

METHODOLOGY OF TEACHING OF PEDAGOGY

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Abstract: Any science, including pedagogy, can develop if it is filled with more and more new facts, and in turn, theoretical principles that require their collection, interpretation, explanation, scientifically based research depending on the set. called methodology. The methodology describes the components of scientific research, its object, the subject of analysis, research tasks, the set of research tools necessary to solve them, as well as creates an idea about the sequence of actions of the researcher in the process of solving research tasks .

Key words: Methodology, pedagogical terms, methodological principles, scientific indicators, analysis, theory.

Methodology is really embodied in methodological principles. And they, in turn, provide practice with science-based guidelines and common criteria for success. Therefore, it is necessary to reveal the main methodological principles at the same time as analyzing the concept of methodology.

The purpose of my work:

- 1) Analysis of the concept of methodology:
- 2) Revealing the main methodological principles:
 1. Analysis of the concept of methodology:

Some researchers consider methodology as the doctrine of structure, logical organization, methods and tools of theoretical activity, others - about the principles and procedures of forming and applying methods of understanding and changing reality; the third - about the most general principles of solving complex practical problems, research methods; the fourth - theoretical and practical about the system of principles and methods of organization and construction, as well as the teaching of this system; fifthly, about the basic (basic) rules, structure, functions and methods of scientific and pedagogical research, sixthly, it is "the system of principles and methods of organizing and building theoretical and practical activities, as well as about this system the famous pedagogic methodist V.V. Summarizing the achievements in this field, Kraevsky said, "the methodology of pedagogy is a system of knowledge about the foundations and structure of pedagogical theory, the approach and methods of obtaining knowledge that reflect pedagogical reality, as well as the programs, logic and foundations of such knowledge and its justification. methods, assessment of the quality of special scientific pedagogical research. [5]

"According to V.I. Zagvyazinsky, pedagogical methodology includes: the structure and functions of pedagogical knowledge, including the teaching of pedagogical issues; fundamental socio-pedagogical rules (theories, concepts, hypotheses); teaching how to use the acquired knowledge to improve practice; teaching about the logic and methods of socio-pedagogical research. Teaching about scientific knowledge and changing the world There are other definitions of methodology as a term. In modern literature, methodology is primarily understood as the methodology of scientific knowledge, that is, the doctrine of building principles, forms and methods of scientific and cognitive activity.

The calculation could be continued further, but it is not important for us to identify differences in viewpoints in the methodology, because the search for important qualitative features that unite the positions of different researchers allows us to achieve a high consistency in its definition, apply this definition . development of the methodology of scientific knowledge. These definitions of methodology do not contradict each other. In addition, they reflect the process of gradual development of the field of methodological reflection, the awareness of researchers in their activity such reflection beyond individual experience. Based on this, the methodology of the science of pedagogy should be considered as a set of theoretical rules for pedagogical knowledge and changing reality. The analysis of the relevant literature shows the views of different authors on this problem, at least to determine the essence of the methodology of pedagogy. allows us to come to the conclusion that it is closer from the point of view: it is "the doctrine of the structure, logical organization, methods and tools of pedagogical activity in the field of theory and practice".

2. Main methodological approaches in pedagogy.[4]

Approach is a set of ways to influence someone, to learn something, to force something.

1. Systematic approach.

Content: relatively independent components are considered as a set of interrelated components: educational goals, topics, pedagogical process: teacher and student, educational content, methods, forms, tools of the educational process. The task of the educator: to take into account the interdependence of the components. The systematic approach is aimed at highlighting the connections and relationships that make up the pedagogical system and the person, first of all, an integral invariant system; to study and formulate what is stable and variable, primary and secondary in the system. It involves determining the contribution of the components of the individual process to the systemic holistic development of the individual. In this regard, it is closely related to the personal approach, which means directing the pedagogical process to the individual as the goal and subject, the result and the main criterion of its effectiveness. It urgently requires the recognition of human uniqueness, intellectual and spiritual

freedom, and the right to respect. This education includes supporting the creation of the necessary conditions for the natural process of self-development of the individual's discoveries and creative potential.

2. Personal approach.[3]

Essence: recognizes a person as a product of socio-historical development and a carrier of culture, and does not allow nature to diminish personality.

The person as the main criterion of the goal, subject, result and effectiveness of the pedagogical process. The uniqueness of a person is his intellectual moral freedom, the right to respect. The task of the educator: to create conditions for the creative potential of a person and self-development. The personal approach requires recognition of a person's uniqueness, his intellectual and moral freedom, and the right to respect. This includes supporting the natural process of development of the individual's unique features and creative potential, including creating appropriate conditions for this.

3. Operational approach.

Content: activity is the basis, means and condition for the development of personality, changing the model of reality in accordance with the purpose. Duties of the educator: choosing and organizing the child's activities from the point of view of labor activity and the field of communication (the activity itself). It includes: awareness, goal setting, activity planning, organization, evaluation of results and introspection (reflection). A.N. Leontiev. "In order to assimilate the achievements of human culture," he wrote, "each new generation must carry out activities similar (but not identical) to these achievements." [2] Therefore, in order to prepare students for independent life and versatile activities, it is necessary to involve them in these types of activities as much as possible. organization of full social and spiritual life activities. An active approach requires transferring the child to the position of the subject of knowledge, work and communication. In this case, the individual's activity and his needs for self-improvement are considered to be undifferentiated. They develop only in the conditions of relationships with others, based on the principle of communication. A dialogic approach combined with personal and active forms the essence of humanist pedagogy methodology.

4. Personal approach.

This is a psychological and pedagogical principle that is important for the teaching and learning of accounting individual characteristics of each child. In pedagogical work, the teacher (teacher) organizes his activities taking into account the characteristics of each student, because all children are different, that is, their abilities are also different. Well-known methodological approaches of pedagogy as a field of humanitarian knowledge allows for:

- 1) identifies its current problems and ways to solve them;

2) analyze the entire amount of educational problems and determine their order of importance (hierarchy);

3) implementation of the humanistic paradigm of education.[1]

Conclusion:

Although opinions on defining the concept of methodology differ, it can be said that pedagogical methodology in the general sense of the word is the structure, logical organization, methods and tools of cognitive (research) and transformational (practical) pedagogical activity, as well as obtaining and refers to activities on receiving. application of such (methodological) knowledge. Methodological principles (approaches) of pedagogy emphasized in the work process as a branch of humanitarian knowledge, first of all, not imaginary, but actual problems, and thus the strategy and main way to solve them allows to determine . Secondly, it allows for a holistic and dialectical combination to analyze the totality of the most important educational problems and establish their hierarchy. And finally, and thirdly, these methodological principles allow you to get objective knowledge and move away from previously existing pedagogical stereotypes. During this work, I tried to achieve the goals set at the beginning of my work. I think I have achieved my goals.

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