

RELATIONSHIP OF PEDAGOGY WITH OTHER FIELDS

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ABSTRACT

Social pedagogy is a relatively independent branch in the system of pedagogical sciences and the system of human knowledge. The subject of study of social pedagogy is social education that is carried out throughout a person's life. Methods and methods of implementing social education, ways of organizing the interaction of subjects in the main spheres of life in social education and the conditions of their effectiveness are being studied. In this article, we can discuss information about the relationship of pedagogy with other fields.

KEYWORDS: *Social Pedagogy, Methods, Link, Correlation, Philosophy, Psychology, Medicine, Law, Economics, Technologies, And Other Fields.*

INTRODUCTION

The socio-psychological mechanisms of socialization of the individual, their characteristics at different age stages, reveals the psychological mechanisms and conditions of the interaction of the subject of social education. Methods of social education. It is known that pedagogy is an independent and sufficiently developed science with a limited field of study, which develops in close connection with other humanitarian sciences that study personality. There are many of them, but among them, those related to the pedagogy of family relations stand out. These include, first of all, the humanities, the categories of which are included in the conceptual system of pedagogy.

Social pedagogy as a part of pedagogy, its tasks. Discussions about social pedagogy, its place and role. The subject of social pedagogy is the theory and practice of teaching and educating a person or a group of people who are sometimes combined with social misfortunes and need rehabilitation or treatment for their socialization. And as a result, the experience of treatment, adaptation, rehabilitation and integration into society of an individual or a group of people.

It is more appropriate to consider social pedagogy from the point of view of social philosophy, in which external and only external conditions affect a person, environment and education, personality formation, education, and development from birth to death. Social pedagogy considers the process of education, sociology of personality in theoretical and practical aspects. It examines the deviations or conformity of human behavior under the influence of the environment, which is commonly referred to as the socialization of the individual. According to modern concepts, social pedagogy is "a field of pedagogy that considers all age groups and

social categories of people, social education in specially created organizations for this purpose." Social pedagogy is based on the history of pedagogy, past educational and educational experience, and educational and educational practice in other countries. A number of branches of general pedagogy are components of social pedagogy, for which it is the main one: preschool pedagogy, school pedagogy, vocational education pedagogy, education in closed institutions, children and youth organizations, and pedagogy of circles, children and adolescent pedagogy.

Each of these areas of social pedagogy has its own characteristics, its own methods, and they can be considered independently. Social pedagogy "enters interdisciplinary relations with sociology of education, sociology of education, pedagogy, social psychology and management psychology." It includes the study of philosophy, education, characteristics of education in modern society. In a state of crisis of society, it is the leading branch of knowledge. A distinctive feature of modern social pedagogy is its humanitarian direction, the unity of requirements and respect for children, that is, cooperation, solidarity, the joint creation of the teacher and the child.

The pedagogical field of human knowledge does not develop in isolation from other human sciences. Discoveries often occur at the intersection of pedagogy with other humanities. The separation of pedagogy from other disciplines is the low efficiency of its development, unreliable practical recommendations and prescriptions. The history of science testifies that pedagogical thinking initially developed in accordance with general philosophical knowledge. The ideas of education and upbringing are in religious dogmas, state doctrine, legal codes, and literary works of the past.

Pedagogy is inextricably linked with psychology. There are several important communication nodes between them. The main thing is the subject of learning these sciences. Psychology studies the development laws of the human psychology and pedagogy develops the laws of managing personality development. Personal education, education, training is nothing but purposeful development of psyche (thinking, activity). The next important point is the commonality of research methods of pedagogy and psychology. Many scientific tools of psychological research successfully serve in the correct solution of pedagogical problems (psychometrics, pair comparison, psychological tests, surveys, etc.)

The existence of a relationship between pedagogy and psychology is also confirmed by the basic concepts of psychology, which are used in the pedagogical vocabulary and help more. Accurate description of events, upbringing, education, teaching facts helps to identify and determine the nature of the problems being studied. As a scientific discipline, pedagogy uses psychological knowledge to identify, describe, and explain pedagogical facts. Thus, the results of pedagogical activity are studied with the help of psychological diagnostics (tests, questionnaires, etc.). Pedagogical and developmental psychology, psychology of professional pedagogical activities, psychology of management of pedagogical systems and many psychological studies in other fields of education are a kind of bridge between the two disciplines.

Pedagogy is closely related to physiology. Physiology, which is the science of the vital activity of the whole organism and its separate parts, functional systems, reveals the picture of the material and energy development of the child. The working patterns of higher nervous activity are of particular importance for understanding the mechanisms of controlling the physical and

mental development of a schoolchild. The teacher's knowledge of the physiological processes of the development of a junior high school student and a teenager, a high school student and himself leads to a deep penetration into the secrets of the educational influence of the environment and methods, dangerous in the organization of pedagogical activity, warns against making wrong decisions. in determining work, workloads, and presenting possible requirements for students and themselves.

The relationship between pedagogy and sociology is multifaceted. The results of sociological research serve as a basis for organizing students' free time, career guidance and solving many other pedagogical problems. The science of society as a whole system, its separate components, the processes of society's functioning and development, sociology is education in the field of its analysis, theoretical and practical consideration covers the field of upbringing and education. Science about them. In the structure of sociological reflection of reality, for example, special branches such as education, sociology of education, sociology of students, urban, rural, health care, etc. are developing.

Philosophical knowledge is of primary importance for the science of pedagogy. In the modern period of the development of pedagogical knowledge, it is the basis for understanding the goals of education and training. The theory of knowledge makes it possible to determine the laws of learning and cognitive activity and the mechanisms of its management due to the generality of laws. Scientific research contributes to the development of pedagogical thought, such as the philosophical categories of necessity and chance, general, individual and especially the laws of interdependence and dependence, development and its driving forces. In connection with the deepening of the philosophical understanding of various aspects of reality, network philosophies are also developing. Philosophy of education, philosophy of culture, philosophy of history, philosophy of law, philosophy of science, etc. have the status of science fields. And since the science of pedagogy has developed together with other human sciences, reference to their philosophies contributes to its success.

Modern psychology as one of the sciences of social cognition is a complex structural formation. For social pedagogy, it is important to take into account not only the general characteristics of the human psyche, but also the dependence of its uniqueness and development on the specific conditions of the social situation, life and activity, profession, age, position in the psychological system. Interpersonal relations in a certain group, positions and dispositions, typological characteristics, socio-psychological adaptation, etc. Social pedagogy makes extensive use of achievements in solving its problems. Social psychology allows to determine the structure of social groups, their dynamics, differences (urban and rural residents, physical and mental workers, families, youth, production teams), the development and state of relations between the peoples of our country.

Social pedagogy is also related to such branches of psychology as psychology of deviant behavior, family psychology, special psychology, etc. In recent years, sociology is related to social pedagogy - the science of the laws of formation, functioning and development of society as a whole, social relations and social communities. With the complexity of society and social relations, the process of socialization of a developing person inevitably becomes more complicated, and integrated pedagogy and sociology, in turn, are combined with all other disciplines that study man and society.

Ethics analyzes the general laws of the development of moral ideas and attitudes, as well as the forms of moral consciousness of people regulated by them and their moral activity. Social pedagogy uses and takes into account ethical principles that determine educational goals and values, develop educational methods, and study problems of interpersonal interaction. In the development of the theory of social education, it is necessary to take into account the data of ethnography to take into account ethnic characteristics in the construction of the system, and especially in the design of forms and methods of social education. At the same time, it is desirable to collect educational methods formed in the ethnic group and adequate to universal principles and use them in the social education system within this ethnic group.

In reality, the relationship of social pedagogy with other fields is very different. Information from social psychology and, to some extent, sociology is used in it, even if it is not necessary for its effective development. At the same time, ethnographic and ethno-psychological data are still not required. The psychology of social education reveals the psychological conditions of the interaction of subjects of social education, based on the socio-psychological characteristics of groups and individuals, their characteristics at different age stages.

In conclusion, while concluding the review of the interdisciplinary relations of pedagogy, we note that many other disciplines, such as law, economics, demography, informatics, statistics, ecology, ethnography, ethnology, history, technical sciences, are also among its partners in appropriate conditions. Study of specific educational problems. Social pedagogy is a field of pedagogical knowledge that is directly related to the study of complex human problems in the environment. Therefore, social pedagogy widely uses the achievements of other human sciences: philosophy, social work, sociology, psychology, ethics, ethnography, cultural studies, medicine, and law.

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