



## HISTORY OF CREATION OF PEDAGOGICAL SCIENCE AND CHARACTERISTICS OF RELATIONSHIP WITH OTHER DISCIPLINES

**Marayimova Kibriyokhan**

Senior lecturer of Fergana State University, PhD

**Muhammadjonova Ogiloy**

2nd year student of FarSU

**Annotatsiya:** Mazkur maqolada, pedagogika fani haqida ma'lumot va pedagogika faniga katta hissa qo'shgan olimlar va ushbu fanning boshqa fanlar bilan aloqasi va yaralitish tarixi haqida ma'lumotlar keltirib o'tilgan va pedagogika fanining maqsad va vazifalari haqida ham ma'lumotlar berilib o'tilgan.

**Kalit so'zlar:** mahorat, barkamol, prinsip, nazariya, qonuniyat, amaliyot, g'oya

**Аннотация:** В данной статье даны сведения о науке педагогика и ученых, внесших большой вклад в науку педагогика, о взаимосвязи этой науки с другими дисциплинами и истории травмы, а также даны сведения о целях и решались задачи науки педагогики.

**Ключевые слова:** умение, навык, принцип, теория, закон, практика, идея.

**Abstract:** In this article, information about the science of pedagogy and scientists who made a great contribution to the science of pedagogy and the relationship of this science with other disciplines and the history of injury are given, and information is also given about the goals and tasks of the science of pedagogy. passed.

**Key words:** skill, skill, principle, theory, law, practice, idea



**INTRODUCTION.** Educating a person to become a well-rounded person is ultimately a complex process, and mature people of society have been involved in this activity since ancient times. This situation means that education of the young generation, its organization and content are important in determining not only the development of the individual, but also the development of the society. These experiences are of great importance in the creative application of teaching laws and principles used in teaching forms, in the practical implementation of ideas, theories, and laws related to scientific knowledge.

A teacher is a person responsible for the education of a mature generation, and should not only be an example to others with his spiritual and moral culture, but also be able to demonstrate his pedagogical skills, be qualified as a mature teacher. It is necessary to make a proper contribution to the work of personnel training. Because every child, every pupil is a member of society, and the progress or decline of society depends on these individuals. The science of "pedagogy" studies the process of education as a social phenomenon and is naturally related to all sciences in society. "Philosophy" as a science is a scientific source that forms the general laws of the development of human society and nature, that is, it enables the progress of pedagogy. At the same time, a number of general issues developed by philosophers and representatives of pedagogic sciences are equally present in both philosophy and pedagogy. These include interactions between education and other social phenomena, issues of worldview formation, moral, labor and aesthetic education; individual and community relations; epistemological issues and other problems related to the understanding of the essence of the educational process and the development of the dialectical theory of knowledge.

**LITERATURE ANALYSIS AND METHODOLOGY.** Branches of philosophy such as sociology, ethics, aesthetics are of great importance in the development of specific issues of pedagogy. Ethics is directly related to moral and educational issues of philosophy. To solve them, pedagogy relies on universal moral values. Aesthetics (refinement



education) studies the formation of aesthetic ideals of a person, the general laws of aesthetic relations to culture and reality, and serves to scientifically substantiate aesthetic education. The science of pedagogy develops these principles, determines the means and ways of teaching young people to feel and understand beauty. Pedagogical science system.

The relationship of pedagogy with other disciplines. It is appropriate to take into account different age periods, specific aspects of each period, as well as the physiological and psychological state of the child in order to ensure the maturity of a person, to achieve his intellectual, spiritual, moral and physical development. Therefore, the whole pedagogical process is studied by pedagogical sciences that make up a certain category. They are:

General pedagogy - studies conceptual issues and practical aspects of pedagogy.

Pedagogical theory - studies the general theoretical issues, laws and principles of pedagogy, as well as issues related to classification.

History of pedagogy - researches the development of pedagogical ideas, periodical characteristics, specific aspects and importance of schools and types of education.

Pedagogical skill - learns the tactics of effective preparation of teachers for pedagogical activities, formation of pedagogical skills, formation of pedagogical culture and techniques, and methods of mastering speech techniques

Pedagogy of preschool education - studies the issues of raising children of preschool age, bringing them to maturity intellectually, spiritually, morally and physically.

Pedagogy of primary education - educating primary school students, teaching them, researching their unique psychological and physiological characteristics, as well as bringing them to maturity intellectually, spiritually, morally and physically. studies the issues.

Methodology as a separate science performs two functions: descriptive (expressive) and prescriptive (normative). The first one aims to express the object theoretically, and the next one creates conditions for the researcher to get a clear goal. The existence of these two tasks requires the pedagogy methodology to be divided into two groups - theoretical and



normative. Pedagogical methodology embodies the system of knowledge about the theoretical foundations and structure of pedagogy, approaches to the research of pedagogical phenomena and processes, methods of obtaining information that truthfully express the pedagogical reality, as well as the system of acquiring this knowledge system.

It can be seen that this definition includes two aspects of scientific knowledge - knowledge system and research activity. Or two types of activity - methodological research and methodological support - are taken into account. If the task of the first is to clarify the laws and directions of the development of pedagogical sciences, the principles of improving the quality and efficiency of pedagogical research, and the content of their concepts, the second is to use methodological knowledge to justify and evaluate the quality of research programs. Pedagogy (from Greek paidagogike, paidagogos "child" and "to lead") is a science that studies the general laws of social education, the essence and problems of educating the young generation in accordance with a single social goal in a particular society. Pedagogy is a science that belongs to the system of social sciences, and it studies the problems of educating the young generation and adults based on the ideas of national independence. (the theory of education) and the theory of education are considered important components of science.

Education, as well as the implementation of educational programs at different levels: pre-school education, general secondary education, secondary special education, vocational education, higher education, higher education It is divided into such types as post-secondary education, training and retraining of personnel, as well as extracurricular education. The theory of education is one of the important components of pedagogy, the content, form, method, means and methods of the educational process, studies the problems of its organization. Education is the process of continuously growing the young generation based on a specific, specific goal and socio-historical experience, forming their mind, behavior and worldview. Social education is mental, moral, physical, psychological



**RESULTS AND DISCUSSIONS.** The main content and directions of the reforms implemented in the field of education in the Republic are defined in normative documents such as the Law of the Republic of Uzbekistan "On Education" and the "National Personnel Training Program". Therefore, in the current conditions, pedagogy It studies the prospects of social action aimed at training a competent person and qualified specialist, problems in this regard and ways to solve them. Tasks of the science of pedagogy. The science of pedagogy makes a special contribution to ensuring the development of society based on the fulfillment of a social order such as the formation of an individual. In determining the goals and tasks of pedagogy, the content of social relations, the construction of the state and society, and the essence of the leading ideas in its life are of great importance. solves the task of developing a system of educating highly qualified staff that meets moral requirements, creatively developing the theory of education and upbringing based on the idea of national independence.

In this process, attention is paid to the following tasks:

1. To study the essence of the pedagogical process aimed at educating highly qualified staff who respond to spiritual and moral students.
2. To determine the laws of comprehensive development of a person.
3. Improving the continuous education system based on the study of the experience of the educational system of developed foreign countries based on the level of social development.
4. To substantiate the content of the activities of educational institutions and pedagogues working in them.
5. Summarizing advanced pedagogical experiences and putting them into practice.
6. Arming pedagogues with knowledge of the theory of pedagogy and educational methods.

The relationship of pedagogy with other disciplines. Scientific justification of the essence of social education requires knowledge of the laws of manifestation of a certain pedagogical phenomenon in certain situations. As we know, the pedagogical phenomenon



has a complex structure, and it relies on the capabilities of a number of disciplines to fully understand its general essence.

From this point of view, there is a close connection between the science of pedagogy and the following disciplines:

1. Philosophy - allows to analyze such issues as the dialectical features of the process of personal development, certain pedagogical ideas, views, and philosophical aspects of teachings.
2. Economics - serves to understand the economic aspects of issues such as establishing the activities of educational institutions, building educational buildings, organizing educational processes and equipping them with material and technical equipment and modern technologies.
3. Sociology - on the basis of having information about the content of social relations, the conditions of their organization, creates an opportunity for effective organization of mutual relations of the participants of the educational process.
4. The formation of ethics-spirituality of a person, in which the highest human qualities, moral consciousness and the theoretical ideas that play an important role in the education of spiritual and moral culture, have a special place in the pedagogical process.
5. Aesthetics - a person's feeling of beauty, striving for it, and also serves to determine the important directions in the education of aesthetic taste.
6. Physiology provides the basic foundations for taking into account the physiological and anatomical characteristics of children in the educational process.
7. Hygiene - protecting the health of students, helping them with their theoretical and practical ideas in the correct formation from a sexual point of view.
8. Psychology - creates the ground for formation of spiritual-ethical, spiritual-intellectual, emotional-volitional qualities in a person.



9. Development of the science of history-pedagogy is directed to take into account the dynamic, dialectical features of educational processes, as well as transfer the ideas of folk pedagogy to the next generation.

**CONCLUSION.** In conclusion, it is possible to say that the science of pedagogy has created processes that are interconnected with many other disciplines. Pedagogy has features and functions of interaction with several other disciplines. Studying this subject will greatly help every student to become a mature person in the future.

### References:

1. R. A. Mavlonova, N. H. Rahmonkulova, K. O. Matnazarva, M. K. Shirinov, S. Hafizov. "General pedagogy" study guide 2018.
2. N. Ataeva, F. Rasulova, S. Hasanov. "General pedagogy" training manual 2011
3. Abdullayeva Shahzoda Abdullayevna, Askarov Abror Davlatmirzayevich "General pedagogy" study guide 2019
4. Pedagogy // under the general editorship of M.Kh. Tokhtakhodzhaeva. -T.: National Society of Philosophers, 2010. -B. 252-257;
5. Ibragimov H., Abdullaeva SH. Theory of pedagogy. -T.: "Science and technology" publishing house, 2008. -B.153-155;
6. Inomova M. National values in moral and moral upbringing of children in the family. - T.: Science, 1995;
7. Hasanboev J., Turopova M., Hasanboeva O. Fundamentals of spiritual and moral education. -T.: Gafur Ghulam Publishing House of Literature and Art, 2002;
8. Abdullah Awlani. Turkish culture and morality - Tashkent, Teacher, 1992
9. Pedagogy. Under the general editorship of A.g. Munavvarov. - Tashkent, Teacher, 1996.
10. Egamberdiyev, O. A. O., Turdaliyev, A. Y. O., & Makhamadjonov, J. Z. O. (2021). Pedagogical bases of formation of professional competence. Science and Education, 2(11), 985-991.





11. Zarnigor, R. A. Q., Egamberdiyev, O. A. O. G. L., & Sotvoldiyeva, O. M. R. Q. (2021). Pedagogical competence: theoretical and practical analysis. Science and Education, 2(9), 309-314.
12. Egamberdiyev, O. A. O., Sotvoldiyeva, O. M. Q., & Turdaliyev, A. Y. O. (2021). PROBLEM WAYS OF DEVELOPMENT OF PEDAGOGICAL SKILLS Oriental renaissance: Innovative, educational, natural and social sciences, 1(10), 535-542.
13. Yusufovich, A. A. (2020). ISSUES OF FORMATION OF COMMUNICATIVE COMPETENCE, WHICH IS AN INTEGRAL PART OF PROFESSIONAL-PEDAGOGICAL TRAINING OF FUTURE TEACHERS IN THE EDUCATIONAL PROCESS European Journal of Research and Reflection in Educational Sciences Vol, 8(7).