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SUBJECT: CONTENT AND ESSENCE OF PEDAGOGICAL RESEARCH

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Abstract: This article describes the content and essence of pedagogical research, its practical application, the priority tasks of science, the creation of new methods in the process of education and training.

Key words: Science, science, methodology, scientific methodology, scientific research, scientific research methodology, scientific knowledge, methodological support.

Peculiarities of pedagogical research as a social-humanitarian research. Science is a special type of cognitive activity aimed at developing objective, systematically organized and grounded knowledge about the world. Nature, social life, man, his mind, psyche and activity, art, manners, religion, education, and science are embodied in the focus of science.

The priority task of science is to have a scientific-theoretical description, to generalize and systematize objective knowledge about real reality ("What is an object?"), the modern stage of the development of science is a projective-constructive (normative, technological) function (" What should the object be?"), the search for truth in object learning remains related to the identification of strategies and directions of feedback.

Academician V. V. Krayevsky has repeatedly emphasized that the science of pedagogy should be based on practice. In this regard, one of the priority issues of pedagogy is the scientific justification of the pedagogical system. In other words, any pedagogical innovation should be scientifically based! In this situation, the scientific-theoretical function of pedagogy, unlike the constructive-technical task, has a priority and system-forming description.

The creation of a scientifically based system of education and upbringing, its new methods, is the understanding of pedagogical phenomena in the process of theoretical research.

Only on this basis, it is possible to fully understand the prospective direction of pedagogical activity, to ensure the impact of science on practice. In particular, on the basis of the globalization and internationalization of education and science, an international higher education space is formed, and it can be the object of pedagogical research.

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Undoubtedly, one of the tasks of such research is the importance of determining the nature of this phenomenon, its legal connections, and the socio-cultural factor that ensures its functioning and development. In these studies, the prediction of trends, alternative development options, and the scientific justification and design of various normative models of the cultural-historical paradigm, social-cultural essence, dynamics of values and development strategies of the international educational space are of urgent importance.

In fact, as noted by Professor V.V. Serikov: "In many cases, the question of what to teach and how to teach a person depends on traditions, experience, "requirements of the time", social, economic, and sometimes "revolutionary" goals. At the modern stage, the problem of science in the context of culture, as well as the creation of relations according to the "culture-science" system, is very urgent. According to V. S. Stepin: "The process of scientific knowledge is connected not only with the internal characteristics of the studied object, but also with many factors that acquire a socio-cultural character.

When we consider science in connection with historical development, we can clearly understand that with the change of culture forms and types, the models of scientific knowledge, the manifestation of reality in science, and the ways of thinking are changing, they are formed in the context of culture and its various It is natural to reflect the effects of phenomena. This effect can be presented as the inclusion of various socio-cultural factors in the process of creating one's own scientific method of knowledge.

Within this relationship, the object of scientific reflection is science itself, as well as the socio-cultural context that grounds the practicality and development of science. For the modern era, the scope of science and information in all spheres of social life is unique.

V.A. According to Lectorsky, the main wealth in developed countries is manifested in the creation, popularization and consumption of new knowledge. It is the attitude towards knowledge, the possibilities of its creation and application that increasingly determines the division of society into social strata and the division into countries and regions based on the importance and prestige of the new world order. It talks about new technologies and knowledge that can be used to design practical activities in mutual cooperation. However, due to global crises, the problem of searching for new worldview directions of a person arises. According to V.S. Stepin, modern science is full of a number of global problems, completely new types of objects which requires reconsideration of the basis of science and effective research strategies.

In the 21st century, the increase in the creative power of science and the fact that it has become a productive force indicates the relevance of scientific research. The methodology of each science is a component of science, and the development of

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science is its perfection! depending on the creation of the methodology. Science is a system of knowledge about objective existence, a scientific theoretical reflection of reality. In the current process of globalization, first of all, a scientific approach to every information, and besides, science is now the answer to the social, economic, and spiritual development of society is the demand of the time.

The dialectical nature of science, the demand of the times, the prospective function of the society, requires the improvement of the methodological basis of each science. 0 in turn, the rapid development of sciences; the content of continuous education changes every 3-4 years;

It requires the development of a methodology for scientific methodical provision of the urgent problem of raising a well-rounded generation with all-round development and intellectual potential.

Each new step in science can be enriched only by relying on previous achievements:

- new knowledge is a more complete and accurate form that perfects old knowledge and reflects reality more clearly;
- the development of past science prepares the ground for a new science;
- only the elements of the past knowledge that correspond to the scientific theories of the present period are important.

In the dictionary of philosophy: "Science is a field of human activity characterized by the preparation and theoretical systematization of objective knowledge about reality. "In the course of historical development, science becomes a productive force and an important social institution."

N. Shermuhammedova comes to the following conclusion about the essence of science: generality and systematicity; universality (intersubjective); objectivity (knowledge does not depend on the subject); availability of special knowledge methods (theoretical and experimental); validity (verification); criticality (falsification); complementarity (from coriuscular-wave dualism to P. Faierbend's methodological anarchism); succession (manifested in the principle of matching). In science, sciences are divided into two categories: natural sciences and social-humanitarian sciences, i.e., sciences that study people. All sciences can be called natural, because man himself is a part of nature, so his spiritual and material activities are closely related to nature, like the activities of all living beings.

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