

PRINCIPLES OF PEDAGOGICAL ANALYSIS

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Annotation: This article presents some thoughts on the principles of pedagogical analysis. This, in turn, creates conditions for pedagogical practitioners, defines new ways and means for solving pedagogical tasks. The methodology of practice provides pedagogical scientists with information that ensures the relevance of technologies and approaches to pedagogical reality.

Key words: Pedagogical analysis, principle, development, educational process, problem, learner, educator.

Pedagogical methodology is the doctrine of principles, methods, forms of knowledge, procedures and the organization of pedagogical activity. These concepts are combined in two criteria. It covers the complex means of knowledge of pedagogical reality and the technologies of implementation of pedagogical reality.

In pedagogy, the concept of methodology has several meanings:

1. Methodology is the teachings of the scientific method of knowledge.
2. Methodology is a set of applied methods.
3. Methodology is the theoretical and practical types of activity, the possibilities and principles of organizing the system.

There are two levels of methodology: 1- the level of practical activity; 2- the scientific level. Level I of methodology is the doctrine of structure, logical organization, means and methods of activity. Level II of methodology: the doctrine of the principles of the structure, forms and methods of knowledge.

The general methodology of pedagogy is based on the following features:

adherence to the principles and basic requirements of materialistic dialectics;

adherence to the laws of the struggle of contradictions and unanimity, according to which,

taking into account the complexity and contradictions of the processes of educating and training people;

the transition from a quantitative to a qualitative indicator, which leads to a change in quality with an increase in the pedagogical impact;

the law of negation of negation, according to which, through the formation of positive virtues, knowledge, and skills in educational processes, it serves as an obstacle to the development of

negative vices inherent in people;

the dependence of the development of pedagogical processes on the socio-economic, political, and cultural, ethnic characteristics of society;

the dependence of pedagogical processes on the level of psychological and pedagogical thinking, the activities of educational institutions of society and its educational and educational organizations;

the primary basis of human consciousness and feelings, and the secondary basis of his attitude to the material world on philosophical views. Ensuring education aimed at the development of the individual.

The special scientific methodology of pedagogy is based on the following features:

having a comprehensive understanding of the human mind and psyche and the possibilities of pedagogical educational influence;

the characteristics of the development of the individual in society, in a group, in a team in the processes of collective useful activity;

the harmony of personal education and self-education.

This pedagogical scientific methodology is aimed at implementing certain tasks. These tasks are provided through methodological functions.

There is a two-level relationship between pedagogical methodology - this is the methodology of practice and the methodology of science:

1. The integration of scientific and practical methodology is carried out in pedagogical processes. This, in turn, creates conditions for pedagogical practitioners, defines new ways and means for solving pedagogical tasks. The methodology of practice provides pedagogical scientists with information that ensures the relevance of technologies and approaches to pedagogical reality.

2. The methodology of the interaction of practice and science helps to solve scientific and practical problems, develops theoretical methodological apparatuses of education. For example, in pedagogical fields, it is impossible to formulate the topic of scientific dissertations without determining the relevance of the problem, its goals and objectives, object and subject, and the development of an experiment. These approaches constitute the scientific apparatus methodology. The interrelation of practice and science ensures the effectiveness of innovative technologies of pedagogical activity, the purpose, essence and content.

The use of methodological approaches in pedagogy, firstly, determines scientific and theoretical problems, determines their hierarchy, develops strategies and main means of their solutions, secondly, serves to implement and organize, justify the modernization of technological mechanisms of educational practice, and determine the prospects for the development of

pedagogical science and practice.

The main approaches of pedagogical methodology include: personality, activity, semi-subject, axiological, cultural and ethnocultural. The subject of the education system includes teachers, students, parents, educational institutions, material bases and other factors. In this regard, education in the pedagogical system consists of the following principles. In particular;

The principle of personality: the principle of personality in pedagogy emphasizes the disclosure of the essence of the social, creative activity of the individual. It is determined by the recognition of the individual as a product of socio-historical development and as a means of expressing culture.

The approach of the personality principle implies the need to consider the result as a personal goal and the main criterion of effectiveness when implementing the pedagogical process, when constructing it. Activity approach: a type of activity determined by the factors and means of personality development. This factor studies the methods that ensure the coexistence of man, society and nature. Activity as an active form of man is included in the study of himself and the world, that is, it requires a comprehensive study of the processes of harmony with social reality and nature, in order to make fundamental changes, a person must change the ideal image of his actions, his thought-content activity. In this regard, he uses the tool of thought that ensures human freedom, well-being, and determines the level of development. It is precisely his attitude to understanding the world that serves to realize human desires. According to universal human cultures, by changing oneself, one can also change the face of the world.

Semi-subjective (dialogical) approach to the process of activity in which a person participates, a person is a very comprehensive and complex being. A person finds his human content in his communication with others. In this sense, a person is considered the result and product of communication with environmental factors. In other words, a person is considered as a factor of social group relations and interaction, determining the character of the system of relations.

Axiological (values) approach: serves as a kind of bridge between theory and practice. That is, it plays the role of a mechanism connecting practical and theoretical abstract levels aimed at understanding society, nature, culture, and human relations. The axiological approach in pedagogy means recognizing values in human life in society and implementing them in educational and pedagogical activities. Importantly, values are capable of creating conditions that will realistically ensure human potential. They express the foundations of a just society associated with the idea of a perfect person. Pedagogical values also change with changes in socio-economic conditions. The process of development of pedagogical science and practice undergoes a number of changes. However, the principles of the axiological approach in pedagogy are formed on the basis of humanistic (humanistic) values. Cultural approach: determines the connection of a person with culture as a system of values. The human soul embodies elements of culture. Based on the culture he has acquired, he not only develops it, but also introduces new things into it. As a result, a person becomes a creator of new elements of culture. In this regard, the assimilation of culture as a system of values is of great importance for the development of a person and his transformation into a creative person.

Ethnopedagogical approach: determines the organization and implementation of educational processes taking into account the national values, culture, customs, skills and traditions of the people. National culture gives content to the specialized environment in which a child is brought up. When introducing ethnopedagogical approaches, the application of pedagogical processes is focused on studying the characteristics of existing organizations and institutions and using their educational capabilities.

Anthropological approach: is based on the systematic use of all scientific data about man, and is taken into account in the formation of the pedagogical process. If pedagogy wants to educate a person in all respects, it must first know him in all respects. The main ideological methodology of the pedagogical anthropological approach is aimed at turning education into a symbol of human life. In this regard, the application of the anthropological approach to history, spirituality, biology, physics, mathematics and other disciplines serves to ensure the humanistic principle of pedagogy. In pedagogical processes, the anthrosystem is the student, the teacher, the students and the pedagogical team, or in other words, the pedagogue is an anthrotechnologist who has certain means to manage the processes of forming the student's personality [3]. Considering the development of the methodology of systematic analysis in pedagogy, the principles of a systematic approach such as the coherence of the goal, modular construction, hierarchy, development of functions, decentralization, ambiguity are considered to be an environmental system that determines the essence of the goal between the student, the learner and the developer. After all, it serves to ensure the activity of students and the methodological creativity of teachers and the integrity of the educational system. Thus, only systematic analysis allows us to integrate the specific parts of various problems. According to V. Golubkov, the educational method is “a method that is a highly effective means of systematization used in general areas of pedagogy” [3].

In conclusion, the use of methodological approaches in pedagogy is aimed, firstly, at identifying the scientific and theoretical problem of the issue, determining its hierarchy, developing a solution strategy and basic tools. Secondly, it solves the tasks of implementing mechanisms for technological modernization of educational practice, making decisions, organizing them, as well as forecasting the prospects of pedagogical science and practice.

References

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