



## THE ROLE AND IMPORTANCE OF PEDAGOGICAL SCIENCE IN MODERN EDUCATION

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**Annotation.** this article describes the role and importance of pedagogical science in modern education, as well as the so-called digital technologies and knowledge. What should the school be like in the new century? What methods of education are useful? How does the theory of Education change? Can teachers succeed in modern change? The purpose of the article is to study the types of teaching, to summarize the current changes and to learn to understand the changes made by teachers. The development of pedagogical science, a new approach to teaching, the digital generation and the changes taking place, innovations in teaching. What is the role of modern pedagogy in educational theory, educational and educational relations?

**Keywords:** modern pedagogy, education, concept, trend, methodology. The subject of pedagogy, a philosophical and spiritual feature, is also a controversial, dialectical developmental feature due to the fact that pedagogy is a science that studies a person.

Modern pedagogy is the science of the laws of upbringing throughout life. In the course of the development of pedagogical science, more and more new connections were formed with other disciplines, which led to the separation of various branches of pedagogy in the system of Pedagogical Sciences. Today, the picture of reality studied by pedagogy has changed. This leads to the search for new foundations of Science, the development of new rays of pedagogy. The concept of " Education " considers not the assimilation of external factors and ready-made experiences or values that affect a person, but a person who knows and creates culture through dialogical communication, exchange of meanings, the creation of individual and collective products. Education is a universal cultural and historical form of formation and development of significant forces of a person, his main, general abilities, the acquisition of a person's image in the space of history and culture. Education is increasingly seen not as a process of personality formation, but as a process that creates personal meanings. In the concept of " learning", the student's task is not to memorize information, but to develop their subjectivity, to gain experience in cognitive, effective, assessment activities. Man is the Supreme product of nature. Pedagogy also has a controversial, dialectical developmental character, due to the fact that it is a science that studies man. Also, each person himself is a biro lam. Independent, without working on oneself, a high result cannot be achieved in any work, as well as in education. Whoever is afraid at work will have deprived himself of knowledge of the truth.

Pedagogy is a science that studies the laws of education, upbringing and personality development for young people and gives practical recommendations. Today, the priority task set before pedagogy is to make good use of all the conditions created, increase the effectiveness of the educational process, give modern knowledge to students, contribute to the development of society by the methods of action and the formation of personal qualities in the listener. Pedagogy allows you to look at the purpose of life from a new point of view. The student understands his development through intelligence, personality, interests, motivation, rewards and reproaches, the study of mental health. It also provides an opportunity to learn about the development of education in Uzbekistan from ancient



times to the present. So education is a matter of understanding. Recognition of the idea of an infinitely developing personality in pedagogy, as well as its determinant in the processes of global transformations, taking into account the human appearance not only analytically and functionally. aspect, but also from the point of view of its subjectivity, originality, individuality, integrity, unity with the world, the establishment of a "subjective measure" of Science, the development of new approaches and methods of pedagogical research, the accumulation of problems and contradictions. on the foundations of Science in the scientific and pedagogical sphere, as a pedagogical methodology, the interest of teachers in the study of philosophical, social, psychological theories arose. Pedagogy is often criticized for the insufficiently rigorous proof of conclusions, the use of concepts, methods, principles, approaches from various social practices and areas of knowledge, depending on the results of the study on the personal worldview of the selected researcher, but this is surprisingly associated with the phenomena of non-classical science.

The subject of pedagogy reveals the features of self-organization, non-linearity, fractality, network structure. The study of these phenomena enriches pedagogy and expands its scientific horizon. However, in the interdisciplinary connection of research, the actual pedagogical essence of problems is often lost, pedagogy for modern reality distorts itself from some previously developed concepts. The search for innovations for innovation, attention to solving certain practical problems, the economic bias of the ideas introduced into practice often weaken the methodological foundations of research, lead to a general decrease in the level of fundamentality of pedagogical concepts. the result is a decrease in trust in them by the pedagogical team. Philosophical ideals of any science, its trends are formed by the subject method. Trends are usually assessed based on behavior. That is, the doctrine, goals and values of the subject are summarized in its trends. Pedagogy is a science with a broad, diverse, complex and fluent concept. Therefore, over time, a change in the trends of its development is visible. That is, just as the trends of society change, the trends of Education change in the same way.

In the early stages of the emergence of pedagogy, the subject was of a philosophical and spiritual nature. Because it was based on faith and tradition. Thus, philosophy and spirituality were present in its objectives, curriculum, methodology and values. But in the 19th century, along with a change in the goals and values of society, psychological, scientific and social, collectivism again became a central trend in education. At these different stages of development, educational goals, curricula, teaching methods, values and consequences have changed. To determine the sequence of these changes and Target needs, a constant study of educational trends is carried out. From time to time, teachers continue to develop it, give a new direction, give modernity.

1. The psychological essence of Education
2. Scientific direction of Education
3. Sociological direction of Education.

4. The steady trend of education: in the 19th century, psychology manifested itself as a science of behavior, the main goal of education was to change the behavior of the child, then education began to be based on psychology. The principles that inspired behavior were established by psychology, and their application in practice began in the field of Education. Russo's naturalistic thinking system shook the traditional philosophical direction of Education. Even the most severe critics of Rousseau today believe that education is aimed at Children. The purpose of education is the organization of education, when new concepts of the curriculum, law, discipline, school, teacher, etc. appear, that is,



taking into account the consciousness, consciousness, feelings, emotions of the child in the current period. began to improve. Today, the main trends are not considered oppressive, but efforts to improve them, to sublimate them are taken for educational work. While the psychological trend emphasizes individually oriented education, the sociological direction emphasizes socially centralized education. In accordance with this trend, society is implementing measures aimed at education to maintain health. The child comes to learn from society. After receiving education, he applies the knowledge he has acquired in society itself. Hence, society is the motivation, organizer and influential person of Education. Therefore, the child's adaptation must be carried out through education in accordance with the wishes of society. According to this trend, meaning, purpose, curriculum, teaching method, school, discipline, etc. should be defined based on the desires, beliefs and values of society. Hence, the sociological method is aimed at transforming a child into a capable citizen. This trend includes current social, political and economic trends. Like a Democratic stream, a socialist stream, a secular stream. Regardless of which trends currently represent the country and society, they are automatically absorbed in sociological trends.

Thus, the sociological trend of education creates a socio-classical basis for the concept of education in order to increase the adaptation of society through education and to raise society through traditions, the transfer of moral and social values and the organization of new values.

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