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THE RELATIONSHIP OF SCIENTIFIC PEDAGOGICAL THEORY AND PRACTICE IN THE FORMATION OF SCIENTIFIC DISCIPLINE

Abstract: This article discusses pedagogy - science and art, academic discipline. Analyzed the relationship of scientific and pedagogical theory and practice in the formation of scientific discipline. discusses the goals and objectives of pedagogy as an academic discipline.

Key words: science, art, academic discipline, scientific and educational theory, practice, person, perfect person, pedagogy, education, method, pedagogical means.

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Introduction

Any academic discipline is formed in the system of interrelations with basic science and social practice, which determines its priorities. The significant impact of social practice on the selection and formation of academic disciplines at the university is evidenced by the fact that the introduction of new academic disciplines into the curricula of higher and secondary educational institutions is traditionally justified by the need to respond to the challenges of time, reflect the most important changes in the existence of a person and society. It should be noted that, despite the variety and numerous references to the social factor of updating the content and technologies of education, there are no scientific studies that reveal the mechanisms of this influence. On the other hand, the interrelation of the phenomena “scientific discipline” and “educational discipline” is obvious: it makes sense to teach what is openly by science. At the same time, an attempt to distinguish the general and the differences between these concepts leads to the realization that in scientific works a comparative analysis of the essence of these concepts was carried out little. This is evidenced by the following: vocabulary definitions of the term “discipline” as “branches of scientific knowledge, educational subject matter” given in a number, definitions of the notion “pedagogy”, which is also characterized from two sides: as a science or an aggregate of sciences, and as a “training course” which is taught in pedagogical

educational institutions and other institutions for major programs. At the same time, the question of how interconnected the scientific discipline “pedagogy” and the corresponding academic disciplines are, what are the goals and objectives of pedagogy as an academic discipline, remain insufficiently studied.

Materials and Methods

Pedagogy is currently a complex multifaceted phenomenon. This fact is reflected in the fact that there is practically no single definition of the concept “pedagogy”. The term itself derives from the ancient Greek language and is translated as “child-study”, in a general sense, it means the science of education and upbringing of people. In a broader sense, this is a significant area of knowledge and practical methods aimed at comprehensively developing, shaping the human person in the course of purposeful educational activities, transferring the experience of previous generations. The first scientific research in the field of pedagogy took place in the ancient world, and actively developed during the Middle Ages. However, as a separate science, pedagogy took shape only in the 17th century. Pedagogy became a full-fledged scientific discipline only in the 19th century, incorporating all the accumulated theoretical and empirical data on the laws, principles, goals and objectives of educational activities. The subject of pedagogy is the pedagogical process, the process of learning and education, and the

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object is the upbringing itself, as a complex socio-psychological phenomenon. That is, the specifics of pedagogy, as an academic discipline, is that it is both an object of study and a methodology that combines the theory and practice of upbringing and education. As part of pedagogy as a science, there are a lot of auxiliary disciplines, androgygics occupies a special place - adult pedagogy, which is engaged in research into the problems of education, self-education, and education of adults. The tasks of andragonics are the definition of the content, organizational forms, methods and means of teaching adults, whose cognitive process, to the best of psychological factors, differs from the childish one. Pedagogy, taught in universities (in junior and high school pedagogy, as we know, is not studied) is located at the junction of general pedagogy and androgogica. Often the choice of one or another method of upbringing and education in an institution of higher education depends not only on the laws of pedagogy, but on the talent of the teacher himself — the teacher, on his individual abilities and characteristics of the pupils. This largely relates pedagogy not only to science, but also to art — through creative rethinking of pedagogical activity. This opinion is confirmed by the statement of the famous Russian teacher KD Ushinsky: “Pedagogy is not a science, but an art, the most extensive, the most complex, the highest and the most necessary of all the arts. The art of education is based on a multitude of extensive and complex sciences, as art, besides knowledge, requires abilities and inclinations, and as art, it strives for the ideal eternally attained.

Pedagogy interacts with these disciplines, uses their information, and at times and methods in analyzing phenomena, which makes it possible to penetrate deeper into the essence of the pedagogical process, to develop more objective criteria for the activities of those who educate and educate and those who are taught, and also to substantiate more reliable practical advice. Higher education pedagogy has its thesaurus and operates with such basic concepts: development, training, education, upbringing, vocational training, self-education, self-education, the pedagogical system, the pedagogical process, pedagogical activity, etc. A student's development is understood as diverse and regular changes in his individual psyche, as a result of which a new qualitative state of personality arises. The process can occur along the ascending (progressive) or descending (regressing) lines (in this case, the student degrades - loses positive properties without acquiring new ones). At the same time, pedagogy identifies the general, moral, physical, mental and professional development of the individual. Learning is an interdependent, focused, organized and systematic process of transferring knowledge, habits, skills and the process of mastering them. Training is the main way to get a fundamental education. Education is inextricably intertwined with education. During upbringing,

certain qualities and properties are formed, and during training they acquire certain knowledge, skills and abilities. Education is interpreted, firstly, as a process of mastering a certain system of knowledge, habits and skills, and secondly, as a result of their assimilation, which is found in the appropriate level of theoretical and practical preparedness and development of human intellectual forces. On their basis, the worldview, moral qualities of the person, creative abilities, etc. are formed. In a broad sense, education is a process of systematic and purposeful influence of society on the development of a person through the creation of conditions for the productive social and cultural activities of its members. In the disciplinary pedagogical meaning, education should be understood as a purposeful, organized system of influencing people in the interests of forming certain ideological positions, moral ideals, norms and attitudes, aesthetic perception, high aspirations, and the need for systematic work. In a narrow sense, upbringing acts as a special pedagogical or practical activity regarding a certain aspect of upbringing (moral, legal, environmental, professional, civil). Self-education is a purposeful, conscious activity of a student regarding self-improvement and the formation of the necessary qualities and characteristics of a person. Self-education is a purposeful independent work of a student on the acquisition, deepening and improvement of knowledge and skills.

The interrelations of pedagogy as an academic discipline with pedagogical science and social practice are linearly correlated between the corresponding components. The purpose and objectives of the discipline are formed and changed under the influence of social factors, primarily macro factors, which include the level of production, ideas about the development prospects of the world community and a particular state, reflected in the program documents. The indicated goals are refined in view of the subject of science by defining the range of disciplines corresponding to the structure of science, specifying the methodological basis. And the content of the academic discipline is determined by a set of theories of the studied science, and also, which is important, traditional and innovative practical experience illustrating or problematizing the laws under study; personal experience of students in the field studied scientific discipline.

The logic and methods of teaching the discipline are traditionally determined by existing technologies of teaching on average, experience and technologies of teaching in higher education, whereas, in accordance with the presented model, they should be adequate to the essence of basic science, the logic of its development, methods and techniques of basic science research. As can be seen from the analysis, each of the components of the academic discipline is influenced by both the basic scientific discipline and social practice; in addition, each component of the

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discipline is influenced by the relevant aspects of the related categories of pedagogy. The developed model can be used to identify the nature of the influence of social practice and pedagogy as a scientific discipline on the structural components of the educational discipline "pedagogy" as an academic discipline in a specialized (pedagogical) or non-core, for example, medical school.

Pedagogical activities aimed at the formation of a society are dictated by the society itself, the peculiarities of its historical development, needs and goals. Accordingly, the goals of pedagogy, as an academic discipline and practical activity in different countries and eras, differ. Various schools of pedagogy as a science form their own attitude towards the goals and tasks of pedagogy, as a scientific and academic discipline.

But at the same time, modern pedagogy of developed countries is distinguished by heterogeneity, a significant number of theoretical and philosophical platforms that do not coincide with each other, which makes Russia partially adopt their experience. Each pedagogical concept offers its own solution to the problem of the goals of pedagogy. The pedagogy of existentialism aims to equip a person with an experience of existence based on trust. The pedagogy of neo-Thomism stands for the upbringing of man, whose ideal of life is faith. The task of education is determined by the eternal requirements of Christian morality, they must be put forward by the church as an eternal, unchanging and most stable social institution. Novohumanistic pedagogy, which develops on the basis of neopositivism, sees the goal of upbringing the formation of an intellectual personality. Pragmatic pedagogy proceeds from the fact that the present upbringing is not an external influence, but the development of the properties and abilities with which a person is born. In order to prepare a person for life, upbringing should ensure his growth in the practical sphere, shape experience, develop a practical mind. The purpose of education is preparation for life. The task of education: the awakening and development of internal activity aimed at achieving the life goals of a person; fostering enterprise, social correctness, etc. The pedagogy of neo-behavioralism sees the main goal of education in the formation of a "controlled individual" - a real citizen who perceives the system, adheres to the rights and duties of a democratic society. So, in contrast to domestic pedagogy, for which there has always been a characteristic certain monism (unity of command) and the globalism of ideas, the modern pedagogy of developed countries follows the course of practicality, moderation and attainability. This is reflected in the new concepts of pedagogy in our country. Pedagogy, as a scientific discipline, sets more specific, practical tasks. So the objectives of the study of pedagogy in the university are: substantiation of the methodological and theoretical foundations of the

pedagogical process in higher education at the present stage of the development of science and humanity; studying the essence, characteristics and patterns of the pedagogical process and its components: training, education, moral, psychological and psychological preparation, development, self-education and self-education in accordance with the requirements of national regulatory legal acts, educational programs (as we indicated earlier) and the Bologna process; development of methodological systems and individual methods of socialization and professional training of future specialists, their upbringing and development; development and concretization of the principles of training and education of students (listeners), their professional, moral-psychological and psychological preparation in accordance with changes that occur in the life of society, market economy, etc.; identifying and justifying the conditions for the successful implementation of the requirements of the principles of training and education for activities in various fields; identifying ways to improve and develop organizational forms of educational work; forecasting the development of the pedagogical process, depending on the prospects of science and the needs of society; the formation of students' motivation to work, competition, an active social and cultural life; the disclosure of the basic laws, goals, content, methods of self-education and self-education of students (listeners), methods and techniques of their stimulation among different categories of people; introduction of new pedagogical technologies of education, training, vocational training, education, etc. into the system of higher education. At the same time, the principles of education, upbringing and pedagogy in general imply respect for the personality of a person, including a child, purposefulness of the educational process and focus on the best moral and psychological qualities of the process participants, systematic, unity of pedagogical requirements and methods, humanization, democratization, environmental and cultural responsibility.

Conclusion

Pedagogy as a science is the result of cognitive activity and the accumulation of data on the upbringing and education of people, as a social practice - experience, methods of upbringing and education, and as an academic discipline - a studied area of knowledge about pedagogical activity. Moreover, all three categories are closely related and mutually influence each other, revealing common components and concepts, for example, upbringing, education, self-education, and self-education. At the same time, pedagogy as an academic discipline (located directly on pedagogy and androgogics - the science of adult education) is based on the principles of respect for the personality of a person, including a child, purposefulness, moral, selectivity, systematic,

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unity of pedagogical requirements and methods, humanization, democratization, liability, etc. The main goals of pedagogy as a scientific discipline are mastering theoretical knowledge, practical skills and their use (didactic goals), forming a world view, scientific beliefs (educational goals), developing the creative independence of future teachers, thinking, attention, memory (developing goals). At the same time, they can be supplemented with other goals

depending on the specifics of the national educational system. Similar goals form the tasks of the "Pedagogy" academic discipline: substantiation of the methodological and theoretical foundations of the pedagogical process in higher education at the present stage of the development of science and humanity, the study of the essence of pedagogy and the principles of teaching, optimization of pedagogical activity, its forecasting, etc.

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