Pedagogical Process in Teaching Library-Information Service

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Abstract: This article discusses the importance of pedagogical work and pedagogical skills in teaching library information systems. Opinions were expressed on the use of interactive methods in the pedagogy of the library information system.

Keywords: information, pedagogy, teaching, student, library, theory, practice.

Educational work is carried out in accordance with the general pedagogical laws in the training and practice of librarians. The library-information service is also recognized as a whole perfect science only as a result of a combination of pedagogical teaching and practice. Any small defect in the transfer of practical or pedagogical-theoretical knowledge will be reflected in the future activities of the student. Therefore, it is necessary to carry out full pedagogical work in educational institutions that train librarians.

Library and information activity is a system of libraries established by the state, various public organizations and individuals in order to organize the use of book resources and other sources of information by members of society. is an area that performs educational functions. The field of information and library activities, as well as other practical areas, is required to have a scientific and theoretical basis. This task is studied by the subject "Library Science".

The main purpose of the subject "Librarianship" is to teach students the basic scientific and theoretical issues, general principles, laws, methodological bases, prospects of the field, informatization of society in the field of librarianship, as well as information and library activities.

The task of the discipline is to radically improve the professional training of students and further strengthen the skills of future specialists in the field of library science and methodology, the relationship of librarianship with other disciplines, library networks and systems of the republic and their problems, prospects and information. - to provide the necessary knowledge and develop certain skills on the status and problems of library services, the activities of ILC, IRC and libraries and their cooperation with other organizations, etc.

The bachelor's degree in the field of "Librarianship" includes:

➢ to carry out practical and experimental training on the basis of the requirements for the study of the subject, as well as to know the goals, objectives, principles, laws, methodology and methods of the subject, the typology of libraries.

➢ have the skills and abilities to independently study and analyze the literature recommended for the study of the subject.

➢ be able to think independently based on the acquired knowledge and be able to apply them in solving practical problems.

➢ be able to use the knowledge and skills acquired as a result of mastering the science in the conduct of research and graduate work.

Library science is one of the major disciplines and is closely related to all the disciplines in the bachelor's curriculum, such as Social Sciences and Humanities. According to the curriculum, science lessons are organized in the form of lectures and practical lessons, depending on the content of the curriculum and pedagogical goals. Lectures and practical exercises are used to strengthen theoretical knowledge in science.

At the required level of mastering the subject "Library Science" is the formation of students' fundamental knowledge, skills and abilities in the field of library science and information and library activities, as well as their application in future activities of information and library institutions.

Textbooks, manuals, lecture notes and their electronic versions, as well as the Internet are used for learning. The following types of classes are used in the study of science: lectures, practical classes, independent study of teaching materials related to the content of science.

In order to master the subject, it is necessary to use active teaching methods (problem-solving, organization of group thinking, individual assignments), information technology in the presentation of the subject. Emphasis will be placed on the extensive use of computer technology in practical assignments and homework to build and strengthen students' practical skills.

Students master the subject through midterm examinations (twice a semester) and final examinations. Midterm and final examinations are conducted in the form of written work or test questions on individual or all sections of the subject, respectively.

Computer technology is used in the teaching of "Librarianship". Handouts will be prepared, and a mid-term and final review will be conducted based on the test system and key words and phrasesDidactics (educational theory) and educational theory are important components of the science, as the science of pedagogy focuses on two important aspects of personal development – teaching and educating him[*] (Habibova G. Text of lectures on pedagogy. Bukhara 2010. Page 12). As a result of the continuous development of human education, professional skills emerge. This is because reading, learning, understanding and applying what you have learned in practice is a key factor in professional ethics and process.

"Library – information service" as one of the parts of librarianship is close to pedagogy in its content. Based on the analysis of the directions of the process of education and upbringing, pedagogy studies the issues of "education as a pedagogical process", "community as an object of education", "individual as an object of education", which reflects the essence of the areas studied by him. Based on these basic pedagogical concepts, librarianship studies the laws of the educational process.

The selection and mastering of sources of work with users in libraries, active influence on the content and nature of reading, the ultimate goal is a pedagogical process of educating a harmoniously developed person. Accordingly, the library performs a pedagogical function consisting of guiding reading[*] (I.J. Yuldashev., O.Nosirov. Library – information service: theory and practice. Textbook, Tashkent – 2020. p.8).

In the library-information service we need to teach students the theoretical knowledge of pedagogy in a targeted way and develop their professional skills. The use of modern pedagogical interactive methods, the introduction of new technologies in the field of

pedagogy, ensures the effectiveness of the teaching process. At the same time, it improves the professional skills of students and serves as a basis for the study and solution of problematic situations in library activities. Educational work is carried out in accordance with the general pedagogical laws in the training and practice of librarians.

Methodology of library science. Science is a collection of theoretically structured knowledge about the world. The main task of science is to reveal the laws of evolution of things and events that it studies. Every science that emerges in the process of human development has its own subject and research methods. Each science uses a variety of scientific methods in its research process as a theoretically structured set of knowledge.

Library methodology is the most general, basic, basic principles and means of knowledge, the organization and creation of theoretical activities, as well as knowledge of the system.

New sources of librarianship, as a methodological basis, recommend the following:

World philosophy that studies the process of learning;

The science of logic;

Private laws and principles of librarianship.

Every theorist and practitioner should not only rely on professional librarianship in their work, but also be aware of the general and specific aspects of librarianship methodology.

Philosophy plays an important role in the general methodology of librarianship. He studies the most general, basic laws of nature, society, and thought. Among the vast philosophical knowledge, the most methodologically important for library science is the theory of knowledge (epistemology). From a methodological point of view, librarianship is a relatively small part of the universal cognitive activity of the objective world, known as "information-library activity".

"The basic laws and principles of dialectics, the philosophical categories are important from a methodological point of view for librarianship. Dialectics (from the Greek word)

a) The "Law of Unity and Struggle of Contradictions" is central to the laws of dialectics. According to this law, everything is inextricably linked and has opposing forces. This struggle between opposing forces and forces represents the source of progress, leading to the disappearance of the old and the emergence of the new.

Of course, things are different. There are no two things that are exactly alike in all respects. The degree of difference of things is not the same: there are important and insignificant differences.

Differences in things and events form the basis of contradictions.

This law is fully applicable to the theory and practice of information and library activities. Without information and library activities, there would be no library science, or without library science, information and library activities would not be as modern as they are today. However, they are in some ways contradictory, that is, librarianship is an abstract, information-library activity is a material, existing activity. At the same time, they interact and complement each other: information and library activities are enriched with library ideas, and library science is filled with advanced practices of information and library activities.

b) The law of transition from quantitative to qualitative change is one of the basic laws of dialectics. The essence of this law is that insignificant quantitative changes in things and events gradually accumulate, breaking the norm at a certain stage of development and leading to radical qualitative changes by jumping.

The movement and development of librarianship and information-library activities can be explained by the law of transition from quantitative to qualitative changes. In librarianship, as in all disciplines, qualitative changes occur relatively slowly, not always noticeably. This is due to changes in quantity. For example, the increase in the number of libraries in ancient times led to the emergence of the idea of librarianship.

The idea of librarianship gradually shifted to new qualitative changes, to librarianship. Further development of librarianship is based on this law.

c) In accordance with the law of the law of negation of dialectics, in the process of development of things and events in objective reality, the old is denied by the new. But the antiquity is not completely denied, the positive aspects in it are preserved. Development takes place in a twisted form, based on certain relative iterations, from simple to complex, from bottom to top.

The history, current state and prospects of librarianship can be seen on the basis of the trinity of development created by the famous philosopher VF Gegel: - thesis – antithesis (opposition) - synthesis. Our modern library science is the antithesis of librarianship from about 1917 to the 1990s. Sooner or later, it will be replaced by a synthesis phase, which will lead to profound changes in the information and library activities. Future stages of development will create new ideas based on the rejection of existing ones. But these ideas are reflected in a new qualitative change.

Thus, the laws of dialectics not only explain the history, current state and prospects of librarianship, but also encourage its more rational development.

From a methodological point of view, philosophical categories are also important for librarianship. Philosophical categories are a reflection of the development of the most general laws of the objective world. All philosophical categories have an objective meaning because they are a reflection of the laws of the objective world; Philosophical categories play an important methodological role in scientific knowledge. Studying the movement of the most general laws of objective world events, on the one hand, helps to gain a deeper and more complete understanding of the nature of things, and on the other hand, leads to the acquisition and accumulation of new knowledge about things and events in the objective world.

Here are some philosophical categories:

Individuality is something, an event, and a process that has a particular qualitative and quantitative precision.

Generality is a set of properties and characteristics of objective reality that exist objectively in all things or events, the similarity of the relationship between them;

Specificity is a group of things or events that, although common in meaning, belong to another group in a more general sense, and in this group that individuality is one, a part of the whole.

Essence is the inner side of reality that represents the deep relatively stable relationships that occur in the various phenomena of the material world hidden within an event.

An event is a variable, action-rich aspect of an objective reality that represents the encounter of an essence in one way or another.

The special methodology of librarianship emphasizes the principles of librarianship and the laws of organization and operation of information and library activities.

Principles of librarianship:

Freedom of knowledge, information for all;

The predominance of user interest;

Systematization of information and library activities;

Joint centralization and decentralization of information and library activities;

Coordination and cooperation of information and library activities;

State-public nature of information and library activities;

Laws of formation of information-library systems;

The objective nature of the systematic development of information and library activities;

Interaction of information and library institutions - as a basis for their formation and development;

Dynamics of information-library systems, etc.

Concepts are an important part of librarianship.

Methods of library science (scientific methods)

The scientific methodology of librarianship is a set of methods used to study the problems facing the science.

A method is an integral part of scientific knowledge and represents its object, the subject of analysis, research tasks, and the tools needed to solve them.

The scientific method represents the abstract ways and means of cognition used in the process of scientific knowledge. The method of scientific cognition arises on the basis of human practical activity.

Library science methods are divided into general scientific and special scientific methods according to their use. The following general scientific methods are widely used in modern scientific knowledge, including librarianship:

Observation is a way of sensing cognition of things and events in reality for a specific purpose.

Measurement is a method of determining the quantitative description of an object in the process of cognition.

Comparison is a method of studying the similarities and differences between one thing or another and its relationship.

Experimentation is a method of studying and researching phenomena in science through experimental experiments.

The methods of cognition we have considered are almost identical to the empirical evidence of knowledge. An object can be created not only experimentally, but also directly through abstract thinking:

Abstraction is a way of thinking about the stages of development of an event, the properties of an object, its relations.

In analysis, the object and the phenomenon being studied, the idea, are broken down into smaller pieces, that is, the elements, and the connections, interactions, and interactions between them are studied.

Synthesis is the study of the whole quality of things and events based on the results of

analysis. Synthesis is a way of reconstructing the elements of thought that have been divided as a result of analysis, of uniting them, of creating an idea of the former whole.

Induction and deduction are the main forms of mental reasoning and represent the movement of thought from the known to the unknown in the process of cognition.

Induction is a method of discussion that is used to draw general conclusions from some intellectual knowledge.

Deduction is a logical method that leads from general to specific. Modeling is a scientific method based on the indirect study of being. At the heart of modeling is the similarity between the object under study and its model.

The method of systematization is the study of a set of elements that are interconnected in a certain way and form a certain integrity. In the current process of scientific knowledge, this method is widely used in the scientific knowledge of complex objects. This method reveals the general connections of the object under study or research with another object.

The method of precision is a means of theoretical generalization as a multifaceted unit of properties, connections, relationships of the object of study. This method generates a knowledge of reality that includes all the connections and relationships about specific events.

The method of abstraction is a means of knowing the essence of explicit vocabulary. Thinking itself can be seen as a way of knowing reality through imagination.

Imagination is the most important way to learn an object. Imagination reveals the essence of an important property and relationship in a particular relationship. Imagination provides a deeper and more accurate picture of reality. Based on this method, the object of study is analyzed and divided into abstract definitions.

The axiomatic method is a method of drawing theoretical conclusions based on axioms of prohibition.

The hypothetical-deductive method is based on a set of experimental data, not an axiom. The hypothesis method can be confirmed experimentally in scientific research or proved to be incorrect. Hypotheses guide the research process in a specific direction, helping to gather new evidence and data.

The method of historicality and logic is a way of knowing the important features of the process of development of the objective world. Historiography is a way of knowing the time, period, exact origin, and development of an object and event. Each event must be studied from a historical point of view, based on concrete experience.

Logical method is a method of theoretical study of the content of the subject. This method allows you to learn the most important connections of the research object.

The structural-functional method is the study of the whole part into components through a systematic analysis of events and processes. In this case, each part of the content has a specific function.

Classification is the division of objects into interrelated classes according to certain characteristics. In this case, each class has its own permanent place, which in turn is divided into smaller classes. The method of classification includes the classification of libraries into types, systematization, subjecting, etc. for example.

In addition to general scientific methods, special methods are widely used in librarianship. Some of them have potential as general methods, but are not yet widely used. Others are used only in this area. Let's talk about them briefly.

Sociological research methods. It is now widely used in library research. It includes a survey, an interview. Sociological research methods are used to gather public opinion on events and processes. Random methods of determining the scope of sociological research are of great importance in librarianship research. These methods ensure the representativeness of the research, ie coverage. The optimal solution for the number of respondents (number of participants in the study) is solved using a mathematical formula, nomograms and tables of large numbers.

Poll. It is the collection of primary information on objective and subjective facts among respondents. The survey provides the researcher with specific facts, processes, events, as well as reasons, plans, and so on. The survey is an important channel for "feedback". It is important for the researcher to be objective in analyzing and describing the results of the survey.

Content analysis method. Modern content analysis method (content analysis) studies the messages (oral, written, electronic), the author's message, the content and forms of audience messages, the results of influencing the content to the audience (He must answer the following questions: Who is speaking? What is he talking about? Who is he talking to? With what results?). The messages identify meaningful units (observation units) from the researcher's point of view and then determine the level of their use. Based on such an analysis, the hypothesis made at the beginning of the study is confirmed or rejected.

Quantitative methods. Elements of quantitative methods are used in library research. This indicates that mathematical trends are entering the science of librarianship. Accordingly, librarianship is becoming a qualitative-quantitative science in terms of quality, increasing its potential to learn.

Statistical tables. The use of statistical tables has become a tradition in librarianship.

Indexing methods. Indexing methods (indexes, lists) are also used in library research. They are used to present dynamic series in absolute numbers, in the form of relative and average quantities, and to compare different events and objects (book reading, fund turnover, growth rate, etc.).

Correlation analysis method. Librarians often resort to the method of correlation analysis. If tables and graphs are used to determine whether there are correlations between the factors being studied, the correlation in correlation analysis is the form and validity of the correlations (i.e., the amount of free time the population spends and the time they spend using library books) (density) is studied.

Quantitative (mathematical) methods. Librarianship is a powerful tool for understanding objects and events. But it does not have to be absolute and purposeful.

In general, management is a system that is constantly evolving and evolving based on innovation and change. In particular, the management of the information resource center will be more difficult, which will require the introduction of innovations in the field. Knowledge of innovations in the management of the information resource center (library):

➢ Use of innovations in the information resource center (library);

➢ Effective use of interactive forms, methods and tools of education that increase the activity of users of the information resource center (library) (D.A.Ganieva, I.P.Umarova. Organization and management of the information resource center (library). Tashkent, 2018. Page 7).

A modern approach to the management of the library and information system, the practical

application of best practices of foreign countries, the provision of new innovative services to libraries is formed depending on the maturity of management methods. Therefore, it is important to organize the management system in the field at a high level, and we need to create new methods of management processes.

Management of student activities in the pedagogical (education, upbringing) process is therefore complex - the pedagogical goal is always focused on the future of the student. The educator imagines this goal more clearly than the student. The student, on the other hand, in many cases, because of a lack of life experience, lives in the present, worries about the present, and unable to fully imagine the future. One of the creative teachers, Sh.A. Amonashvili, called this discrepancy "a major tragedy in education." Realizing this, skilled educators design the logic of their activities according to the needs of students. This is the essence of collaborative pedagogy (Kadyrov.Sh Pedagogical skills. Text of problem lectures. Namangan 2006. NamSPI. Page 6).

The educator is a professional who works collaboratively with students. Therefore, it is necessary to regularly study and analyze students pedagogically and psychologically. The role and importance of pedagogy is especially great in the information and library services. This is because the future librarians will work in libraries, which will provide public services tomorrow, and will provide educational services to the population. Now it is time to conduct pedagogical processes in the field in conjunction with seminars, cultural and educational events, conferences and international grants. Because the current pedagogical reforms and high modern thinking of the youth demand it.

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