

EDUCATION - AS THE MAIN FUNCTION OF THE EDUCATOR

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Annotation:

In this article, it is emphasized that the main factor of a person's mature and perfect development is his upbringing, and one of the foundations of this upbringing is the family, and the other is the pedagogue and teacher.

Keywords: worldview, didactics, political science, jurisprudence

Introduction

Educating, teaching and forming a person is the main function of a Pedagogue. Personality education is considered the main concept in Pedagogy and means the joint activity of family and society aimed at forming a well-rounded person. With the help of education, it is intended to determine the spiritual aspects of the human personality. Worldview, belief, goodness, beauty, justice, and the transformation of skills into personal qualities is realized only with the help of education. It expresses the concept of training aimed at mastering the set of knowledge, skills and abilities necessary for living among people, getting married in life and performing activities. As a result of training, a person will be provided with the necessary knowledge and will have the opportunity to receive special information at various levels in the future. As a result of education and training, certain personal qualities are formed in a person. Through upbringing and education, a person acquires spiritual-intellectual qualities that he did not have before. This condition continues throughout the life of a person and is a factor in his development.

Literature analysis

- The first ideas about pedagogy developed in philosophy, the system of religious sciences, political science, jurisprudence and literature.
- • At the beginning of the 12th century, a separate branch of science emerged. The books of F. Bacon and Ya. Comensky made a great contribution to the development of pedagogy. Following them, D. Locke, Jean-Jacques Rousseau, I. Pestalozzi, I. Gerbard, A. Disterverg make their contributions. In the Middle Ages, education and upbringing of young people was in the hands of religious centers. Later, Gildey schools were opened. Confucius (551 AD - 479 AD)
- Kvintilian (35 n.e.- 96 n.e.)

- Erazm Rotterdamskiy (1465 — 1536)
- Yan Amos Komenskiy (1592 — 1670)
- Djon Lokk (1632 — 1704)
- Mixail VasilevichLomonosov (1711-1765)
- Iogann Genrix Pestalotssi (1746-1827)
- Fridrix Fryobel (1782 — 1852)
- Adolf Disterveg (1790 — 1866)
- Nikolay Ivanovich Pirogov (1810 — 1881)
- Gerbert Spenser (1820 — 1903)

Methodological analysis

In pedagogy, there are a number of fields and departments that arise from the study of which aspects of educational and educational processes. Didactics is the field dealing with the purpose, tasks, principles, and methods of teaching. The field of educational theory and practice of pedagogy includes issues of formation of moral qualities of a person, formation of spiritual aspects such as faith, worldview, morality. The law of organizational-pedagogical work, such as the organization, organization and management of education, is developed by the field of pedagogy. Pedagogy always works with people of a certain age, with a certain life and intellectual experience. Therefore, it is crucial to take into account the age characteristics of the learner when defining the rules of pedagogy.

Methodological (teaching) disciplines that teach the laws and methods of teaching certain academic subjects are also considered as branches of pedagogy. In relation to these, didactics is considered a general methodology, and the methodology of each individual subject is considered a special didactics. But this kind of limitation is quite conditional. For example, the methodology of teaching literature is a special didactics in relation to didactics, at the same time, it acts as a general methodology in relation to the methodology of studying the history of classical literature, the methodology of studying foreign literature, and the methodology of studying folklore. Special methods can develop only based on general didactics and based on its theoretical generalizations. At the same time, the didactic rules applied to each specific subject are enriched with the uniqueness of the experience of teaching that subject, concretize the general aspects, and show the universal aspects of teaching in each uniqueness.

Conclusion

It should be said that Marxist philosophy, like all social phenomena, tried to explain pedagogy in accordance with the socio-economic patterns it invented. Based on this, pedagogy was considered to have a party-class character, and he explained that the pedagogy of different classes is seriously different from each other and contradicts each other. Therefore, according to the Marxist approach, pedagogy is in accordance with socio-economic formations, that is,

with the change of the system, it changes radically, and the previous pedagogical system is completely rejected. However, science has shown that human history does not consist of the five formations mentioned in Marxism. Consequently, it became clear that the conclusions drawn accordingly are artificial and unscientific.

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