

## **DEVELOPMENT TRENDS IN THE SUBJECT OF PEDAGOGY AND THE EDUCATION SYSTEM**

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### **ABSTRACT**

In this article development of pedagogical science, its stages, factors influencing the development of the pedagogical science, educational methods that have remained untouched for many centuries, the methodology of organization the modern education system based on pedagogical research and the important tasks of the educational process are discussed. Factors which are necessary for development of pupils are given. The main tasks facing pedagogical science, trends of development are shown. The opportunities for the development of the educational system in this area of pedagogical research are explained.

**Keywords:** Pedagogy, Oriental pedagogy, question-answer, development of pedagogical ideas, independent thinking, cognitive thinking, research, pedagogical technologies, didactics, elementary education, teacher, elementary class, global development, inter-state, sensitive period.

### **INTRODUCTION, LITERATURE REVIEW AND DISCUSSION**

Recently five important initiatives has been adopted by The President of the Republic of Uzbekistan. This appeal focuses on the education and upbringing of youth. In particular, it is necessary to introduce young people to culture and art, to involve young people in physical education and sports, to increase the amount of use of computer technologies and the Internet among young people, to raise the spirituality of the youth, to develop measures to promote readership among them, wide involvement in work.

Modern pedagogy has a great potential in fulfilling the tasks of these initiatives. Because pedagogy is an area of knowledge that focuses on the most urgent tasks of the time, and has been gaining momentum for centuries.

Only during the years of independence we had the opportunity to reflect on the emergence and development of Oriental pedagogy.

As it is known, the development of pedagogy has been realized in several stages. They are:

1. At first, pedagogical approaches emerged on the basis of philosophical ideas.
2. Pedagogical views are reflected in the samples of literature created on the basis of philosophical approach. "Avesto", "Urhun Enisey" monuments, Hadith Sharifs, samples of folklore created by them, and poets can be a vivid example of this.
3. The development of ideas emerging from pedagogical practices and experiments from hypothetical and utopian ideas.

One of the earliest educators of ancient pedagogy is Socrat. He has also introduced pedagogy with a question-and-answer method, along with some kind of ethical upbringing approaches. Socrat also taught his readers to engage in dialogue, independent creative, logical thinking, and polemics, that is, to start a discussion. Socrat pushed his readers into a stage-by-stage debate

on a certain stage, encouraging them to understand contradictions and inhuman conditions. In this way, the students are guided. This method is based on naturalness, so it has become a lifelong way of teaching as a questionnaire.

The question-and-answer method of the questionnaire forms a question-answer-based teaching system. This, in turn, serves as a basis for building a culture of dialogue. Throughout the conversation, students enjoy a culture of speech, listening, understanding, respecting the speaker, feeling his emotions, and feeling impetuous. The basic question-and-answer method is to teach students logical thinking.

Socrat's student Plato founded his own private school. He was one of the first to attend the school and lectured. Plato's pedagogical views are based on the idea that enjoyment and knowledge constitute a holistic whole in education. Nowadays, the principle of self-directed learning is based on the principle that the learning process should make the reader happy. The word "school" also comes from the Greek term "relaxation".

Aristotle, a student of Plato, also opened his own private school. Aristotle emphasizes the pupils' ability to communicate in the culture, debate, build on their own views, and develop disunity. Aristotle was one of the first to set the principles of nature consciousness, the principle of love of nature in the learning process. He pointed out the need to pay attention to physical, moral, and mental well-being, based on the educational and training trends.

Pedagogical ideas in the Orient were created on the basis of ancient pedagogy. The great pedagogical heritage of our people has been sealed up in our works of our ancestors. An extensive pedagogical heritage has spread across the Orient, and the Slavs have been able to understand pedagogical ideas through this heritage.

Pedagogy has been formed as an independent science in the XVII century. The first scientist who founded it as a science was English expert F.Bekon (1561-1626).

The scientist published his first work entitled "Science's Success and its Development". In this work, great thinker separated all subjects, and defined the pedagogy as a different sphere of science. At first, pedagogy was interpreted as managing the reading process. However, at that time, the separation of pedagogy from philosophy did not mean that it was formed as a science.

The term "pedagogy" has been termed "didactics" for long periods of time at Oriental pedagogy. The term "didactic" was first used in the scientific discourse in the 16th century by V. Ratke (1571-1635), who wrote his "Didactic short or Ratken's Education Art". Later, this term was used by the well-known Czech teacher Yan Amos Komensky (1592-1670) in his work named "The Great Didactic" in 1657 in Amsterdam. In this work the main problems of the theory and practice of teaching are discussed. After this work was published, pedagogy passed to the stage of development and was formed as an independent science. The idea of general education is offered in this work for the first time. He has implemented the system of education stages as a classroom system and it has been theoretically justified. Yan Amos Komensky also developed the principles of didactics. They are: principles of consciousness, visibility, step-by-step sequence, consistency and acceptability, which are still recognized as the dominant principles in pedagogy.

Yan Amos Komensky has also identified the basic requirements for textbooks in his work. The leading qualities that teachers need to master are highlighted by the scientist. Leading German

scientist A. Disterveg (1790-1866) has published a series of studies in the field of pedagogy. It explains the specific features of the teaching process. He based his ideas on mathematics, natural sciences and the German language.

The well-known Polish writer, physician and pedagogue Ya. Korchak (genuine name G. Goldshmit 1878-1942) also made a significant contribution to the development of pedagogy. Ya. Korchak has implemented and organised a humanistic approach to child upbringing in his works.

Our great thinkers have made a great contribution to the development of pedagogy. From the III century to the end of the XIX century, prose, scientific works have been reflected in pedagogical doctrines and approaches to morals. All our ancestors dedicated a part of their works to didactics. From the Qur'an, from the Hadith Sheriffs, all the works created by our ancestors contain special chapters on morality.

Nowadays, the term "pedagogy" is wide-spread and has different meanings.

1. Expresses the essence of pedagogy in everyday life. Everyone, as a pedagogue throughout their lives, trains their children and family, and in the workplace affects their colleagues in a positive way.

2. Characterized by the practical significance of pedagogy. In this context, pedagogy is interpreted as a major part of human activity and transmitted to the next generation of cultural-historical experiences of older generation, which is reflected in their preparation for independent life and work. It is important to pay attention to the interaction of folk pedagogy with pedagogical skill and art. High pedagogical skills are interpreted as pedagogical art.

3. Pedagogy appears simultaneously as a sphere of science and humanities. Pedagogy studies the process of managing personal development through the nature, social and individual attributes. That is why pedagogical theories, concepts, models, methods and technologies develop on the basis of a comprehensive systematic knowledge of the developing person. This knowledge relies on the skills and competences that are based on the study of philosophy, psychology, history, sociology and other subjects.

4. Pedagogy also carries out certain functions as a science subject. Pedagogy combines the theoretical and experimental aspects of education, development and upbringing based on the age and individual characteristics of the trainees in this area.

5. The essence of pedagogy is seen as an integral part of humanitarian sciences. It is divided into two components, the pedagogical culture of the person and the professional training of the specialist.

To date, the scale of research aimed at developing these two components of pedagogy has become a demand of the time. We urge many teachers to expand their scope of innovative research in this area.

Among all creatures, man is the most murky. Because people have the ability to know and to have self-awareness. Therefore, human beings are the result of socio-cultural development. It is noteworthy that the human being alone has the ability to manifest self-knowledge, self-knowledge and the ability to change the universe as the highest value.

Therefore, it is possible to further develop the human moral and ethical qualities, improve its capabilities and competences. Crisis in science, culture, education, and religion calls for self-awareness. Science, art and culture are the main areas of social life. Education is also an important factor in shaping social consciousness. Because only education has the ability to change the way a person changes his life style as a social institution. Education rebuilds its beliefs and beliefs based on the development of human spirituality.

A person, specifically, distancing himself from the spirituality of a particular nation creates degradation among members of the community, leads them to spiritual poverty, and forgets their cultural identity. Today, "mass culture" has the power to do so. And the means of combating it is self-discipline. This is one of the most important problems of the contemporary modern society of Uzbekistan.

In addition to the issues of value, it is also important to set goals for the individual in the learning process and to learn how to achieve these goals. Each teacher should be aware of what needs to be emphasized in shaping the spirituality of learners and what values are promising and important for the development of students' spirituality. This approach is crucial in determining the direction and design of the educational process.

As we examine the history of the formation and development of the education system, we are able to see two different approaches. They are: a specially trained learning process and an independent learning process.

The basis of the specialized education is the state policy of the Republic of Uzbekistan, the order of the state for education. Results of educational system should ensure the future development of science and technology and the economy in turn. In the framework of this approach, the interests of the individual, along with the interests of the state, have a priority.

The second approach - the pursuit of an independent aspiration, ensures the self development of each individual. His origins are directly related to the highest level of human progress, high hopes and perspectives, and human development. At the same time, the spiritual needs of the individual are evident. Implementation of this approach will be directly linked to the development of the society of Uzbekistan. It consists of:

1. State education standards constitute the normative-legal basis of each teacher's activity, curriculum, textbooks, teaching-methodological complexes and methodological support. State-of-the-art education standards based on competence-based approach provide a humanistic approach to learning. Certain instruments are not required for this approach. It should be noted that the state-of-the-art standards of competency-based approach have the potential to create interdisciplinary skills in the student. Particularly in the form of basic competencies and science competencies. It also does not include the description of the processes required to achieve new educational objectives. In such a situation, the right question arises as to what the teacher should do. This approach implies the goal of forming a creative activity in a teacher. Because some young teachers do not have enough insights about tanyach's competencies. They do not know these competencies and are not aware of the method of their organisation.

2. The peculiarities of a regular educator and progressive teacher are related to other measurement systems in society like pedagogical skills, time requirements, and other aspects of the outlook. Observations and experiences show that, the rules that govern knowledge and ways of action change slowly and update.

3. Political, economic, socio-cultural changes in the development of Uzbekistan's society require experience of practical activity which means forming the competence of students. Today, the implementation of humanitarian approaches in the education process is complicated in some ways. Many scientists and pedagogical community are widely discussing about reforms of continuous education, increasing and developing its quality and effectiveness at the level of public policy. The key aspects of the reform of education should be demonstrated in the activation and comprehensive development of students and pupils.

Today one of the most important tasks of pedagogy is to direct scientific research to the individual's development. Reforms in political, economic, socio-cultural, organizational and pedagogical conditions require to create a more effective and mutually compatible didactic model of the educational process.

The basis of this model should consist of such factors as the unity of teachers and students during the educational process, and at the same time clearly demonstrating the teacher's management function, according to that students should be actively and independently involved in the educational process.

The main didactic task of this didactic model is to eliminate a number of uncertainties. For example,

- a) availability of an authoritarian and humane approach to education;
- б) The importance of projected or self-study education which is directed to achieving goals;
- в) The importance of approaches of social centering in education, that is the model of person from the point of view of the state and anthropocentric, which means a person's self esteem as a person.

4. According to the need to develop a project-based technology of organizational culture it is envisaged that the theory of active learning should be enlarged. The content, formats and methods of teaching need to be selected on a case-by-case basis to ensure that the educational process is enhancing the character of the learners. Only then a certain experience of working according to their age will be formed. For instance, the elementary education process serves as a sensitive, that is, a psychologically comfortable environment for the development of learning activities based on the state educational standards. It is important to study project technology, which is useful for curriculum development in the cultural context, as a specially organized pedagogical process. In this process, students have the ability to carry out research and development activities.

They carry out the curriculum in conjunction with the content of the subject matter. During the psychological process, students acquire the ability to integrate external movements into internal, cognitive movements by means of internalization. As a result, they will develop such kind of skills as thinking, memory, perception. As a student's internal development opportunity connected with educational and research activity the processes of knowledge will appear.

Directing each student to research activity can be shown as the main educational task in pedagogical processes. If students are slowly using learning materials their ability to learn and their learning abilities does not develop. The main skills that are formed by learners are the result of exercises. The efforts of students in their educational and research activities are the basis for their future personal activities.

Knowledge research activities are especially important for primary school students. Because at this stage of education, the educational activities of pupils have a leading position and the ability of the developing person to expand. To achieve this goal, a research-based learning process is required. The method of research is an important means of acquaintance with the world. This method is a link between psychological development of students and the learning process. One of the common manifestations of one's thinking is related to the socio-cultural role of education. Therefore, the educational system, especially process should be aimed at achieving the goal. In this process, theoretically and practically all world-class problems should be solved independently of students.

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Our analysis shows that at present, pupils are not paying enough attention to creating opportunities for research skills. Most teachers do not have enough experience in creating such situations. Methods of transferring teaching assignments to learning situations have not been adequately studied in the pedagogy. Therefore, experts should consider not only the content of the assignment, but also the tasks that make the students active. These assignments should make students explore the world around them.

The views and analyzes we have described above represent the state of the pedagogical science of Uzbekistan's education system and national characteristics. Improving this situation, raising the issues under study, bringing vital competences to students in the learning process is one of the most important tasks for today's teachers and practitioners.

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