

**THE FORMATION OF PEDAGOGICAL METHODOLOGY AS AN INDEPENDENT
DISCIPLINE**

Termez State Pedagogical Institute,
Faculty of Preschool and Primary Education,
Teacher of the Department of Preschool Education
Jumayeva Malika Aliyevna
+99894 266 07 26

Abstract: This article analyzes the process of formation of pedagogical methodology as an independent discipline from a scientific and theoretical perspective. The factors of emergence of pedagogical methodology, its place in the system of pedagogical disciplines and stages of development are highlighted. The subject, tasks of methodology and its interaction with other disciplines are also revealed. The article substantiates that the needs of educational practice and scientific research formed the basis for the establishment of pedagogical methodology as an independent discipline.

Keywords: pedagogical methodology, independent science, educational process, pedagogy, methods and techniques, teaching theory, education system.

The existing practical experience of teachers of pedagogical sciences, as well as individual research on didactics in higher education institutions, made it possible to systematize theoretical rules, principles, regulations, and recommendations on pedagogical teaching methods. Methodology is a set of methods and ways to perform a task in a specific way, event, or activity, and to follow a strict sequence (algorithmic nature), a pre-established plan (rule), or system. Methodology is a set of methods and ways to perform a task in a purposeful manner.

Pedagogy studies the laws of teaching a particular subject in the field of science. For example, language methodology, mathematics methodology, educational work methodology, etc. The concept of “methodology” is also used in relation to teaching various subjects and expresses the process, content, laws, principles, form, methods and tools of teaching a particular field. According to the pedagogical scientist A.M. Stolyarenko, “Methodology of teaching subjects is a set of methods, methodological methods, tools and organizational measures related to solving certain pedagogical tasks.”

The methodology of pedagogical science is a doctrine of the forms, methods and principles of the processes of transformation and knowledge of pedagogical existence. The methodology of science describes the components of research, forms ideas about the sequence of actions and stages in the process of solving research tasks, describes the set of methods and tools of research, tasks, object and subject of research. Thus, the methodology of teaching pedagogical science is based on the philosophical and special-scientific levels of the methodology of science. It should be noted that all levels of methodology are interconnected and subordinate to each other, therefore they form a single system.

Clarification of the methodological foundations of the methodology of teaching pedagogical subjects made it possible to raise questions about its object, subject, purpose and tasks. An analysis of the educational literature shows that there is no unity of concepts on this issue in textbooks on pedagogy and pedagogical teaching methodology.

In the 60s of the last century, the classical definition became widespread: the methodology of a subject of study is a pedagogical science that studies the laws of teaching a

specific subject of study. This approach has led many researchers and practitioners to consider the methodology of pedagogical teaching from this perspective.

Thus, the main functions of teaching - educational, educational and developmental - can be enriched with functions such as: organizational, structural, psychological, integration-differentiation, advisory, control-diagnostic, correctional, reflexive, and facilitative.

The educational function is the formation of a system of pedagogical knowledge, skills and qualifications and the creation of conditions for their application in practice.

The developmental function is carried out using active teaching methods that create conditions for the development of the mental, emotional, emotional-volitional, motivational and communicative spheres of the student's personality.

The educational function consists in organizing and introducing students to various types of activities, during which the intellectual, emotional and volitional qualities of the student's personality, professional and axiological views and beliefs, as well as the motives for educational and cognitive activity are formed.

The organizational function regulates the relationship between the content, volume and quality of teaching pedagogical subjects and the cognitive activity of students.

The structural function of teaching is to organize and systematize educational material on pedagogy for each individual lesson.

The psychological function is to create favorable conditions for students' work: regular time, familiar classes, certain learning requirements, etc. - all this creates a positive attitude to work and a sense of comfort.

The integration-differentiation function is to organize the joint activities of students, while creating conditions for individualizing their activities, taking into account the capabilities and abilities of each student.

The advisory function consists of conducting group and individual consultations on pedagogy, assisting in the mastering of educational material, providing necessary information, answering questions, advising on methods of presenting educational information, and working during the holidays.

The control and diagnostic function consists of taking into account the individual needs and capabilities of students, providing feedback on the level of mastering educational material.

The correction function involves regulating and correcting students' educational activities based on monitoring and evaluating them.

The reflexive function is aimed at understanding one's own actions in the process of teaching pedagogy, understanding others (students, colleagues), helping them, coordinating one's actions with the actions of other subjects. The facilitative function is to provide methodological, psychological and technical assistance to students in mastering pedagogical knowledge.

List of used literature

1. Aliyevna J. M. Independent musical activity in preschool organizations //Journal of Ethics and Diversity in International Communication.– 2021.– T. 1.– №. 1.– C. 9-10
2. Jumayeva M. A. PROBLEMS OF FORMING THE ARTISTIC-AESTHETIC CULTURE OF PRESCHOOL CHILDREN THROUGH GAMES //Modern Scientific Research International Scientific Journal.– 2023.– T. 1.– №. 5.– C. 63-69.
3. Aliyevna J. M. et al. THE DEVELOPMENT OF PRESCHOOL EDUCATION IN UZBEKISTAN //PEDAGOGIKA, PSIXOLOGIYA VA IJTIMOY TADQIQOTLAR| JOURNAL OF PEDAGOGY, PSYCHOLOGY AND SOCIAL RESEARCH.– 2024. T. 3.– №. 5.– C. 203-206

4. Aliyevna, Jumayeva Malika, and BURIYEV JAMSHID JUMANAZAROVICH. "THE ROLE OF ACTIVITY IN THE UPBRINGING AND DEVELOPMENT OF THE CHILD." *International Journal of Philosophical Studies and Social Sciences* 1.2 (2021): 126-129.
5. Jumayeva, Malika Aliyevna. "THE IMPORTANCE OF USING MULTIMEDIA EDUCATIONAL TECHNOLOGY IN THE PROCESS OF ACTIVITIES IN PRESCHOOL EDUCATIONAL ORGANIZATIONS." *Modern Scientific Research International Scientific Journal* 1.5 (2023): 70-77.
6. Aliyevna J. M. et al. THE DEVELOPMENT OF PRESCHOOL EDUCATION IN UZBEKISTAN //PEDAGOGIKA, PSIXOLOGIYA VA IJTIMOY TADQIQOTLAR| JOURNAL OF PEDAGOGY, PSYCHOLOGY AND SOCIAL RESEARCH.– 2024. T. 3.– №. 5.– С. 203-206.
7. Choriyevna C. S. Main Directions of Teacher Training and Improving Their Quality for the Preschool Education System //Vital Annex: *International Journal of Novel Research in Advanced Sciences.*– 2022.– Т. 1.– №. 5.– С. 51-54.
8. Choriyevna C. S. Ways to Develop Mental Abilities in Preschool Children //Eurasian Journal of Learning and Academic Teaching.– 2022.– Т. 15.– С. 174-177.
9. Choriyeva S. C. TALABALARNI TA'LIMIY QADRIYATLAR ASOSIDA PEDAGOGIK FAOLIYATGA TAYYORLASH TIZIMINI TAKOMILLASHTIRISHNING MOHIYATI VA MANTIQUIY JIHATDAN TAHLILI //Educational Research in Universal Sciences.
10. Choriyevna C. S. et al. A MODEL FOR IMPROVING THE SYSTEM OF PREPARING STUDENTS FOR PEDAGOGICAL ACTIVITY ON THE BASE OF EDUCATIONAL VALUES //Multidisciplinary Journal of Science and Technology.– 2023.– Т. 3.– №. 6 (INTERNATIONAL SCIENTIFIC RESEARCHER).– С. 283-285.– 2023.– Т. 2.– №. 9 SPECIAL.– С. 99-102.
11. Чориева С. Ч. и др. ИГРА КАК ВЕДУЩАЯ ДЕЯТЕЛЬНОСТЬ РЕБЕНКА ДОШКОЛЬНОГО ВОЗРАСТА //Gospodarka i Innowacje.– 2024.– Т. 48.– С. 138 140.
12. Чориева С. Ч. УМЕНИЕ УЧИТЕЛЯ ИСПОЛЬЗОВАТЬ СОВРЕМЕННЫЕ ОБРАЗОВАТЕЛЬНЫЕ ТЕХНОЛОГИИ ПРИ ПОДГОТОВКЕ УЧАЩИХСЯ К ПЕДАГОГИЧЕСКОЙ ДЕЯТЕЛЬНОСТИ НА ОСНОВЕ ОБРАЗОВАТЕЛЬНЫХ ЦЕННОСТЕЙ//Экономика и социум.– 2024.– №. 10-2 (125).– С. 998-1001