

## PRINCIPLES OF PEDAGOGICAL SCIENCE

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### Abstract

This article reveals the main principles of pedagogy, the importance of student-oriented approach, contextualization of education, holistic approach, and the principles of reflective action.

**Keywords:** principles of modern pedagogy, pedagogical research, education, contextualization of education, student-oriented approach, reflective action.

**Enter.** Pedagogy as a social science has a unique position in the field of education. It serves as a basis for understanding the nuances of teaching and learning processes. In this part of the study, we will enter the multifaceted world of pedagogy, consider its role in the formation of the educational landscape, the main principles covered by it, and the dynamic character of pedagogical processes. In research, pedagogy is usually called "the science of education" or "the art of education." These two views are not for nothing. Russian researcher K.D.Ushinsky expresses his thoughts on this issue as follows: "Science only studies things that exist now or have existed before, but art seeks to create things that do not yet exist, and the goal and ideal of creativity is its existence in the future. causes to be. Of course, art can have its own theory, but art theory is not a science; theory does not state the laws of existing phenomena and relationships, but defines the rules of practical activity, these rules are based on science... That's why we call pedagogy not a science of education, but an art."<sup>1</sup>

### The obtained results and their analysis

The science of pedagogy has its own object, goals and tasks, and has its own specific scientific problems for research. In this sense, pedagogy is one of the forms of social consciousness and a science with its own specific knowledge system. In existing dictionaries, the meaning of the concept of science is expressed as follows: Science is a system of knowledge about the world, one of the forms of social consciousness. It includes activities related to the acquisition of new knowledge, as well as the product of this activity - the knowledge that forms the basis of the scientific view of the world; represents some areas of human knowledge. The direct goal of science is to describe, explain, predict the processes and events of this reality based on the

<sup>1</sup> Ушинский К.Д. Человек как предмет воспитания. Монография. [http://dugward.ru/library/pedagog/ushinskiy\\_chelovek1.html](http://dugward.ru/library/pedagog/ushinskiy_chelovek1.html)

discovery of the laws of the reality that is the subject of its study. Based on this definition, pedagogy fully corresponds to the concept of "science"<sup>2</sup>. Because the field of human knowledge related to education and upbringing finds its expression in it; in it, the processes and events related to these concepts are described, explained, and scientifically predicted as the subject of education and training.

Pedagogy is a social science that seeks to systematically study and understand the processes of teaching, learning and educational development in society. In our opinion, the following main principles illuminate the essence of pedagogy as a social science:

**1. The principle of learner-oriented approach.** Pedagogy deals with the learner and his needs. It recognizes that learners are not passive recipients, but active participants in the educational process. This perspective is consistent with the principles of constructivism, which suggests that knowledge is actively constructed by learners through interactions with their environment and peers.<sup>3</sup>

**2. The principle of contextualization of education.** Pedagogy takes into account the influence of socio-cultural and environmental factors on education. The pedagogical process is not universal; it differs in different cultures, societies and contexts according to the socio-political situation, educational and spiritual level of this group. Such flexibility of education is the main factor in meeting different needs of students. Decontextualized education does not intersect with the needs of a particular society, the system of socio-philosophical views, national identity and spirit, values and traditions, and as a result, its level of effectiveness decreases.

**3. The principle of a holistic approach.** Pedagogy considers education as a holistic work that includes cognitive, emotional, social and moral development. It takes into account that the goals of education go beyond simply conveying facts, but to educate well-rounded individuals with critical thinking, problem-solving, and ethical decision-making skills.

**4. The principle of reflective practice.** Pedagogy encourages teachers to engage in reflective practice in which they critically analyze their teaching methods and strive for continuous improvement. This reflective approach is important in improving the quality of education.

Pedagogy as one of the forms of social consciousness is constantly changing and developing. Because the demands of society, attitudes and demands towards education and training will never be the same for two periods. Between yesterday's and tomorrow's demands and needs in this regard, today's special needs and demands will always exist. In this regard, one of the local researchers, N. Duschanova, expresses the following opinions: "The modern pedagogical approach is a mechanism that adapts education to the needs of the times and increases the vitality and sociality of education. The research and implementation of modern approaches to reforming education is the object of pedagogy, and pedagogy is a field that continues to grow,

<sup>2</sup> <https://qomus.info/encyclopedia/cat-f/fan-uz/>

<sup>3</sup> Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press

change and improve as one of the forms of social consciousness. Each period has its own learning problems, approaches to it, and scientific research methodology. At the same time, there are general laws for each period, which form the basic principles and concept of the methodology. This dynamic nature of pedagogical processes reflects the changing needs of students, technological advances, and changing demands of society. Below are some examples to illustrate this variability.

Example 1. Traditional and modern teaching methods.

The science of pedagogy is witnessing a significant shift from traditional teaching methods characterized by teacher-centered learning and memorization to modern approaches that emphasize active learning, collaboration, and the use of technology. This transition is consistent with the principles of constructivism and experiential learning.<sup>4</sup>

Example 2. Pedagogical adaptation to the digital era.

The digital age has changed the way of education. Pedagogy is adapting to this technological revolution by incorporating online learning platforms, virtual classrooms, and personalized learning experiences. This adaptation provides greater flexibility and accessibility in education.

Example 3. Inclusive pedagogy.

Inclusive pedagogy emerged as a response to the recognition of diverse learning needs and the importance of equity in education. It aims to create an inclusive environment where all students, regardless of their abilities, backgrounds or identities, have equal opportunities for success.

**Summary.** Pedagogy as a social science includes the basic principles of learner orientation, contextualization, holistic development, and reflective practice. The variability of pedagogical processes is clearly manifested in the transition from traditional teaching methods to modern methods, in the integration of technology, in the inclusion of inclusive pedagogy. Understanding and adapting to these principles is critical for educators seeking to navigate the ever-evolving education landscape.

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<sup>4</sup> Dewey, J. (1916). *Democracy and Education: An Introduction to the Philosophy of Education*. The Macmillan Company.