific knowledge.

The general level of the methodology of the theory of general and private education is revealed through general methods. Some of these are based on the theory of private education. For example, modeling, formalization, some are now used, of which heuristics, however, common methods also include logical techniques. These are comparison and comparison, analysis and synthesis, classification and systematization, generalization and abstraction. In addition to these, specific pedagogical techniques, survey, experiment, experiment study. All methods are used in the research process in interaction.

Discussion. The exact scientific methodology expresses the special principles, means and forms of cognition within the framework of a specific science.

Thus, a specific academic degree represents a pedagogical methodology. V.V.Krayevsky pedagogical methodology is a definition of it as preliminary, fundamental, general and pedagogical theories, concepts that go into a specific educational subject.

The technological methodology consists of research techniques and methodology, ensuring the reliability and processing of empirical materials. All kinds of experiments and methods of sociological and mathematical statistics apply to this level. At the same time, in the methodology at the technological level, cognitive, logical and sociological techniques are used. For example, some issues of educational theory; such topics as the educational process, the content of education, the form and methods of education, the technology of education cannot be considered irrational.

Sociological techniques are used in the study of issues such as the upbringing, formation of the individual, the development and formation of the team.

Thus, the methodology of pedagogy is based on the philosophical and special scientific methodological levels of science. All levels of methodology form a system in interconnection and subordination to each other.

For a pedagogue, knowledge of the essence of the methodology of pedagogical science becomes necessary in the effective organization and management of the educational process. Any science can develop only if it is supplemented with new knowledge. The objectivity of obtaining knowledge depends on the choice of research methodology.

Methodology (Greek. *methodos* — theory, doctrine, way of cognition or research and *logos* — word, Concept): 1) a system of ways and principles for the construction and organization of practical and theoretical activities; 2) the doctrine of the scientific method of cognition; 3) means the totality of methods used in one or another science.

The methodology of pedagogical science is the doctrine of forms, methods and principles of transformation and cognitive processes of pedagogical existence.

The methodology of Science describes the components of research, forms representations about the sequence and stages of action in the process of solving research tasks, describes the totality of methods and means of research, tasks, object and subject of research.

There are four levels of the system of methodological knowledge: philosophical, General, specific scientific, technological. All levels of the methodology are interconnected, forming a complex system. Let's look at these levels.

The philosophical level of methodology forms the categorical apparatus of Science and the general principles of cognition. The philosophical level manifests methodological knowledge as a content basis, determining the transformation of being and the worldview approach to the process of cognition. Currently, various philosophical teachings as a methodology in various sciences, including pedagogy: existentialism, neotomism,

neopositivism, pragmatism, dialectical materialism, etc. available.

Existentialism, or philosophy of existence, is the concern of a person with his own life. The main dream of existentialism — existence (existence) — is the realization of one's own self in the individual life of a person. Existentialists deny the existence of objective knowledge and truth. They argue that objective existence exists due to the existence of the subject.

Existentialists believe that at the moment there is deformation, that is, alienation of the individual, loss of identity. From this state, a person can come out only if he learns to be able to create himself. Therefore, the purpose of education is to teach students to create as individuals, to educate them in such a way that they can create their own. The main role here is played not by consciousness, but by emotion, desire, confidence. Existentialism is the philosophical basis of individual education.

Neotomism is the doctrine of the spiritual and material sides of the world. The spiritual world is rich and high in value. The material world is a low-level world that does not have goals and essence, science is engaged in its study. Science collects empirical data.

Neotomists believe that the school is to blame for the violation of upbringing, proving the role of religion in the upbringing of the younger generation.

Positivism is the doctrine of truthfulness and reliability of knowledge acquired using natural sciences and quantitative methods. They absolutize the natural sciences and the techniques used in it. Positivists declare problems related to the development of society, social contradictions as a scientific problem. They recognize only mathematics and natural sciences as Sciences, believing that the study of society belongs to mythology.

Pragmatism is a new direction of philosophy, formed as a result of the rapid development of science, technology, production. Supporters of this direction argue that pragmatism is a new philosophy that goes beyond idealism and materialism. In their opinion, the main thing is "experience", "work" in Greek (pragma). Pragmatists associate knowledge of existence with

the individual experience of a person. They believe that there will be no objective scientific knowledge, any knowledge, if useful to a person and recognized by a person in his practical activities, is justified.

Pragmatists, considering the individual experience of the child as the basis of the educational process, argue that education and upbringing should be aimed at the development of children, at the formation of their interest in reading in them.

Result. Dialectical materialism is a philosophical doctrine of the General Laws of the development and movement of Nature, Society and thinking. Supporters of dialectical materialism believe that matter is primary, consciousness is secondary. Consciousness appears as a result of the development of material and is considered its product. Phenomena and objects are always in motion, develop, change. The doctrine of dialectical materialism explains upbringing as an objective process that arises as a result of the socio-economic, spiritual and political progress of society.

In the philosophy of dialectical materialism, the laws of dialectics believe that the transition of quantitative changes to qualitative changes, the struggle and unity of contradictions, the laws of denial of denial occupy the main place.

In pedagogy, based on the theory of dialectical materialism, a person is recognized as an object and subject of social relations. Its development depends on the nature and external circumstances of a person. The main role in the development of personality is played by upbringing. Personality is formed in activity. Human personality and activity exist in one whole.

We considered the philosophical level of methodological knowledge. The next is the universal level. On its basis are concepts, scientific approaches that are used in many Sciences.

The general level of methodology directs the researcher to the study of phenomena and processes as a system.

The essence of the systematic approach is that it necessitates the study of any system, phenomenon and process independent components not separately, but in Interconnection,

Development, Movement. When one component of the system changes, the other also changes.

From the decisive conditions of Personality Development and the main tool is activity. This situation requires the foundation of a personal and activity approach in pedagogical research and practice.

Conclusion. It requires a dialogical approach, testifying to the fact that the human essence is a rich, complex process than human activity. The dialogical approach is based on the capabilities of a person, his creative capabilities without Borders, his constant development and self-development. The main thing here is the activity of the individual, his needs for self-formation. They develop only when they interact with others. The unity of the dialogical approach with the personal and functioning approach constitutes the methodological essence of Humane pedagogy.

The above-mentioned methodological principles are used in interaction with a civilized approach. Culture is understood here as a special way of human activity. Thus, the formation of a person's culture expresses his assimilation of the ways of creative activity.

A person or a child is educated and lives in a specific social cultural environment belonging to a nation, a people.

The methodological principles considered

above necessitate the solution of educational problems and their development in a single whole.

The third level of methodology — concrete—represents the totality of research principles, methods applied in one or another special scientific direction.

The technological level of the methodology is a sequence of work to be performed, consisting of research techniques and methodology, providing obtaining reliable practical information and adding it to the class of scientific knowledge, conducting its initial processing. At this level, methodological knowledge represents the normative acarter.

In general, the methodology shows how to conduct scientific research and practical activities.

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