



## IMPLEMENTATION OF PEDAGOGICAL EMPIRICAL RESEARCH IN THE EDUCATIONAL PROCESS

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### ABOUT ARTICLE

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**Abstract:** This article is called "Implementation of pedagogical empirical research in the process of education" this article describes educational problems in the process of education, opinions and comments made by foreign research scientists, as well as analytical and critical views of the author.

### INTRODUCTION

There is a need to carry out pedagogical empirical research in the process of education, which is one of the scientific-theoretical problems of modern education in the world. "An important issue that always worries us is related to the manners, behavior and, in a word, worldview of our youth. Today, times are changing rapidly. Young people will feel these changes the most. Let the youth be in harmony with the demands of their time. But at the same time, he should not forget his identity. Let the call of who we are and the descendants of great people always resonate in their hearts and encourage them to stay true to themselves. How can we achieve this? At the expense of education, education and only education", says President Sh.M. Mirziyoyev.

Pedagogical empirical studies on the problems of upbringing in the educational system cover a wide range of aspects. A number of authors understand such research "as an activity of evaluation based on analysis" of technologies and environments in the field of education, their design methods and conditions of practical use.[1,25-b]

The need to study pedagogical empirical research on education in the educational system and the urgency of developing its model describing the model of psychological-pedagogical research in the current education system, combining with the opinions of researchers conducting research on this issue in related disciplines, for example, psychological research it is evident that it is relevant and relevant. In this approach, it is proposed to consider the psychological environment of the educational organization as an object of research, which can be understood as a study of the educational environment of the educational organization.

Pedagogical empirical research on education as a part of the pedagogical process is multifaceted, but ultimately it is aimed at developing the educational process in the interests of the person being educated. "In general, pedagogy provides a heterogeneous landscape: objects, subjects, relations, processes, quality, conditions, functions, and finally, environment and space"[2; 8 b]

As a science, pedagogy is essentially synthetic. "Syntheticism leads to openness, the absence of a plan, the search for new methods of combining different parts, the recognition of the diversity of concepts - for the individual, the continuation of the movement towards the creation of a personal pedagogy [2; 10-b].

Even if this approach can be accepted as a partial utopia, it is concluded that "methodical pedagogy cannot be without subjectivity." The predictive function of pedagogy makes it a necessary science of the future, and all predictions are related to the subject.

At the end of the last century, one of the important methodical approaches to the pedagogical research of education in the educational system was the systematic approach reflected in the theory of educational systems. The first steps towards systematization in education were made in the seventies of the last century by F.F. Korolev, A.V. Mudrik, A.T. Kurakin, L.I. Made by Novikova. It was renewed due to the need to develop some universal methods in education, which, according to the authors, practically determined the solution of problems in these areas [3].

A systematic approach to education has influenced the development of opportunities for pedagogical research of education. First of all, the systematic approach is a certain way of thinking of the researcher - it helps to study or construct the object as an interconnected elemental system harmoniously integrated with the environment. At the same time, when studying complex objects, the researcher should not miss the possibility of certain problems. A systemic object is usually included as a component not in one, but in several integrated, qualitatively different systems. It is important to consider these systems in order to understand how the object behaves in different situations.

The developed theory of the education system made it possible to study education in general secondary schools, to determine the level features of the education process, its goals, content and organizational conditions. The analysis of the components of the education system and their level of development in general secondary schools allowed us to draw a conclusion about the effectiveness of the educational process in it.

Identifying the main problems of the development of the theory of education when considering the theoretical foundations of the evaluation of the quality of education today, attention is being paid to determining its possible prospects, as well as clarifying and specifying the basic rules of modern education theory that need to be changed. In order to solve these problems, it is necessary to systematically analyze the fundamental foundations of the theory of education aimed at understanding such practice in the context of changes taking place both in social practice (primarily, pedagogical) and humanities. This is the identification and description of the main changes taking place in the theory of modern education, it also allows to mention the source of changes - the set of contradictions affecting this field of scientific knowledge - the most relevant theoretical problems that will determine the directions of changes in the theory of education in the coming years.

Researchers-scientists pay attention to the study of existing ideas about the phenomenon of education in modern pedagogy, to identify the points of contact in the views of various experts on education and the main disagreements in the positions of researchers. The result of such analytical work is to determine the next dynamics of the development of the theory of education, clarify the main rules of the modern theory of education. Such a qualitative analysis of the theory of education,

in which the main components of the process of education, the conditions of its modeling and quality criteria are updated, which allows to develop the theoretical foundations of the study of education.

According to researchers, the quality of education is evaluated in three main areas:

- the quality of education of the student - how he was educated;
- the quality of pedagogical organization of the educational process - how the teacher organizes the educational process;
- the quality of the conditions created in the educational institution for the organization of the educational;
- process - what conditions are created for the educational process in the educational institution.

At the same time, the researchers of educational problems agree on the recognition of an important feature that distinguishes the field of education from other areas of human professional activity: There is still no scientifically based and effective mechanism for evaluating the quality of education. This factor has a significant impact on the development of the field of education - it hinders innovative processes, effective research and solving educational problems. and hinders the socialization of the young generation, increasing the effectiveness of educational activities of educational institutions.

Shallow understanding and consideration of the specific features of the educational process and result is the reason for this situation. Ultimately, this leads to the wrong choice of approaches for evaluating the quality of results. It should be understood that, firstly, the results of the educational process are not final, they cannot be evaluated quickly, because it is impossible to reliably say how quickly the educational effect will be reflected on the child, that is, the educational process itself is considered incomplete. Secondly, it is not clear who is the "author" of the educational results. It is difficult to reliably determine what had a greater influence on the formed personal qualities of a student of a general secondary school: whether it is the result of the influence of any subject of his upbringing or socialization, or whether it is his self-development and the result of his own labor? Thirdly, the necessary humanistic direction of education has been established in society, therefore the process of evaluating the quality of education is surrounded by certain ethical restrictions. Such limitations are related to the fact that it is not allowed to compare students with ideal educational standards or with each other. Consequently, the quality of education should be assessed as a joint reflection of all subjects responsible for it at different levels of the education system: pedagogues, administration of general education organizations, methodologists, department specialists. In addition, after receiving its results, it is very important to adapt the goals, science, periodicity, evaluation methods, as well as the rules of conduct of all participants of this process. Therefore, the analysis of the conditions created for the implementation of the educational process becomes the most important task, which allows us to understand that the maximum conditions have been created for the optimal and effective result of the educational process.

When studying the educational process, it is necessary to take into account the opinion of researchers about what should be the basis of research, that is, first of all, the specialist's subjective opinion is his personal science. This is no less than objective data, and it is sometimes valued more. So, sometimes it's better to get approximate answers to the most important questions than to try to give precise answers to questions that are not completely clear and meaningful. At the same time, it is important to take into account the subjective nature of research, to see the share of subjectivity in its results, and to distinguish, for example, guesswork, opinion, knowledge [10, 29-b].

The purpose of evaluating the educational process can be formulated as follows: it is an attempt to determine to what extent the educational process organized and implemented in general secondary schools contributes to positive changes in the child's personality. It should be understood that this is not for "organizational conclusions" about pedagogues in an educational institution, for comparing the quality of the organization of the educational process in different schools. This need is determined by the following factor: in order to see the positive dynamics of the development of certain pedagogical staff during the implementation of the educational process, it is necessary to analyze, generalize, disseminate, identify the most acute problems and difficulties related to positive educational experience and the organization of the educational process. Therefore, in a general form, we can define the following main tasks for the improvement and improvement of the educational process:

- reveal the conceptual basis and essence of the educational process;
- study the practical implementation of the educational process;
- analysis of both current and delayed results of the educational process
- to determine how appropriate the content, methods, goals, forms, technologies of the educational process are in terms of compliance with human rights and legal documents;
- to determine the problems, risks and difficulties that arise during the organization and implementation of the educational process, as well as ways to solve them and increase the overall humanitarian value of the entire project;
- determining the value and advantages of the educational process in terms of fundamental humanitarian criteria;
- to identify perspectives related to increasing the effectiveness of the educational process.

When these tasks are successfully implemented, it is possible to determine that the educational process organized and implemented in general secondary schools contributes to a certain extent to positive changes in the child's personality.

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