



The Problem of Education in Modern Pedagogy

Juraeva Gulshoda

Teacher of Andijanstate university

Abstract: *The problem of education is one of the most controversial in modern pedagogy. Despite the fact that we will find the chapter on upbringing in any textbook or manual on pedagogy, upbringing continues to be one of the most theoretically undeveloped pedagogical problems.*

Key words: *education; educational process; educational technologies; reflection; culture; personality formation; the logic of the educational process.*

Date of Submission: 17-08-2021

Date Of Acceptance: 23-10-2021

By the definition of P.I. Pidkasistogo, education is a purposeful preparation of the young generation for life in this and future society, carried out through specially created state and public structures, controlled and corrected by society. In addition, upbringing is viewed as a purposeful, meaningful professional activity of a teacher, contributing to the maximum development of the child's personality, the child's entry into the context of modern culture, and his formation as a subject and strategist of his own life, worthy of a Human [1]. The most important, in our opinion, is in this definition the direct connection between education and culture, cultural experience, the transmission of which is considered as the main goal of education.

The modern theory of upbringing, which should lead to a new quality of personality, is based on the following ideas: the realism of the goals of upbringing; joint activities of children and adults; self-determination; personal orientation; collectivism.

Education as a process of transferring cultural experience has three aspects, which are traditionally considered by pedagogical theory: social-normative, individual-semantic and value-activity [2].

The socio-normative aspect is realized in identification with the socio-cultural and professional environment, the acceptance of its norms, traditions, rituals, public opinion, carries out the continuation of society in an individual, the assimilation of social culture by a person. All these "environmental influences" can become effective means of education - after all, culture programs not only activity, but also the way people perceive individual facts and events, predetermines their assessment and choice of behavior. The result is the choice of a mode of behavior corresponding to the accepted norm as a form of interaction with the outside world [2].

Education as a type of pedagogical activity is subject to certain laws that represent the theoretical basis for the development and implementation of educational systems and technologies.

The laws of education in pedagogical theory are traditionally formulated as follows:

1. The law of integral human development. The integrity of a person leads to the fact that any random or purposeful influence or influence causes changes not only in his personality structures, but also in his individual and subjective properties. These changes can be both positive and negative, both quantitative and qualitative.

2. The law of development of personality, individuality, human subjectivity through socially, subjective and culturally significant activities. If the pupil is not involved in such activities, then even under the most favorable external conditions, positive changes do not take place in him. The law of human development through activity requires the teacher to direct the activities of children towards achieving socially significant goals and solving specific educational tasks, filling it with cultural content, taking into account the interests, needs, abilities and capabilities of the child himself.

3. The law of development through overcoming is closely related to such a characteristic of the educational process as its crisis. In crisis situations, a person is simultaneously faced with the need to choose and the need to commit an act. At the same time, he has to overcome not only external obstacles that prevent him from following the chosen path, but also internal barriers: the desire to evade a choice and the need to commit an act, lack or lack of necessary knowledge and life experience, fear of the unknown, fear of being condemned by other people or look "different from everyone else" and much more.

4. The law of co-transformation (mutual change) between the teacher and the pupil states that the changes occurring with the teacher and the pupil within the framework of educational interaction are always reciprocal. This law testifies to the existence of a relationship between the professional competence of a teacher and the success of self-development of pupils, when both the intellectual level of the teacher's development and his emotional and moral culture, the ability to create conditions (organizational, material, psychological) for educational interaction are equally important. This law indicates the importance of constant professional, personal, spiritual self-improvement of the teacher, on which the effectiveness of his professional activity depends.

5. The law of resistance of human material. This law establishes a connection between the performance of the teacher-educator and the methods of pedagogical influence. The basis of this law is the recognition that the pupil is an equal, active participant in the educational process. The more openly, explicitly, and sometimes aggressively the influence on the educated person, the more actively he opposes it. Resistance is not necessarily open, it can be implicit, outwardly imperceptible.

6. The law of the growing need for a significant Other as a person becomes a person, individuality and subject of his own life. The formation of the semantic sphere of a person, his individual system of values, his functioning in the cultural space, the nature of the transformation of the external world and himself by a person depends on the direction, nature and organization of joint activities, joint creativity, sympathy, contemplation, co-assessment, empathy.

Laws are actually the theoretical basis of education, however, for their successful implementation in practice, principles are necessary, the observance of which will ensure the success of the educational process. In accordance with these laws, the following principles of education are formulated.

The principle of reflexivity means that the pupil understands his own life experience. The starting point in the formation of a personality's position is reliance on one's own experience as a sensory-empirical, semantic basis. The experience of experience is understood not only emotionally - it contains a moment called "awareness." This awareness, of course, is not devoid of emotionality, interest, passion, which play a huge role in achieving understanding. "Experiencing" provides material for reflection. Based on the experience of "experiences" acquired in a past life, a person forms his own partiality to social norms and rules, forms his own field of individual meanings. Thus, reflexivity is understood in the context of an individual reflection on one's own experience.

The principle of interactivity implies that the teacher and the student come to the realization of values through interaction. The interactive nature of upbringing stems from ideas about the value of the process of self-formation of an individual in interaction with her, about the formation of her own attitude to life. The position as a system of relations is formed precisely in the system of relations in the process of interactions with the environment. At the same time, it is not only the unity of goals that is important - it is not the goals themselves that activate the position, but the attitude of the interacting subjects towards them.

The principle of self-realization is to assert one's position in the community. This principle is a transfer into the sphere of social behavior of the priority of the pupil's initiative in the choice of ways of life as a means of

self-realization. The implementation of this principle in upbringing obliges to use only those forms and methods that create conditions for the creative self-realization of the pupil, his self-development.

The principle of taking into account age characteristics. All known pedagogical systems are built on it. Age periodization in modern pedagogical theory is somewhat different from periodization in psychology, since it is associated with different types of pedagogical systems. The effectiveness of educational influences is directly dependent on a person's susceptibility to education.

The content of education consists of scientific facts, concepts, theories about nature, society, man, that is, knowledge on which social experience, values, norms, ideals, as well as abilities, skills, abilities, and behavioral habits are based. In other words, the subject of formation is the feelings, consciousness, attitudes, assessments, behavior of the educated person. Currently, a change in the concept of upbringing entails changes in the content of upbringing.

The upbringing process is part of a broad process of personality formation, which combines both training and upbringing in educational institutions, and upbringing in a family, and the impact of the microenvironment, social environment.

The process of upbringing is the least studied of the pedagogical phenomena, although it has its own characteristics and seems in a sense more complex than teaching. The psychological essence of the upbringing process consists in the transfer of a pupil from one state to another, and from the standpoint of psychology, upbringing is a process of internalization, that is, the transfer of experience, knowledge, values, norms, rules, external to the individual, into the inner mental plane of the individual, into her beliefs, attitudes, behavior. Thanks to upbringing, the actual psychological structure of the personality is formed.

References:

1. Педагогика: учебник для студентов педагогических вузов / Под ред. П.И. Пидкасистого. – М.: Педагогическое общество России, 2002. – 608 с.
2. Сластенин В.А., Исаев И.Ф., Мищенко А.И., Шиянов Е.Н. Педагогика: Учеб. пособие для студентов педагогических учебных заведений. – 4-е изд. – М.: Школьная Пресса, 2002. – 512 с.
3. Борытко Н.М., Соловцова И.А., Байбаков А.М. Педагогика: Учеб. пособие для студ. высш. учеб. заведений / Под ред. Н.М. Борытко. – М.: Изд. центр «Академия», 2007. – 496 с.
4. Курейчик В.М., Кравченко Ю.А. Перспективы применения современных технологий для построения систем обучения // Открытое образование. – 2005. – № 4. – С. 12-19.