

Axiological Foundations of Comparative Analysis of Pedagogical Sciences

A. Negmatova¹. R. Raimova²

Annotation: The essence of a pedagogical axiology is defined by specifics of pedagogical activities, its social role and personally forming opportunities. The essence of an axiology of legal pedagogics is defined by specifics of pedagogical activities in the sphere of legal education, its socially important role and personally forming opportunities of future professional lawyer.

Keywords: axiology, specifics of pedagogical activities, spiritual tsenknost, teaching legal disciplines.

Axiology (from the Greek *axia* - value and *logos* - teaching) - the theory of values, a section of philosophy; philosophical doctrine about the nature of values, their place in reality and about the structure of the value world, i.e. about the relationship of different values among themselves, social and cultural factors and personality structure. Axiology studies issues related to the place of values in reality and the structure of the value world, i.e. questions of the connection of various values both among themselves and with social and cultural factors and the structure of the personality. For the first time, the question of values was raised by Socrates, who made it the central point of his philosophy and formulated it as a question of what is good. In ancient and medieval philosophy, the question of values was directly included in the structure of the question of being: the fullness of being was understood as an absolute value for a person, expressing both ethical and aesthetic ideals. In Plato's concept, the One or the Good was identical to Being, Goodness and Beauty. The essence of pedagogical axiology is determined by the specifics of pedagogical activity, its social role and personally forming opportunities. As correctly pointed out the axiological characteristics of pedagogical activity reflect its humanistic meaning. Pedagogical values are those of its features that not only allow meeting the needs of the teacher, but also serve as guidelines for his social and professional activity aimed at achieving humanistic goals.

Pedagogical values, like any other spiritual values, are not spontaneously affirmed in life. They depend on social, political, economic relations in society, which largely influence the development of pedagogy and educational practice. Moreover, this dependence is not mechanical, since the desired and necessary at the level of society often come into conflict, which a particular person, a teacher, resolves by virtue of his worldview, ideals, choosing ways to reproduce and develop culture. Pedagogical values are the norms that regulate pedagogical activity and act as a cognitive-acting system that serves as a mediating and connecting link between the established public outlook in the field of education and the activities of the teacher. They, like other values, have a syntagmatic character, i.e. are formed historically and fixed in pedagogical science as a form of social consciousness in the form of specific images and ideas. The mastery of pedagogical values occurs in the process of carrying out pedagogical activity, in the course of which their subjectivation takes place. It is the level of subjectivation of pedagogical values that serves as an indicator of the personal and professional development of the teacher. In order to maintain the quality and effectiveness of teaching legal disciplines at a decent level in such conditions, teachers of law schools and faculties need to "adjust" to the changing legal environment in a timely manner: adjust their lectures, supplement seminars with new materials, find new teaching methods, combining practice (legislative innovations, amendments and additions to laws) with fundamental legal theory (concepts, modern doctrine). With the change in the social conditions of life, the development of the needs of society and the individual, pedagogical values are also being transformed. Thus, in the history of pedagogy, there are changes associated with the change of scholastic theories of learning to explanatory and illustrative and later to problem-developing. The strengthening of democratic tendencies led to the development of non-traditional forms and methods of teaching. The subjective perception and appropriation of pedagogical values is determined by the richness of the teacher's personality, the direction of his professional activity, reflecting the indicators of his personal growth.

A wide range of pedagogical values requires their classification and ordering, which will make it possible to present their status in the general system of pedagogical knowledge. However, their classification, as well as the problem of values in general, has not yet been developed in pedagogy. True, there are attempts to determine the totality of general and professional pedagogical values. Among the latter, such as the content of pedagogical activity and the opportunities for self-development of the individual due to it, the social significance of pedagogical work and its humanistic essence, etc. However, pedagogical values differ in their level of existence, which can become the basis for their classification. On this basis, personal, group and social pedagogical values are distinguished. The axiological "I" as a system of value orientations

¹ Faculty of General Pedagogics AnSU. Assoc. p.f.s., Kyrgyz National University named after Yusuf Bolasogun

² Pedagogical Faculty, branch of Osh. teacher

contains not only cognitive, but also emotional-volitional components that play the role of its internal guide. It assimilates both socio-pedagogical and professional group values, which serve as the basis for an individual-personal system of pedagogical values. This system includes the values:

- related to the assertion by the individual of his role in the social and professional environment (the social significance of the teacher's work, the prestige of pedagogical activity, the recognition of the profession by the closest personal environment, etc.);
- satisfying the need for communication and expanding its range (communication with children, colleagues, reference people, experiencing children's love and affection, exchanging spiritual values, etc.);
- focusing on the self-development of a creative individuality (opportunities for the development of professional and creative abilities, familiarization with world culture, engaging in a favorite subject, constant self-improvement, etc.);
- allowing for self-realization (the creative, variable nature of the teacher's work, the romanticism and fascination of the teaching profession, the possibility of helping socially disadvantaged children, etc.);
- making it possible to satisfy pragmatic needs (the possibility of obtaining a guaranteed public service, wages and vacation time, career growth, etc.)

Pedagogical observations - direct, purposeful perception of the pedagogical process in natural conditions. Starting observation, the researcher must know what, for what purpose and for how long to observe, what result is expected. Only if you have the necessary knowledge, skills in the field under study and the methodology for conducting observations, you can proceed to action. Surveillance is effective with a thoughtful and clear plan. The researcher needs to be able to conduct it correctly, objectively choose facts / record results, identify cause-and-effect relationships in the studied phenomena, draw correct conclusions and generalizations. Conversation - a dialogue between the researcher and the subject according to a pre-compiled program. Carried out according to specially designed questionnaires, it allows you to find out many aspects of the phenomena being studied, the assessments and positions of the subjects, their feelings and experiences, the motives of certain actions, etc. Its effectiveness depends on the ability of the researcher to establish friendly relations with the interlocutor, to call him to frankness. The conversation makes it possible to correctly direct the conversation in the right direction, vary questions for a better and unambiguous understanding of their interlocutor. The questionnaire method is used to obtain information about a particular phenomenon in a large group of subjects, to identify relationships, requests, wishes. An interview is a kind of conversation, but it is more focused on clarifying the assessments and positions of the interviewee. It is usually conducted using pre-prepared questions by one side and prepared answers by the other side, making their sincerity and accuracy relative. Educational discussion. An important place among the verbal teaching methods in modern higher education is given to educational discussion, the main purpose of which in the learning process is to stimulate cognitive interest, to involve students in an active discussion of different scientific points of view on a particular problem, to encourage them to comprehend various approaches to arguing someone else's and his position. Obviously, this requires preliminary preparation of students both in terms of content and formality and the presence of at least two opposing opinions on the problem under discussion. Without knowledge, the discussion becomes pointless, meaningless and inaccurate, and without the ability to express an idea, to convince opponents, it becomes devoid of attractiveness, confusing and contradictory [4, p. 93]. The educational discussion, on the one hand, implies that students have the ability to clearly and accurately formulate their thoughts, build a system of reasoned evidence, on the other hand, it teaches them to think, argue, and prove their case. In this situation, the teacher should demonstrate to the students an example of this style of argumentation, teach them to clearly express their thoughts and be tolerant of the statements of other students, make changes to their answers, try to retain the right to the last word, not claiming to be the ultimate truth. A lecture is a monologic way of presenting voluminous material, which is usually used in colleges and universities and takes up almost the entire time of a training session. The advantage of the lecture is the ability to ensure the completeness and integrity of the students' perception of the educational material in its logical mediations and relationships on the topic as a whole. The relevance of the use of lectures in modern conditions is increasing due to the use in law schools of block study of new educational material on topics or major sections. The lecture can also be used when repeating the material covered. Such lectures are called review lectures. They are held on one or more topics to summarize and systematize the studied material.

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