

PRIORITY DIRECTIONS OF PEDAGOGICAL SCIENCE

1. **Aminov Bakhtiyor**- Associate professor of the Kokand State Pedagogical Institute
2. **Kholmatova Ziroat**- Senior teacher of the Kokand State Pedagogical Institute
3. **Madgafurova Dilfuza**- teacher of the Kokand State Pedagogical Institute

ABSTRACT

The development of pedagogical and psychological Sciences in the modern environment involves not just the deployment and deepening of research focused on certain historical changes. This was characteristic of scientific growth in previous periods. Now there is an urgent need to develop a new strategy and determine on its basis the main directions of activity of scientists, teachers and psychologists, taking into account the degree and depth of fundamental changes that have fundamentally changed the human community, where a specific situation has formed, which, firstly, is due to the global global crisis and multifaceted structural transformations.

Keywords: Change of goals, pedagogy, communication, personal development.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

They are manifested in all areas of human life and pose a huge number of problems, causing intellectual, spiritual, emotional, physical stress. Secondly, this is due to the changes that have taken place in the economic, technological, social and cultural spheres of society proper, the nature, level and depth of which testify to the destruction of the basic foundations of the world in which we lived recently. And, thirdly, it is caused by visibly fixed changes in the modern man himself, his life rhythms, the space of activity, relations between people, between generations of people.

This manifests itself in different spheres and at different levels of human existence-physiological, psychological, social, objectively leading to increased activity of people, their deeper reflection on others and on themselves, which is reflected in the restructuring of mentality, change of goals, values, orientation of individuals.

These changes are recorded in the system of different Sciences, including psychology, pedagogy, sociology, etc. as a result, new characteristics of a person as a person and as a subject of activity are revealed. But only the characteristics, not the real definitions.

From here in knowledge of the modern person, possibilities of its development, self-development there are many problems-unknown and unclear. And this is despite the fact that many scientists are now writing and talking about modern man, fixing, for example, both children and adults lack of responsibility, increased anxiety, aggression, qualitative changes in interpersonal, intergroup relations, in relation to various circumstances of life, and so on. And yet it should be recognized that the scope and nature of the changes have not yet been determined, all the subtleties and features of the development of modern man, the potential of his abilities and capabilities as an active subject have not been revealed.

This circumstance not only dramatically increases the responsibility of scientists psychologists and teachers, but also urgently requires the development of new theoretical concepts, the

expansion of research, revealing patterns of mental, social, personal development of a person in the course of his release in the open world space, including through the Internet, which changes the nature of communication, and activities, and consciousness, and thinking, and speech, as well as the entire structure of pedagogical interaction.

There is an urgent need for systematic organization of targeted scientific research in a number of new priority areas. Let us denote at least some of them.

The first direction is connected with the fact that in contrast to the previously prevailing trend in the Humanities and social Sciences, when a person was considered in relation to various aspects of life-his capabilities as a productive force were evaluated, the means by which a person acts, acquires knowledge, technology were determined, as the leading problem (while maintaining, of course, - both as biological beings in the General universal evolution, and as the carrier of social, and as creating the special world of culture, as the main actor of historical progress.

Therefore, now actualized not just the problem of accumulation and mobilization of all knowledge about man, but the need for special study, understanding the specifics of modern man, including the understanding of the features of its functioning, the conditions for maintaining its stability in a very unstable society, which opens opportunities for further research in the disclosure of the essence of man and as a carrier of development, and as an organizing principle in this development.

The second direction is to study the process of development itself. The problem of development is one of the most complex and, in fact, constantly relevant in philosophy, sociology, biology. In pedagogy and psychology this problem objectively appears as cardinal. Almost all the work of teachers and psychologists associated with the study of man, aimed not only at identifying specific patterns, certain changes at different age stages, but also to disclose the General principles of development. At the same time, it is necessary to recognize that we still have insufficiently theoretically worked out and experimentally studied procedural characteristics, structure, evolutionary forms of changes, mechanisms and driving forces of progress information of the person as the personality.

Their research is directly related to the third direction of research aimed at solving such an important problem as the ratio in the personal development of human biological and social.

It should be noted that the problem now has a different meaning than twenty or even ten years ago. Today, teachers, psychologists and age physiologists should strive to determine not the priorities of the social and biological, but to identify the real effect of the social on the biological.

From here the fourth direction of psychological and pedagogical works is isolated, assuming search of new reserves of personal formation and possibilities of optimization of educational influences of various social institutions, at allocation and the account, first, presence in the course of development of the periods of special openness of the person to certain social influences and, secondly, its internal readiness of their acceptance and self-realization in them.

It is necessary, in particular, to establish features of influence on cognitive and motivational-need sphere of the personality of modern people of social, cultural factors, that psychological climate which is created by today's reality. At the same time it is necessary to determine, firstly,

to what extent the basic personal attitudes, mental neoplasms inherent in certain ages have been preserved; secondly, how do the stable characteristics of these ages correlate with those features that are acquired in the modern concrete-historical situation; thirdly, to find out whether new acquisitions are structurally forming in personal development or only fix the processes of a temporary order.

The fifth direction accumulates work on the scientific definition of childhood as a special state of social development, and as a special layer of society. At the same time, it is important for teachers and psychologists not only to identify the patterns of childhood development, but also to establish their direction, dynamics, intensity of changes that lead to the emergence of new characteristics. It is necessary to create big problem cloths, to accumulate the hierarchized system of indicators, allowing to catch all that new. what happens in the space of childhood. Here, a profound adjustment of the periodization of modern childhood as a scientific basis for the modernization of the education system is urgently needed.

In this case we will, first, identify sensitive capabilities of mental development at each age period of ontogenesis (not only to the development of speech and thinking, but also to the development requirement of motivation-tion sphere of the person, arbitrary behavior, abilities, etc.); second, to set a limit on age and individual capabilities of children and adolescents in mastering the knowledge, skills, abilities (what you need, in particular, to determine ways of overcoming learning overload children); thirdly, to determine the conditions of development of creative abilities, i.e. potential opportunities of the growing person (that will allow to solve reasonably problems of the differentiated training, education, professional self-determination); fourth, to open" reserves " of mental development of the modern child, ways of their accumulation (including possibilities of acceleration of mental development by introduction of computer equipment and Informatics in educational process of school).

The sixth direction is connected with the organization of intensive search of new criteria of" growing up " of growing people, determination of degree, character of their action. Thus understood the importance of the study of several forming this growing up: first, the disclosure organic preconditions of formation as human beings; second, the determination of the nature and characteristics of the influence of the social environment and the system of educational influences as conditions personal development; thirdly, the analysis of the content and regularities of the process of human development as individuals and as the subject of action; fourth, the identification of conditions, specifics and mechanisms of individualization and socialization in the modern world.

The seventh direction assumes carrying out purposeful researches directed on identification of ways, forms, methods of the organization of the differentiated training of children, teenagers, youth, possibilities of construction of educational process in high school on individual curricula, definition of pedagogical, methodical, psychological bases of modernization of system of education-General and professional.

The eighth direction consists in development of scientific bases and principles of construction of multidimensional and multilevel forms of development of relations of interaction of adults and children. This problem is exacerbated by many circumstances, including the growing alienation between adults and children, who have matured significantly, on the one hand, on the other - on a number of parameters, their social infantilism has deepened. At the same time individually locally-torn they grow up not personally, not subjectively, but only in terms of ostentatious behavior. The study of this problem is necessary to establish ways to strengthen

the continuity of generations, especially since today there is a growing danger of destruction of the entire system of cultural and historical inheritance.

We are not talking about the problem of "fathers and children" in its usual assessment, but about the broad socio-cultural plan of interaction between generations, which requires the development and new methods of analysis of complex processes of human relationships not only vertically: children-adults, young-elderly, but also horizontally: different social groups, structures, communities.

The ninth direction perform research in the field of achmea technologies, which are based on the phenomenon of Acme (the state of recovery, the top of the manifestations of human development as a person, professional and citizen) to identify the structure, nature, specificity and forms of expression and the conditions to optimize this characteristic only of the human phenomenon, as the need and opportunity of self-fulfillment, namely, the ability to be an active subject, creative efforts which are accepted by the company and required

The tenth direction is due to the fact that in the current situation of a sharp aggravation of the situation around the world reveals not only the diversity and extraordinary complexity, but a small knowledge of characteristics of ethnic groups, changing, complicating their relationships and are closely linked with this acute problem of preventing the ethno - and xenophobia, promote tolerance. From here the task of development of ethnopedagogics and ethnopsychology, development, in particular, psychological and pedagogical bases of education at children, teenagers, the youth of the personal qualities accumulating in unity the best features of concrete ethnos, the Russian people as a whole and universal values is actualized.

The range of topical pedagogical and psychological problems, of course, is not limited to the above areas, it is much wider. At present, scientists are faced with a multidimensional space of new problems, new topics that urgently require deep theoretical understanding, and a significant expansion of experimental work. For example, on the disclosure of the features of the main cognitive processes-perception, memory, thinking in children of different ages, the disclosure of their General and special abilities, the development of children's talents, on the basics of rehabilitation of children with special needs, as well as on the problem of psychological support for street children, social orphans and many other.

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