

A NEW APPROACH TO THE EPISTEMOLOGY OF SCIENCE (ON THE EXAMPLE OF THE SCIENCE OF THE HISTORY AND THEORY OF PEDAGOGY)

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Annotation

the purpose of this study is to give a definition to the epistemology of Science, a new science, and to try to define its field. From this point of view, the most fundamental theme of the epistemology of science is to try to determine and analyze what mental attitude a scientist has when carrying out his scientific activities. An epistemological analysis made from this point of view shows that the widest mental attitude is the worldview. Secondly, it determines the presence of a pedagogically developed structure of knowledge in World meetings, which has achieved success at a conceptual level.

Keywords

epistemology, epistemological analysis, pedagogical aspect, mental attitude, scientific activity, "set of scientific concepts"

In pedagogical activity, there is a concept that proves the acquired knowledge to be reliable, and this structure, which contains the exact meanings of information concepts, epistemologically supports the relationship that forms the mental basis of scientific activity. This structure is the sum of the basic concepts that we call the "set of scientific concepts" that make up the scientific mentality. On this conceptual basis developed, it is discussed which results the protected epistemology of science requires from the point of view of the philosophy of science. From the point of view of our specialty, the epistemology of science can be understood as the application in a general sense. We can compare this with the connection between the history and theory of pedagogy and the science of general pedagogy. However, here we have to ask the question of how epistemology can be applied to science. To answer this, we must reveal what we understood before epistemology. Since epistemology is understood as a theory of knowledge in the general sense, it can be described as "a branch of philosophy that reveals the anatomical structure of the information process". The information process is a chain of continuous operations that occur in



the forces (abilities) that a person uses to obtain information while receiving information. In this case, it can be said that epistemology is a general theory that explains the information process that takes place in the human mind during the acquisition of information. Having shown what we understand from science on the basis of an epistemological approach, we can determine the epistemology of Science, which explains its application to science as follows: the sum of theories that explain the relationship that we have in the conduct of scientific activity, that is, mental methods are called. Indeed, the epistemology of science is a leading concept that promotes their analysis by finding mental attitudes and methods in obtaining scientific information. This concept also has a sign of meaning, that is, a necessary result: a certain epistemological structure leads to the acquisition of certain types of scientific information. Because the application of a certain concept to science on the basis of an epistemological approach leads to the formation of a scientific tradition. That is why even the problem we are studying should be included among the most fundamental topics in scientific epistemology. Through this research, we have tried to highlight the issue that science presents as the main themes of epistemology. Since the mental attitude in scientific activity is the most fundamental subject of the epistemology of Science and the nature of the scientific information resulting from these relationships, we must first start by identifying these relationships. So how can we discover and open this relationship? This requires a special method. We try to find a solution to this problem here by developing a new method with experience. The epistemology of science is an aid in determining mental attitudes in scientific activity. If we determine what behavior this activity is, we will be closer to the mental attitude that determines the activity at the critical level. To simplify the topic, we can say that scientific activity consists in trying to understand and describe what is happening around us. In a sense, when we imagine what is happening around us as a "universe", we can compare the totality of activities here with the preparatory activities of the pedgog to the educational process. Because in both activities there is a certain manifestation of the phenomenon that "happens" in a certain way. While the educator tries to express his activities by communicating specific information to the learners; the student tries to express his imagination more abstractly with concepts. In order to be able to describe a landscape or something that is happening in front of him, the educator must first identify a "method" for himself. When determining the method, he tries to organize his lesson in a qualitative and interesting, content vision. This method that he wants to define is the "point of view". This first local definition is not enough for an educator to organize a lesson; he needs a second such definition, since he has the concepts that it is the result and the effect, since it is darcur that he organizes the lesson



qualitatively, interestingly and, of course, efficiently, with results. Indeed, even if it seems enough for an educator to organize a quality and high-performance lesson to reach his goal, they are actually still not enough. Because some principles and "integrity of pedagogical concepts" are needed that promote the achievement of the intended goal. For example, it is necessary to decide in what environment the part of the lesson will be organized, how to choose pedagogical technologies and methods, and how to put an urgent problem in the training center will make the lesson more showy. All these requirements are in fact the mold of the organization of the lesson, since they form integrity in the mind of the educator. The learner, on the other hand, is actually a prospective educator, trying to investigate a particular problem or situation in front of him and describe it conceptually. In this context, he needs three such mental frames, which we describe here as "mental attitudes". When identifying these frames, the fact that we act from the narrowest circle allows us to more accurately identify these mental relationships. Then we can start by solving a specific problem in a particular science. No matter what science the problem is in, the mental attitude does not change. However, in certain disciplines, the content of this relationship changes. Take, as an example, the study of human nature by a psychologist from the point of view of consciousness. how can a psychologist solve this problem with a mental attitude? Of course, he tries to do this by reasoning on the basis of concepts, theories and data created in the science of psychology. Thus, the accumulation of concepts, theories and knowledge created in psychology constitutes a "spatial basis" in its consciousness of Information Integrity, which is formed in the human mind during the continuation of its education. This frame is actually a mental attitude, because since our attitude determines our behavior, this frame determines how a psychologist should behave in his science. As in psychology, each science has a spatial basis. In this context, we can call this mental relationship a "narrow set of scientific concepts" from the point of view of the psychology of science, so that it covers all disciplines; since the basic concepts form the basis of this science. We also tried to study such an approach again. There are also many scientific concepts that educators use to continue their activities in their field, not directly related to its field. These concepts, in fact, involve a broader mental attitude that he later uses when dealing with science, which is given to him from the day he tries to obtain scientific information. These concepts and information integrity constitute a mental relationship, since it determines his vision of Information, Science and scientific problems in his mind. From the point of view of the epistemology of science, this conceptual framework can also be called the "set of scientific concepts". Each educator needs such a broader mental basis in terms of the epistemological structure of a person in order

to apply the narrow framework that he uses in his specialty. However, only this framework is not enough for a narrow set of scientific concepts to function as a mental relationship. Because there is a need for an information network necessary for the functioning of a set of scientific concepts, which, of course, occurs not in scientific traditions, but in the worldview of the educator and educator.

In this case, we have identified three main mental attitudes for scientific activity:

1. " narrow set of scientific concepts"; this mental attitude corresponds to the "pedagogical spatial circle", which we are trying to explain by analogy.

2. Conceptual framework; we also called it" a collection of scientific concepts". This also corresponds to the teacher's lesson Organization framework. 3. Worldview; it corresponds to the "point of view" of the educator.

Now let's try to explain them in detail. If scientific activity is carefully studied from an epistemological point of view, then we can see that the activity of acquiring knowledge is largely based on the information structure of consciousness. The information structure of our consciousness works in scientific activity using a series of frames formed within itself, the most narrow of which, and therefore directly related to scientific activity, is a mental relationship that expresses as a "ball of narrow scientific concepts". In this sense, the spatial basis as a mental relationship, that is, a narrow set of scientific concepts, is a circle in which the entire use of a particular science, the accumulation of theory and knowledge, is formed in the minds of the educator and educator. It is known that without such information, no scientific activity is carried out in this science. In the same way, it is impossible to carry out such activities, since the mind does not have a "concept" formed through this information. As with the example of psychology we have cited above, scientific research in any field of psychology cannot be carried out without the mental perspective formed by stable concepts in the science of psychology. Therefore, all scientific activity in the science of psychology controls this mental basis.

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