

PRAGMATIC PEDAGOGY AND ITS SPECIFIC ASPECTS

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Abstract: In this article, pragmatic pedagogy, trends in its formation and development, specific aspects and characteristics of pragmatic assignments, importance of pragmatic pedagogy in professional development of future teachers are revealed. This article serves as an important resource for the scientific-pedagogical community, students and specialists engaged in research activities.

Keywords: pragmatic pedagogy, pragmatic assignments, pragmatism, pedocentrism, educational process, professional activity, self-development.

Pragmatic tasks are a set of tasks that acquire a vital character and serve to acquire the activities necessary for a person's daily activities. With the help of these assignments, future teachers will develop competencies that are important for their daily professional activities. With the help of such assignments, learners are motivated to develop themselves, because pragmatic assignments have the opportunity to gradually develop the activity of learners in several stages. The issue of ensuring the productivity of the educational process in higher education institutions with the help of these tasks is characteristic for the educational system of most developed countries. Because assignments of a pragmatic nature are a means of arming students with the necessary information, monitoring and analyzing their level of mastery.

In the developed countries of the world, such as Korea, the USA, and Singapore, special attention is paid to the possibility of forming the competence of self-development of future teachers in pragmatic educational assignments. Extensive scientific research is being carried out in this field. The need to reform the content of higher pedagogical education, to raise the educational process to a new level of quality, increases the need to gradually incorporate educational tasks of a pragmatic nature into the educational content.

The first approaches to pragmatic pedagogy were put forward by scientists from developed countries such as the United States and England. Pragmatics comes from the Greek word *pragma*, which means activity, action [2].

Pragmatic pedagogy - 1) a pedagogical direction that studies the formation of knowledge, skills and competencies based on personal observation and life experiences; 2) is a special direction of pedagogy and deals with the problems of education and upbringing of pupils and students, development of their freedom, entrepreneurship and integrity [3. 400].

Pedagogical pragmatics is based on innovative views on instrumentation, experiments, construction, modernity and educational methods. Dj. Dewey can be mentioned as the founder of pragmatic pedagogy. He sharply criticized superficiality and formalism in pedagogy. Dewey and his followers B. Boud, U. Kilpatrick, H. Ragg, J. Childs, Counts developed a system of pragmatic assignments[1]. The characteristic aspects of this system are as follows:

1. Regular improvement of the educational process as a process that enriches the personal experience of students. Pragmatic pedagogy expands the opportunity to provide systematic education to students and creates a convenient opportunity to master the training course, that is, the training module. Unlike the principle of subjectivity, pragmatic pedagogy applies a comprehensive approach to the educational process and serves to coordinate the attention of learners around a particular topic. In the framework of pragmatic pedagogy, professors and teachers have the opportunity to choose pragmatic tasks taking into account the social experiences of students. In this process, the professor-teacher acts as a consultant who coordinates the activities of students and advises them.

2. The basis of the educational process is the interests, needs, and motives of the student that have arisen independently at the moment. Within the framework of pragmatic pedagogy, the basis of education is the idea of personality development. The founders and supporters of pragmatic pedagogy consider the development of students' writing skills, drawing skills, speech skills, creative activity and modeling

skills. Because these skills provide opportunities for self-expression of learners. It also creates comfortable conditions for them to express their personal experiences, feelings, imaginations, and inclinations.

3. Teaching with the methodical tool of an active approach ensures that students acquire the necessary pedagogical skills in the process of play and work. This, in turn, accelerates the fulfillment of requirements for future teachers. According to the supporters of pragmatic pedagogy, future teachers should be able to plan and design the processes of development of their professional activities. Professors and teachers are required to closely support them as their main advisors and experienced colleagues. It is important that students recognize that they can develop professionally through activities. The organization of the pedagogical process using the active approach method ensures the emergence of a point of view regarding the evaluation of the educational process as an opportunity to develop the experience of students. Such a point of view. It is expressed in the project method developed by Klipatrick. The method of understanding needs is of particular importance in the formation of professional competencies in future teachers by means of pragmatic assignments. U. Klipatrick firmly defended the idea that the basis of the educational process should be the fulfillment of useful tasks for students. Students should be able to read the text fluently, expressively, understand its content, write literately, perform calculations. According to U. Klipatrick, tasks should be presented not in a systematic way, but according to the extent to which students understand. In pedagogy, the main focus is on gaining practical experience based on mastering theoretical knowledge.

4. The main place in pragmatic pedagogy is the connection of educational content with existing social life and reality. As a result of such communication, the effectiveness of education is ensured. Dewey and his supporters put forward the idea of connecting the educational process with social life, imitating it with reality. This approach ensures comprehensive development of learners, adaptation to social life, enrichment of their social and professional experience. In this place, pragmatic

assignments gradually bring the educational process closer to social life and serve to develop the professional competencies of future teachers.

As a result of analyzing the current pedagogical education process, identifying gaps and shortcomings in it, we managed to identify a number of situations that are waiting for a solution in pragmatic pedagogy. These include the theoretical foundations of higher pedagogical education, the practice of forming the professional competencies of future teachers, the educational process and its results, taking into account the professional interests of future teachers, independent activity of students, determining the effect of pragmatic tasks in increasing the importance of play and educational work in the educational process [5. 58-63]. Prioritizing the method rather than the content of education reduces the opportunity to present knowledge in a systematic way. As a result of underestimating the role of the teacher in the educational process, the quality of the educational process decreases.

The essence of pragmatic pedagogy is manifested in ensuring that the educational process is connected with life. From the 20s of the last century, attention was paid to evaluating the importance of the pragmatic method in the European education system. During this period, special attention was paid to ensuring the relevance of the educational process to life in the US educational system. This created the need to search for new methods and tools. As a result, students' interest in higher education has increased. "Association of Progressive Education", which was established in 1919, became especially important. This association has managed to publish its magazine for 35 years. At that time, a number of experts opposed pragmatic ideas. "Essentialists" can be included among such opposing groups. By the end of the 50s of the last century, pragmatic pedagogy was widely criticized by the scientific community. In England, pragmatic pedagogy developed widely in the 20s and 30s of the last century. By this time, pragmatic attitudes were expressed in all documents in the field of education. For example, in the 1931 report of the Hedow Committee "On the Primary School", the following ideas were expressed: "The content of educational courses in primary school should reflect the activities and experiences of students, not the set of knowledge itself"[4].

Pragmatic pedagogy relies on the method of pedocentrism. The method of pedocentrism requires the orientation of the educational process to the personality of the student. **Pedocentrism** (Greekische: Pais-child and Latin: centrum-center) is a concept that expresses the name of a pedagogical trend that determines the content of education, its organization, and educational methods not depending on the socio-economic conditions and needs of society, but only on the direct demand and innate interest of the child. Pedocentrism is a school of thought based on pedagogical-psychological ideas, which acknowledges the need to rely on the child's personal interests and needs in the process of education [3. 400].

Such an approach creates creative activity in students and expands the possibilities of independent research. Its main criterion is the application of social experience and success in learning the values of society. An educational institution is a small society. It is necessary to create an environment that supports students to succeed and find solutions to conflicts that arise in interpersonal relationships.

It can be seen that the importance of pragmatic pedagogy in ensuring the development of learners is incomparable. It brings the educational process closer to life and serves to ensure its vitality. It helps to activate and individualize the educational process.

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