



## ANALYSIS OF THE IMPORTANCE OF SCIENTIFIC RESEARCH METHODS IN THE DEVELOPMENT OF PEDAGOGICAL SCIENCE

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**Annotation.** This article describes the analysis of the importance of scientific research methods in the development of pedagogical science. Also used the conclusions of many scholars in his exposition of the subject.

**Keywords:** educational character, scientific, intelligibility, the rule of conformity of education, the rule of unity of education and upbringing, awareness, activity and directness.

### INTRODUCTION

General understanding of educational patterns. It is known that the success of the teacher's activity depends primarily on how correctly he carries out general didactic principles (laws) from the content, methods and organizational forms of Education. By legality, this is a stable, necessary, proportionality and important connection between one or another phenomena and processes. Hence, in the educational process it is necessary to educate, educate and carry out the general development of students in a single whole. The laws of education are - the sum of the requirements for the teaching process. As educational principles (laws), we tell the laws, regulations that form the basis for teaching all stages and all subjects of Education. The laws of Education reflect the most important internal significance between the student and the teacher. From the principles of teaching, its rules come, and they reflect the private rules of one or another principles. It is important for every teacher to realize that the effective construction of the educational process means the use of pedagogical laws, rules, didactic rules that have justified themselves in the work, in the creative use of them in solving new issues in the conditions of the present, in their entirety and in interaction. To choose alternative aspects of teaching, it is necessary to take into account the unity of all laws and didactic rules. The principles of education were also paid great attention to by our famous scholars in the past. For example, Abu Nasr Farabi and Abu Ali ibn Sina stated in their works on these principles. In particular, in the works of the encyclopedic scientist Ibn Sina, he also took an interest in the principles of didactics, in particular in instructional teaching.

### LITERATURE ANALYSIS AND METHODOLOGY

Scientist human perception of things that exist from reality or by seeing their image thanks to which he read the formation of imagination, which correctly reflects objective reality. From the laws of teaching, certain important requirements arise in relation to its effective organization, which are called the rules of teaching. Knowledge of the rules of teaching allows you to more confidently choose the necessary methods of teaching. Summarizing the above feedback from pedagogical scientists, we can say as a conclusion that the principles of teaching are the main leading rules that determine the nature of teaching in accordance with the goals of

teaching and educating the younger generation. Leading teaching rules. The rules of education include the activities of teaching and the main laws and guidelines for the assimilation of scientific knowledge by students, the formation of appropriate skills and abilities. At the same time, the rules of teaching summarize both activities, that is, several requirements that allow you to successfully carry out the tasks set by the teacher and the student. The rules of Education say the direction of reading and teaching processes aimed at the implementation of the goals and objectives of universal education, the assimilation of scientific knowledge by students, the totality of the basic laws and rules for the formation of knowledge and skills. In the pedagogical literature created by scientists in recent years, didactic rules are grouped differently.

### **DISCUSSION AND RESULTS**

The rule of education to be scientific. Scientific knowledge is the true Inca of reality. The rule of the science of education is necessary in order to create the right conditions for the student to reflect, understand and assimilate the laws in the educational material. Understanding theoretical provisions is an important sign of interpreting the material on a scientific basis, which determines the characteristics of the student's thinking activity.

In the process of acquiring scientific knowledge, students find a scientific worldview, beliefs. Thinking develops.

The rule of education to be Scientific is aimed at arming students in the educational process with scientific knowledge corresponding to the current level of development of Science and technology, to ensure the familiarization of young people with the methods of scientific research. The rule that education is systematic and consistent. The systematic statement of knowledge by the teacher allows students to deeper understand the structure and logic of the subject of study, to distinguish the main idea and Basic Rules of science, to determine the internal link between the phenomena of nature and society.

Choosing an alternative structure of the content of the lesson, taking into account the rule of systematicity of didactics in teaching requires. The systematicity of teaching is a guarantee of success in teaching, regulating thoughts, facilitating and improving the mastery of knowledge, skills and abilities. It is necessary to be taught by following consistency in education, so that the knowledge learned today strengthens what was learned yesterday, and sets the ground for those who will be studied tomorrow. The systemic nature of education is due to the fact that it is consistent. A characteristic sign of consistency-based education is that it is aimed at creating new knowledge, skills and abilities on the basis of pre-mastered knowledge and skills of students, improving their interconnections, and vice versa, it is aimed at providing further deepening, expanding and strengthening knowledge, skills and abilities previously mastered in the process of outlining their new knowledge. Systematicity and consistency are also important in showing students which academic disciplines are inextricably linked.

The rule of systematic and coherence of Education serves to strengthen the educational materials on which it is described and to supplement the previously passed; to ensure that students work independently in a continuous and systematic picture; to take into account the knowledge and skills acquired by students. The rule of unity of education and upbringing. It is necessary to educate, educate young people and carry out their general development in one whole. The rule of unity of education and upbringing in the educational system is one of the main and leading. It is important to correctly determine the educational aspects arising from the content of large and small topics that are being spent in the educational process and ensure

its implementation in a single Whole, along with education. So one whole educational process is characterized by two interrelationships: the process of knowing life and content with the attitude towards it.

There is always an integral unit that guarantees the integrity of the pedagogical process between education and upbringing, which is given at school. The unity of education and upbringing largely depends on the correct Organization of the educational process and the ability to use different methods and techniques of teaching. The unity of education and upbringing largely depends on the correct Organization of the educational process and the ability to use the universal methods and techniques of teaching. Especially in order to ensure the unity of education with education: a) the correct Organization of the content of the stated educational materials, both scientific and ideological; b) disclosure of the scientific and educational essence of the subject being studied, creation of the possibility of using hadiths, proverbs in the educational process; C) thorough and solid assimilation of the stated scientific knowledge and its validity in marriage; g) creation of a problematic process in education, strengthening attention to ensuring the interests, activism and initiative of students; d) in the educational process it is necessarit is a rule of mindfulness, activity and independence in education.

This rule implies the organization of teaching in such a way that students consciously and actively acquire scientific knowledge, as well as methods of their practical application. In creative initiative and educational activities, independence, thinking, culture of speech and the scientific worldview, faith are found in them. The rule of mindfulness and activity in the process of teaching implies the development of thinking and speech in students. The activity of students in the educational process is, first of all, their mental activity – contemplative activity. Accordingly, the rule of conscious mastering of education, on the one hand, implies independent, active thinking of students, and on the other hand, it is during this process that students are brought up and developed independence and activity, as well as logical thinking activities. The rule of mindfulness and activity requires training students in methods of creative activity in labor and training.

The rule of instruction in education. This rule is one of the didactic ones, which increases the quality of the teaching process, making it easier for students to acquire knowledge. The principle of instruction makes it possible to facilitate perception and connect theoretical knowledge with life, practice. This rule requires the mobilization of sensory organs such as sight, hearing, sense of smell, taste and taste in the process of training, skin, musculature on an object in one go, and also increases interest in the studied phenomena, helps to acquire knowledge earlier.

The rule of theory in education regarding practice. In didactics, the most basic and leading rule is to conduct education in connection with marriage, with the practice of production. Along with the theoretical explanation of each subject, it is necessary to study its practical side, ways of applying it to practice. Consequently, both the goals and objectives of harmonious human education, the content of education, methods of teaching, and the forms of Organization of education are based on the unity of practice with theory. As a result of the consistent implementation of the rule of unity of practice with theory in the educational process, students get a correct, deep understanding of the fundamental nature of the educational material, the laws of the development of nature and society in detail on a scientific basis and form the skills, skills and abilities necessary for future practical activities.

**CONCLUSION**

This rule is firmly connected with the scientific rule of Education. As students improve their knowledge, become perfect equals, theoretically study science, learn that science arose due to practical need, how it develops the forces of production, innovations in the field of technology and economics, and science, in turn, helps to improve production and improve life. The rule of unity of practice with theory in the educational system in educational institutions is first implemented in the process of reading, depending on the content and specificity of the educational subject. Preparation of students for practical activities begins in the process of acquiring theoretical knowledge. Later it will be continued in laboratory and practical classes. In these classes, students, under the guidance of a teacher, check, reinforce and deepen the persuasiveness of the knowledge gained in the conditions of experience. They form the skills to put knowledge into practice. As a result of the fact that practice with theory is carried out in unity, the Learneritalaba carefully Masters knowledge, his independent thinking is well formed, and also finds its place in professional, production and social life. In short, educational patterns are an important chain between the reader and the reader. In pedagogy, a teacher's good knowledge of the laws of Education will provide him with good skills in practice.

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