



# THE MAIN FEATURES OF PEDAGOGY IN THE FIELD OF ART

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## ABSTRACT

*This article discusses the main features of pedagogy in the field of art. The importance and main features of pedagogy in human life are analyzed.*

**KEY WORDS:** *pedagogy, method, methodology, function, motive, art, person*

## DISCUSSION

At each stage of the historical development of society, pedagogy as a science reflected the state of education, training and upbringing of the younger generation. The development of pedagogy as a science took place in the mainstream of philosophy (knowledge about man and society). Only in the 16-17 centuries. pedagogy is becoming an independent science. Within the framework of philosophy, they mainly considered the view of the world and the place of man in it, the relationship between man and society.

Pedagogy as a private science focused on the problems:

- Person;
- Personality and society;
- Upbringing, education, training;
- Ideals of education;
- Ideal of personality in society.

Pedagogy is becoming the science of education, the process of enlightenment and self-education of the individual. Science is a sphere of human activity, the result of which is new knowledge. The object of pedagogy is education in a broad sense. The subject of pedagogy is a system of relations arising in the course of education; upbringing as a consciously organized process taking place in the family, society, in certain natural, social, economic, spiritual and moral conditions. Three fundamental concepts of pedagogy: upbringing, training and education. The question of their

relationship is controversial, but historically upbringing includes training and education. Personality formation is a process of development, becoming in the specific conditions of society. Personality is the social essence of a person, acquired in the course of communication and activity and is expressed in achieving the required level of activity and self-awareness. Personality formation is the process of personality formation as a result of the objective influence of heredity, environment, purposeful upbringing and the individual's own activity. Development is an objective process of internal sequential quantitative and qualitative changes in the physical, mental and spiritual forces of a person, ensuring the realization of his life potential, essence and purpose. The driving forces of development: internal contradictions between the capabilities of the individual and his needs, external contradictions between the capabilities of the individual and the requirements of society. Development factors: internal (hereditary genotype, psychophysiological properties), external (upbringing, environment).

Upbringing is the transfer of historical and cultural experience from generation to generation. Educational relationships are a kind of relationship between people, aimed at human development through upbringing, education, training. Self-education is the process of assimilation of the experience of previous generations by a person through internal mental factors that ensure



development. Education is the culture of the individual, the process of familiarizing a person with the values of science, art, religion, morality, law, and economics. Education is the foundation of personal development. Gessen Sergei Iosifovich (1887-1950): "Genuine education does not consist in the transmission of the cultural content that is a feature of the educating generation, but only in communicating to it that movement, continuing which it could develop its own new cultural content."

The formation of a creative personality according to Hesse as the main goal of education. Education:

- Formation of the way of thinking, human actions in society.
- The process of assimilating knowledge, abilities, skills.

Self-education is a system of internal self-organization to assimilate the experience of generations, aimed at their own development. Training:

- A two-way process of learning and teaching
- The process of transferring and assimilating knowledge, abilities, skills, methods of cognitive activity. Teaching - the child learns the world. Teaching - guiding the pedagogical process of the child's cognitive and educational activities. Thus, pedagogical activity includes the management of the student's activities and the management of the process of interaction with the student.

Self-education is the process of direct acquisition by a person of the experience of generations through his own aspirations and by himself chosen means. The content of education is a system of knowledge, skills and abilities, the mastering of which lays the foundations for the development and formation of a person's personality. Education is the dissemination of scientific knowledge about man and the world as a whole (in the 20th century, education is expressed in the form of the dissemination of knowledge in the field of economics, law and law, art, pedagogy and psychology). Education system - there is general and special education. General - primary and secondary (knowledge, skills and abilities required by everyone). Special - secondary special and higher (knowledge, abilities and skills necessary for a particular profession). A pedagogical problem is an objectively arising question in pedagogical theory and practice regarding the processes of teaching and upbringing. The pedagogical task is the result of the teacher's awareness of the goal of teaching or upbringing, as well as the conditions and methods of its implementation in practice (translation from "ignorance" to "knowledge", from "misunderstanding" to "understanding", etc.). Pedagogical activity is defined as the solution of

pedagogical problems. Because pedagogical activity is joint (the profession is "person" - "person"), then it is built according to the laws of interaction between teacher and student. The pedagogical process is a way of organizing educational relations, which consists in the targeted selection and use of external factors in the development of participants. The pedagogical process is the process of teaching and educating a person as a special function of society, implemented in the context of a specific pedagogical system. The study of the pedagogical process is the basis of pedagogy. in accordance with the pedagogical process, methods, techniques, methods of pedagogical activity are created.

The structure of the pedagogical process: Purpose (final result) Principles (main directions of achieving the goal) Content (actual teaching material) Methods (actions of the teacher and the student for the front Means (ways of "working" with the content) Forms (logical completion of the process)

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