



THEORETICAL APPROACHES TO THE CREATION OF PEDAGOGICAL CONCEPTS

Khasanov Abdushokhid Abdurashidovich

Associate Professor, University of Science and Technologies

abdushohid_1983@mailru

Khasanova Sabokhat Sadullaevna

Teacher of Applied Sciences at School 285 in Tashkent

xasanova1986@internet.ru

ABSTRACT

This article presents theoretical approaches to the creation of pedagogical concepts of the concept of implementation based on certain rules in the use of modern methods of teaching students in higher education institutions..

KEYWORDS

Pedagogy, system, methodology, approach, electronic education, concept, individual education, digital education, rule, direction, culture.

Introduction

The basis for the practical implementation of the Basic Rules of Digital Education as a pedagogical system, the creation and development of its methodology and didactics are pedagogical approaches, the effectiveness of which is assessed from three main positions: in terms of coordination of the content of the pedagogical approach with the historiography of the problem under study, practical significance for public use, then there is an adaptation of the content of the concept to modern educational conditions is carried out in terms of the possibility of obtaining the desired results, use it.

Education arose with the emergence of human society and existed throughout its history, performing from the very beginning the general function of transferring social experience from generation to generation.

The most important elements of social experience are all the data collected by mankind about the world around and methods of performing various types of activities, as well as the experience of their implementation, including a system of general intellectual and practical skills and abilities, i.e., objective knowledge, experience. Mastering social experience for an individual means not only obtaining a certain amount of information, but also studying the methods of activity that are the result of IT (experience), that is, individual assimilation of it and thereby the formation of social experience. The process of transferring knowledge, skills and abilities to perform various types of activities, that is, the formation of important personal characteristics in a person and the pedagogical system that determines the process of this formation, is the subject of pedagogy [1].

METHODS

The educational process, closely related to the material base of the development of its society, has gone through several stages in its formation and development, the transformation of which is considered in addition to the educational system and is associated with a combination of internal factors. The most important of them are the level of development of industrial production, the dominant economic system, the level of development of pedagogical science and the dominant educational paradigm, the goal of Education, which is understood as “a separate society, country, self-consciously determined expectations, and the state seeks to achieve them in the present and near future. using the existing education system” [2. With. 38].

Historically, in different periods, the goal of Education was set in different proportions by a person, society and the state, personally prepared depending on the level of development of the productive forces and production relations in the country, the economic base, production relations, and now the political system and a number of other factors are invested in it [3].

The strategy for achieving the educational goal, offered by society to the student through state and public educational structures, is an educational paradigm, “its implementation requires the creation of an appropriate educational space, which is carried out when the educational process is turned on, with the help and guidance of other persons, with the exception of the educational environment, which [4].

RESULTS

Currently, the practical technology for implementing the existing educational paradigm in higher education is classified as a pedagogical concept, which is defined as follows:

a system of views on the relationship of processes and phenomena, and concepts in Nature, Society from the point of view of a scientist;

There is a known way of interpretation, understanding of phenomena, processes, m'lum look at the universality of phenomena, the leading idea for their systematic coverage... the leading idea in the structure of the theory [5];

historically conditioned, scientific knowledge and updated by the progress of society, ideas about the phenomenon under study, views, a system of basic ideas;

“A concept is a set of basic rules that fully and comprehensively reveal the essence, content and features of the phenomenon under study, its existence in reality or in practical human activity” [6];

The main idea of the study, or known, is a form of presentation of the results of the study, which has a theoretical design and a well-defined logical structure [7].

Taking into account the peculiarities of pedagogy as a science, the pedagogical concept is understood as follows:

the strategy of pedagogical activity underlying the corresponding theories;

a system of generalized rules or views on understanding the essence, content, methodology and organization of the educational process, as well as the features of the activities of teachers and students in the process of its implementation;

“A complex, purposeful, dynamic system of fundamental knowledge, fully and comprehensively revealing its essence, content, features of the pedagogical phenomenon, as well as the technology of working with it in modern conditions of education” [8].

Analysis of the definition of the pedagogical category "pedagogical concept" allows us to identify the common, most important features of the scientific pedagogical concept and, accordingly, its main components:

- the presence of the main idea, reflecting the author's position on the problem under consideration;
- its validity, its reliance on general scientific rules, the conditionality of the concept by the development of scientific knowledge in the fields of pedagogical science and related knowledge;
- consistency of rules and conclusions, relationship with M'lum and proven methods;
- approval of theoretical rules by the results of practical testing, which makes it possible to determine the structure and functions of a pedagogical concept based on the methodology for constructing concepts and the methodology of pedagogy.

In the pedagogical concept "... two functions are combined - scientific-theoretical and constructive-technical (normative, regulatory)" [9, p. 73]. Accordingly, the main components of the pedagogical concept together determine the implementation of both scientific-theoretical and constructive-technical functions of the organization of the educational process, while in relation to the topic of scientific research, training is carried out on e-learning.

For a detailed consideration of the pedagogical concept of organizing digital education in higher educational institutions, we single out the following components in the structure of the pedagogical concept:

- value-target reference module, revealing the socio-cultural aspect of the proposed pedagogical concept of organizing digital education in higher educational institutions, including the main idea, goal, values, conceptual and categorical apparatus of learning;
- a module of theoretical content, the theoretical rules of which include methodological approaches used as sources and components of the main idea of the pedagogical concept of organizing digital education in higher education institutions;
- certain pedagogical laws and basic principles of organizing the educational process in educational institutions of different levels, as well as popular pedagogical models and pedagogical technologies that ensure the achievement of the pedagogical Goal, revealing logical and epistemological data in the aggregate;
- An aspect of the proposed pedagogical concept of organizing digital education in higher education institutions;
- the proposed pedagogical model of the process under consideration, its normative-technical and technological components, which together provide the practical aspect of the proposed pedagogical concept of organizing digital education in higher educational institutions, "provides a common understanding of what the content and process of educational activities should be, how they should be carried out and change as they should be" [9, p. 185].

The definition of a pedagogical concept as a system of knowledge about a pedagogical phenomenon, combined with a leading idea, and in connection with the socio-cultural (value-semantic interpretation), logical-epistemological (objective meaning), practical (normative foundations) aspects, in general, it is possible to implement scientific-theoretical and constructive technological function.

The following figure 1 shows the structure of the pedagogical concept of organizing digital education [10, p. 109].

DISCUSSION

A practical tool that allows you to implement the methodological principles of scientific analysis of pedagogical phenomena, processes, phenomena, is a methodological approach. I.V. Blauberg and E.G. Yudin define the methodological approach “as a fundamental methodological direction of research, as a point of view considering the object of study (method of object identification)”.

N. Stefanov describes the methodological approach as "a set (system) of principles that determine the overall goal and strategy of the relevant activity." A.Yu. Petrov defines the pedagogical category "methodological approach" as having two multiplies:

- firstly, the pedagogical category "methodological approach" is considered as the initial principle, the main position or belief underlying the research activity of the researcher;
- secondly, the pedagogical category "methodical approach" determines the direction of study of the object (subject) of the study, determines the purpose of scientific research, its object and subject, its planned results.

The most general definition today is given by N.V. the principles that form the basis of the research strategy; methods, methods, procedures that ensure the implementation of the chosen strategy in practice. [11, p. 12].

The complexity, versatility inherent in all phenomena of pedagogical reality, their two-way connection and interdependence, the emergence and development of many methodological approaches that reflect the characteristics of a particular field of science in pedagogical science, have led to their use in pedagogical practice.

The choice of a specific methodological approach from the M'lum set for scientific research or from a set of specific methodological approaches is determined by the need to obtain objective, reliable scientific M'lumats that allow creating a complete picture of the pedagogical phenomenon being studied. The objectivity, accuracy and reliability of the results obtained directly depend on the choice of a specific methodological approach to conducting pedagogical research, the main conditions of which are the following:

- methodological approaches chosen by researchers should be adequate, that is, fully consistent with the goals and objectives of pedagogical research;
- to obtain an objective and holistic picture of the studied pedagogical phenomenon, it is necessary to use not one, but several approaches corresponding to one or several levels of methodology;
- the set of methodological approaches used in the study does not include mutually negating approaches;

The methodological approaches used in pedagogical research should complement each other, which makes it possible to study a specific object comprehensively and in all its respects [11, p. 14].

As a methodological basis for the pedagogical concept of organizing digital education in higher educational institutions, the Basic Rules of axiological, environmental, systemic, cultural, technological and informational approaches are used.

The main definition, the formulas of the main rules, the postulates of the study, as well as the connections between them, which must be considered within the framework of the concept, constitute its only conceptual and categorical apparatus.

The main concepts that provide scientific, methodological and technological support for digital education in higher educational institutions are the following pedagogical categories: “virtual educational environment”; "pedagogical situation"; "educational situation"; "the purpose of individual

learning"; "educational process", "individual educational trajectory of the student" - the definitions are specified and corrected in the learning process [12].

The core of the concept is the basic theoretical rules, laws and principles of the functioning of the process under study, recognized and tested in the practical activities of professors and teachers, based on the applied theoretical and methodological scientific foundations. The formation of the core of the pedagogical concept on the basis of previously achieved theoretical developments and practical results makes it possible to theoretically and practically expand the understanding of the process, to determine the ways and directions for the further development of the process [13].

In our study, the core of the concept is optimized from the point of view of the logical and semantic model of the educational space and educational environment, time and other parameters that contribute to the effectiveness of the educational process, as well as the mathematical apparatus that determines the construction of the educational process. individual educational trajectory of the student in the educational space of the university.

CONCLUSION

The content and semantic content of the concept of organizing digital education in higher educational institutions is a process put forward within the framework of the concept, the process being studied, reflection and implementation of theoretical rules, carried out in the form of a subject. or models of its individual parts, aspects, as well as stages, levels, implementation systems, which allows

The content of the components of digital education in higher educational institutions as a pedagogical system includes promising individual goals of Education; conducting a prophetic pedagogical examination; means of communication; educational materials; participation of the student, pedagogical and expert community as subjects of the educational process.

The pedagogical conditions for the effective functioning of digital education as a specific pedagogical process are a system of specially selected conditions under which the achievement of the highest efficiency indicator of the process under study is ensured.

Studying a concept allows you to empirically test its basic rules.

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