

"GENERAL PEDAGOGY" SCIENCE PRIORITY DIRECTIONS OF DEVELOPMENT

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ANNOTATION

Priority directions of the development of the science of "General pedagogy" Education is a product of consciousness, but at the same time it is the most important factor that determines the level of consciousness and its development, that is, it forms and enriches the spirituality of the people. the main attention should be focused on studying the views in the field of education created by the ancestors in the most ancient times, and proposing ways to use their instructive experiences.

Keyword: Education, education, theory, science, development, knowledge, integration

Education is a product of consciousness, but at the same time it is the most important factor that determines the level of consciousness and its development, that is, it forms and enriches the people's spirituality. That is why every nation paid special attention to an important factor in all times. As a result, a great pedagogical heritage was created. Appreciating this heritage is one of the urgent tasks of pedagogy today

INTRODUCTION

Pedagogical heritage consists of educational ideas, views, approaches, and teachings that were created in the past centuries and have reached today. They were created on the basis of social reality and society's demands in different periods of personal development. However, there are different views on their collection, scientific analysis, consistent systematization, and justification of which period they belong to.

In the content of pedagogical sciences, a new approach to this field has been proposed: in the studies studying the nature of the development of science, the main attention should be focused on studying the views in the field of education created by ancestors in the most ancient times, and proposing ways to use their exemplary experiences.

In the years of independence, a new perspective on the national historical pedagogical heritage and the possibility of its consistent assimilation appeared. The results of the analysis of our historical pedagogical heritage show that in the past, progressive-minded representatives of the Uzbek people sought salvation from knowledge and education under any circumstances. After all, as a result of the improvement of national spirituality over the centuries, the people sought ways to get rid of ignorance, oppression, and captivity.

By its essence, pedagogical knowledge is the main basis for the development of the educational system. New pedagogic thinking develops based on the existing heritage. That is why it is extremely necessary to collect and systematically systematize the existing pedagogical heritage. Knowledge of pedagogy in all periods represents the social spirit and tasks of that period.

Pedagogical knowledge reflects the theoretical and methodological views and practical experiences of the Uzbek people on education. Therefore, it is impossible to theoretically and practically develop the educational process today without studying the historical development conditions and specific directions of pedagogical knowledge.

In fact, the richer the nation's historical spirituality and cultural development, the more important its educational experiences will be. Because experiences in the field of education raise the spirituality of this nation and increase its intellectual wealth. After all, the first statehood, the knowledge of folk pedagogy and the views of thinkers on education and the formation of a perfect person, which appeared in the territory of present-day Uzbekistan, testify to the fact that our ancestors have a rich spiritual and intellectual heritage.

The development of each science is determined by its ability to harmonize with the development of society. In the conditions of globalization, the science of Pedagogy is also developing harmoniously with the social development of the society. The changes taking place in the fields of science, technology and technology are also reflected in the content of Pedagogy and its teaching. This situation by itself determines the priority directions of the development of Pedagogy in modern conditions. At the moment, the following are emerging as priorities for the development of the science of pedagogy:

1. To ensure mutual integration between different disciplines.
2. Creation of new, modern types of educational literature.

Below we will talk about the experience of foreign countries developed in these two directions and local approaches.

It is important to develop the ability to imagine the world as a whole and fully in students, to create a mutual integration of various educational subjects in the formation of a rich worldview. The concept of "integration" when translated from Latin "integration" means restoration, filling. Based on this, the concept of "integration" represents the process of bringing together, supplementing and raising to a higher level individual interrelated parts of a whole on the basis of scientific knowledge. At the same time, this concept is considered an important principle in determining the content of general knowledge, creating educational programs and textbooks. Integration in the educational system is defined as ensuring mutual dialectical unity of important principles and laws reflected in the content of various subjects. Integration creates an opportunity to further develop students' knowledge by identifying the relationships between subjects that are close to each other in terms of content, as well as views and approaches that reflect the essence of a particular subject.

A group of researchers has identified the place of integration in the pedagogical process as an important aspect of the development process related to the integration of separate parts into a whole. This process can take place both within the framework of the existing system and within the framework of the newly created system. The essence of the integration process is the formation of each element in the system in a new qualitative form. The principle of integration of all elements of the educational process, the system

it requires interaction of constituent components, communication between systems. In addition, it plays a key role in defining the direction of the goal, determining the content, form and methods of teaching.

The integrative approach means that the principle of integration is of leading importance in any component of the pedagogical process. Many studies in the theory of didactics and education follow the above-mentioned conditions in determining the effective ways of improving the educational process.

Achieving integration in the field of education guarantees the following results:

1. ensures the comprehensibility of the content of each educational subject;
2. provides an opportunity to remove material that is too complex or secondary from the educational content;
3. prevention of repetition of knowledge in the teaching of various educational subjects leads to more effective time allocated for education;
4. helps to activate students' cognitive activity at each stage of the lesson;
5. serves to combine the knowledge obtained in the process of studying different subjects into one system (which in turn ensures the formation of a holistic vision of existence);
6. eliminates the multi-subject nature of the curriculum and facilitates control;
7. changes students' motivation to study;
8. creates a convenient opportunity to use modern organizational forms of education;
9. creates the necessary conditions for the free development of a person.
10. One of the priorities of the development of the science of "general pedagogy" is the fulfillment of the requirements for the personality of a modern teacher.

Ensuring the success of the reforms carried out in the republic's education system also depends on the moral image and professional skills of teachers, educators, and production masters working in educational institutions.

The work of educating a person is an extremely complex process of activity, and mature people of society have been involved in this activity since ancient times. This situation means that the content of the education of the young generation and its organization is important in determining not only the development of the individual, but also the development of the society. In the Republic of Uzbekistan, teachers are making serious demands on the moral image, intellectual potential and professional skills of the teaching staff. Because the teacher should not supply personnel, but should supply creative thinking professional personnel, so he should have scientific competence that meets these requirements. In addition, it plays a key role in defining the direction of the goal, determining the content, form and methods of teaching.

Farobi cannot achieve human perfection by himself. He needs contact with others, their support or relationships. In his opinion, it is important to organize the educational process by an experienced pedagogue, teacher. Because not every person can separate happiness and events. He needs a teacher for that.

CONCLUSION

So it is the proof of the Eastern thinker and encyclopedist Farobi's opinion that education can be achieved with proper training. Because education carried out in accordance with the purpose brings a person to maturity both intellectually and morally, in particular, a person learns the laws of nature and society and follows the right path in life, has the right relationship with others, and follows the rules of society.

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