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Use of Scientific-Research Methods in Teaching the Science of Pedagogy

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Abstract: *This article analyzes the specific laws of education and the use of certain methods in the teaching of general pedagogy, including the effective use of research methods.*

Keywords: *legality, education, teaching rules, systematicity, scientific nature of education, consciousness.*

INTRODUCTION

A general understanding of the laws of education. It is known that the success of a teacher's work depends on how well he implements general didactic principles (laws) from the content, methods and organizational forms of education. Legitimacy is a stable, necessary, proportionality and important connection between one or another events and processes. Therefore, in the educational process, it is necessary to carry out education, education and the general development of students as a whole. Educational laws are a set of requirements for the teaching process. We call the principles (laws) of education, the rules and regulations that serve as the basis for teaching all the stages of education and all subjects. The laws of education reflect the most important internal relationship between the student and the teacher. Its rules are derived from the principles of teaching, and they reflect the specific rules of one or another principle. It is important for every teacher to understand that the effective construction of the educational process is the complete and interactive use of pedagogical laws, rules, and didactic rules that have proven themselves in the work, creatively using them to solve new problems in the current conditions. means In order to choose alternative aspects of teaching, it is necessary to take into account the whole set of laws and didactic rules.

MATERIALS AND METHODS

In the past, our famous scholars paid great attention to the principles of education. For example, Abu Nasr Farabi and Abu Ali Ibn Sina explained these principles in their works. In particular, Ibn Sina, an encyclopedist, was interested in the principles of didactics, especially instructional teaching, in his works. The scientist taught the formation of imagination that correctly reflects the objective reality due to the fact that a person perceives real things or their images. Certain important requirements for its effective organization arise from the laws of education, which are called the rules of education. Knowing the rules of teaching allows you to choose the necessary teaching methods more reliably. Summarizing the above opinions of pedagogues, we can say as a conclusion that the principles of teaching are the main guiding rules that determine the nature of teaching in accordance with the goals of education and upbringing of the young generation. Leading rules of teaching. Educational rules include the basic laws and guidelines for the activity of teaching and the assimilation of scientific knowledge by students, the formation of relevant skills and qualifications. At the same time, the teaching rules generalize a number of requirements that enable the successful implementation of both activities, i.e., the tasks set by the teacher and the student [1].

RESULTS AND DISCUSSION

Educational rules are the sum of the basic laws and rules of the direction of learning and teaching processes aimed at realizing the goals and tasks of universal education, assimilation of scientific knowledge by students, formation of knowledge and skills. Didactic rules are grouped differently in the pedagogical literature created by scientists in recent years. Based on these, it is possible to indicate the following rules of education. 1. The rule of education being scientific. 2. The rule of systematic and consistent education. 3. The rule of unity of education and upbringing. 4. The rule that theory is related to practice in education. 5. The rule of awareness, activity and independence in education. 6. The rule of instruction in education. 7. The rule of taking into account the characteristics of each student in the educational process and matching the education to the student. 8. Thoroughness. 9. Educative nature of education. The rule of education being scientific. Scientific knowledge is a true reflection of reality. The rule of scientificity of education is necessary in order to create the right conditions for the student to reflect, understand and master the laws of the educational material. Understanding the theoretical rules is an important sign of interpreting the material on a scientific basis, and it determines the features of the student's thinking activity. In the process of acquiring scientific knowledge, students develop a scientific outlook and beliefs. Thinking develops. The principle of scientific education is aimed at equipping students with scientific knowledge in accordance with the level of modern science and technology development, introducing young people to scientific research methods. The rule of systematic and consistent education. Systematic presentation of the teacher's knowledge allows students to understand the structure and logic of the subject, distinguish the main idea and basic rules of science, and determine the internal connection between the phenomena of nature and society. The choice of an alternative structure of the lesson content requires taking into account the systematic rule of didactics in teaching. The systematicity of teaching is a guarantee of success in teaching, it organizes thoughts, facilitates and improves the assimilation of knowledge, skills and abilities. It is necessary to teach consistently in education, so that the knowledge learned today strengthens what was learned yesterday, and prepares the ground for what will be learned tomorrow. The systematic nature of education depends on its consistency.

The rule of unity of education and upbringing [2]. It is necessary to educate and educate young people and implement their general development as a whole. In the educational system, the rule of the unity of education and training is one of the main and leading rules. It is important to correctly determine the educational aspects arising from the content of major and minor topics covered in the educational process and to ensure their implementation together with education. So, the entire educational process is characterized by two interdependencies: knowledge of life and the process of formation of attitude towards it. There is always an integral unity between education and upbringing in school, which ensures the integrity of the pedagogical process. The unity of education largely depends on the correct organization of the educational process and the ability to use various methods and methods of teaching. The unity of education largely depends on the correct organization of the educational process and the ability to use various methods and methods of teaching. In particular, to ensure unity of education and upbringing [3]:

a) that the content of the educational materials presented is also scientifically and ideologically correct; b) to reveal the scientific and educational essence of the subject being taught, to create an opportunity to use hadiths and wisdom in the educational process; c) thorough and solid assimilation of the described scientific knowledge and its application in life; g) creating a problem-solving process in education, increasing attention to ensuring students' interests, activity and initiatives; d) in the educational process, it is necessary to ensure the education of students' sense of organization, discipline and responsibility, mutual assistance.

The rule of consciousness, activity and independence in education. This rule provides for the organization of education in such a way that students consciously and actively acquire scientific knowledge and methods of their practical use. They have creative initiative and independence in educational activities, thinking, speech culture and scientific outlook, faith. The rule of awareness and activity in the teaching process implies the development of thinking and speech in students. Students' activity in the educational process is primarily their mental activity - thinking activity. Accordingly, the rule of conscious mastering of education, on the one hand, implies independent and active thinking of students, and on the other hand, during this process, it implies educating and developing students' independence and activity, as well as logical thinking activities. holds The rule of awareness and activity requires teaching students creative ways of working and teaching [4].

The rule of instruction in education. This rule is one of the didactic rules, which increases the quality of the teaching process and facilitates students' learning. The principle of instruction facilitates understanding and allows connecting theoretical knowledge with life and practice. This rule requires the mobilization of sensory organs such as sight, hearing, smell, taste, skin, muscle movement on the object in one way during the teaching process, and also increases interest in the studied phenomena, knowledge helps to master it more thoroughly.

The rule of connection between theory and practice in education. In didactics, it is the most basic and leading rule to connect education with life and production practice.

Along with the theoretical explanation of each subject, it is necessary to study its practical aspect and ways of applying it to practice [5]. Therefore, the goals and tasks of a well-rounded human education, the content of education, teaching methods, and forms of organization of education are based on the unity of theory and practice. As a result of the consistent implementation of the principle of the unity of theory and practice in the educational process, students will understand the fundamental essence of the educational material, the laws of nature and society's development on a scientific basis, and will have the knowledge necessary for their future practical activities. they form skills, abilities and competencies. This rule is strongly connected with the scientific rule of education. As the students improve their knowledge and master it, while studying science theoretically, they learn that science appeared due to practical needs, how it develops production forces, innovations in the field of technology and economy continue to develop science, and science, in turn, they learn that it helps to improve production and improve life.

CONCLUSION

In short, educational rules are an important link between the teacher and the student. In pedagogy, the teacher's good knowledge of the laws of education and his ability to apply them in practice provide students with good knowledge.

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