

FEATURES OF BASIC METHODOLOGICAL APPROACHES IN PEDAGOGY

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ABSTRACT

In this article, pedagogy refers to the formation of the structure of a person who understands these rules, as well as such an approach does not mean abandoning the development of scientific views, but acts consistently in ensuring their integrity. By understanding the rules and regulations of the game of nature, a person becomes truly free and conscious, and this opens the way to the formation of new holistic thinking.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

For pedagogy, it is important for a developing individual to achieve individuality and maximum efficiency of correctional education on the basis of the optimal application of computerized and traditional approaches to dynamic and changing changes in society tomorrow, as well as the approach of the pedagogical system in determining the diversity of the elements studied in educational processes and their relations creative activity.

The acceleration and formation of personal qualities in education is becoming the most important need of Man - human socialism. In pedagogy, attention is paid to the culture-educational model, the systematized foundations of Science, the socio-cultural significance of the educational and educational process. Improvement of the educational system, expansion of the sphere of social pedagogy is accompanied by "refusal of authoritarian pedagogy, determination of the student's personality, satisfaction of his needs, development of his unique qualities, abilities and talents".

The system approach is used in the study of organic whole complex objects. The study of the pedagogical object from the point of view of its regular orientation is the analysis of internal and external relations and relations between objects, taking into account all its components and functions, taking into account all its elements. The main principles for the implementation of the system approach are:

Integrity printing, which reflects the characteristics of the system properties, the uniqueness of each element, the characteristics and relationships in the system in terms of their place and functions as a whole;

a structuralism printsip, which allows to characterize the structure of the system by disclosing a set of relations between its components and its elements;

interrelation of external and internal factors of the system printsip;

the principle of hierarchy, which includes the consideration of the object in three ways: as an independent system, as an element of a higher-order system, is a system of higher-order hierarchies relative to its elements, which in turn is perceived as a system;

In the system approach, for example, the educational system, the process of its operation is a set of the following interrelated components: educational objectives; its composition; forms, methods, tools for the implementation of this content (teaching technology, mastering, learning); subjects of the educational system (teachers, students, parents); structural elements of the entire educational system of educational institutions and their functioning within pedagogical processes; material and.

Personal bias confirms the views on the social, active and creative essence of a person in the field of pedagogy. Recognizing a person as a carrier of socio-historical development and culture does not allow the nature of the individual, at the same time, to things, to things, to a trained automaton.

Approach to activity. It was found that activity is the basis, tool and factor of Personality Development. This fact requires its implementation in pedagogical research and practice, which is closely related to the approach of personal activity.

To carry out transformation, a person must change the ideal image of his actions, the purpose of his activity. In this regard, it uses a special tool-thinking tool, the level of its development determines the level of comfort and freedom of a person. This is a conscious attitude towards the world, which allows a person to carry out his function as an object of vital activity, actively shaping the world and himself on the basis of the processes of mastering human culture and mastering cultures, the process of self-analysis of the results of his activities.

The approach of activity associated with the study of the process of formation of a child is one of the most important factors in the formation and development of a growing child to play, learn, work, communicate.

In this case, the most important pedagogical requirements for the organization of education are the determination of the content of the relevant activity, the development of ways to involve and develop the child in the subject of knowledge, labor and communication. This, in turn, includes teaching the child the choice of goals and planning activities, its organization and arrangement, self-management, self-analysis and self-assessment of the results of activities.

Polysubject (dialogue) conciseness means that the essence of man is much more versatile and complex than the process in which human participation is. Shaxsiyat makes the "human" content clear in communication with others. On this occasion shaxsiyat is the result and the result of communication with other people.

Therefore, a person, a social group, is perceived as a system of relations and interactions, inherent in him. The approach of communication in relation to communication and activities allows to create a psychological and pedagogical unity of the subjects, thanks to which the effect of "object" allows the creative process of mutual development and self-development.

Axiological (or value) approach- it functions as a kind of "bridge" between theory and practice. practical and mavhum-theoretical levels of knowledge and play the role of the mechanism of relations in relation to the world around us (Society, nature, culture, self).

1) axiological approach in pedagogy means recognition and implementation of the general values of human life, education and training, teaching, education in society.

2) connected with the idea of a fair society, the idea of a harmonious personality can give each person a set of conditions for the maximum realization of his or her own capabilities.

3) with a change in socio-economic conditions, pedagogical values change. Thus, in the process of developing pedagogical science and practice,

in the first place, the changes associated with the explanation-explanation of the educational-methodological theory, and then the exchange of problematic and personality-oriented explanation, are identified;

Secondly, with the transition from command regulation to personal-human. Axiological approaches based on humanistic values in pedagogy are the methodological basis for the development of pedagogical science and improvement of educational practice.

Cultural approach. As a methodology for understanding and changing pedagogical reality, its main Axiology is the study of values and value structure in the world. The culturological approach is concerned with the object relationship of man as a system of values to culture. Man includes a part of culture. It will not only develop on the basis of the culture that it has mastered, but will also introduce something completely new, that is, it will become the creator of new elements of culture. In this regard, the development of culture as a system of values is, first of all, the development of Man, and secondly, his formation as a creative person.

Ethnopedagogic- The approach involves the organization and implementation of the educational process on the basis of national traditions, culture, national and ethnic rites, customs and habits of the people.

National culture gives a specific flavor to the growth and formation of the child, the environment in which various educational institutions operate. The implementation of the ethnopedagogic approach in the design and organization of the pedagogical process involves the solution of the following tasks by the teachers: first, the study and formation of this environment, and secondly, the extensive use of educational opportunities.

Anthropological bias - the first is. K.D Ushinsky. (1824-1870) developed and approved by. In his own mind, this is the systematic use of the information of all Sciences in the construction and implementation of the pedagogical process about a person and his accounting. " If pedagogy wants to educate a person in every possible way, he must first know it in every possible way.

The main ideas of modern pedagogical Anthropology, which are the methodological bases of research in the field of pedagogy: Education - the quality of human existence (being a person is taken into account in education); educational goals and means are derived from the essence of man; expansion of traditional concepts in such categories as "life", "freedom", "meaning", "creativity", "event", "anthropological space", "anthropological time", "self-construction; the use of anthropological co-operation in the teaching and learning of certain Sciences about man (historical anthropology, biology-biological anthropology, etc.); the conditions and technologies of education and training are separated from anthropological positions and are aimed at developing the general personal qualities of the student; the content of education is diology; childhood values itself, the child is the key to human knowledge.

For example, the use of an anthropological approach in the research of the pedagogical process of the school involves the consideration of such systems as student, teacher, student and teacher cadres. At the same time, they are presented as open, self-developing personal and social systems; and the teacher is an anthropotechnician who has the means to manage the process of forming the personality of the student, the "means". Thus, in the formation of the skills of selecting a suitable word in the expression of a clear idea, as well as the use of methodological equivalents to pedagogy, first of all, allows to identify its scientific and theoretical problems, establish their hierarchy, develop strategies and basic methods of their solution, and secondly, to create and introduce technological principles of modernization of educational practice;

In conclusion, it should be noted that the optimal application of computer and traditional approaches is based on the achievement of the individuality and maximum efficiency of correctional education, and the approach of the pedagogical system is aimed at the use of pedagogical technologies in the process of teaching in determining the diversity of the elements studied in the educational processes and their To do this, you need to do a fairly large-scale work.

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