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#### THE CONCEPT OF CATEGORY IN THE SCIENCE OF PEDAGOGY AND ITS **SPECIFICITY**

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#### **ABSTRACT**

This article analyzes the specific characteristics of the categories of "Pedagogy" science. Categories, concepts and explanations of terms have been studied. The classification of pe The categories of the subject of pedagogy are also characterized by social, philosophical, methodological, didactic, pedagogical, psychological, physiological, hygienic, ideological, legal, economic, historical, theoretical, practical features.

#### **KEYWORDS**

"Pedagogy" science, Categories, concepts and explanations.

#### **INTRODUCTION**

The social peculiarity of the pedagogical category reflects the educational needs of each person, society state. For example, personality, environment, society, socialization, socio-pedagogical activity, social group, stratum, nationality, society, state interests.

The philosophical feature of the pedagogical category is to ensure the philosophical accuracy of the interpretation of the concept. For example, objectivity, specificity, practical applicability, historical context,

variability, theoretical foundations and cognitive processes.

The methodological feature in the field of pedagogy reflects the validity of the choice of methods, techniques and means. For example, teaching methods, educational tools, examples, methods, teaching aids, rewards, stories, punishments, conversations, etc.

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The didactic essence of the pedagogical category determines its compliance with educational norms and principles. For example, the content of education, forms of education, teaching methods, educational tools. pedagogical process, diagnostics and monitoring.

The psychological nature of the pedagogical category based on scientific conclusions and recommendations of psychological science. For example, motive, image, personality, experience, action, communication and relationships.

The physiological characteristics of the pedagogical category is to take into account the physiological characteristics of students of different ages, such as childhood, student period, adolescence, working age, old age, gerontology, anthropology, etc.

The hygienic feature of the pedagogical category is to take into account the requirements of health care in the educational process, including a healthy lifestyle, hygienic education, cleanliness, medicine, physiology, ergonomics, environmental aspects, humanism and friendship ba.

The ideological peculiarity of this pedagogical category is manifested in the introduction of the principles of national independence for their implementation. This includes ideology, idea, ideological principles, creative and destructive ideas, and various aspects of human thinking.

The economic nature of the pedagogy category of corresponds to the findings educational management and marketing research, including economic behavior, culture, system, market economy, education, frugality and family income.

The historical nature of the category of pedagogy, taking into account the formation of its specific roots, is important for determining further development paths, including generation, historical vandalism, population, society, country, state, historical research and analysis.

The technological feature of the pedagogical category relates to the organization, design and technology of the educational process, including pedagogical technology, design, planning, stages of technology, innovative technology logic, classification, educational project and case technology.

These categories embody the experience and activities of many generations of human society. If there were no concepts and categories that reflect the results of knowledge, then today we would not have knowledge. Pedagogical categories are universal structures of thinking that reflect the general connections, properties and relationships that exist in educational processes. The study of the categories of pedagogical science allows us to determine the essential properties and connections of science. The following suggestions should be taken into account during the training process:

understanding the content of categories of pedagogy; use of classifications of categories of pedagogy;

search and creation of new categories of pedagogy. The categories of the subject of pedagogy are also characterized by social, philosophical, methodological, didactic, pedagogical, psychological, physiological, hygienic, ideological, legal, economic, historical, theoretical, practical features.

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search and creation of new categories of pedagogy.dagogic categories is given. Pedagogical categories are divided into theoretical categories, empirical categories, intersubject categories, integrative categories, interdisciplinary categories, general categories.

Key words: category, concept, term, theoretical empirical categories, intersubject categories, categories, integrative categories, interdisciplinary categories, general categories.

Currently, the concept of "pedagogy" relates to the entire system of pedagogical sciences, in which categories occupy a central place. Meanwhile, the analysis of the categories of pedagogy requires a preliminary clear definition of their definitions. Category (translated from Greek "indication", "evidence", "concept") is a basic concept in pedagogy and reflects the features, content of pedagogical processes, the relationship between the individual and society, the individual and the group, the individual and the collective tive, education and upbringing, spiritual, moral, aesthetic, economic and environmental aspects of pedagogical science [3, p. 27].

The basis of pedagogy, like any other science, is a set of categories and concepts that define its subject. About the "concept" it is said that this is "a form of thought that generally reflects objects phenomena by fixing their essential properties." Thus, in pedagogical science, the concept denotes a form of scientific knowledge that reveals the essence of a cognizable object and phenomenon (relating to the pedagogical process) and has the form of a law, rule, conclusion, generalization [5].

According to Kh. Ibraimov, M. Kuranov, pedagogy is a humanities science that studies the problems of upbringing and education, systematizing knowledge about the relationship between society and the individual. Pedagogy also deals with general issues of modern science and methodology: history and development of science; basic concepts of science; its

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basic concepts; current problems of modern science [3, p. 27].

In the educational and methodological complex in the discipline "General Pedagogy", created by A. Askarov, Z. Akhrorova, E. Ruzimatov, Sh. Sadykova, U. Sodikov, pedagogy is considered as a branch of science that studies the holistic process of learning and nutrition. Since pedagogical science focuses on two important aspects of personal development - its teaching and upbringing, didactics (learning theory) and upbringing theory are its important components. The object of pedagogical science is considered to be a holistic pedagogical process. The subject of pedagogical science is: the educational process, its content, patterns, principles, forms, methods and means [2, p. 21-22].

The concept of a category is general and fundamental; it serves as a reflection of the most significant properties, connections and relationships of any real phenomenon. The formulation of a concept means the definition of its main general and specific essential features. Pedagogy combines many concepts and categories expressed in terms. Let us recall that a term is a word that gives a precise definition of a concept. In scientific terminology, accuracy, unambiguity, brevity, certainty and consistency are adhered to. However, this cannot be said about all pedagogical terminology, which is constantly updated, supplemented and clarified, achieving perfection [5].

Pedagogical categories are understood as basic pedagogical concepts that represent scientific generalizations. These are the most general and meaningful concepts that reflect the essence of science and its certain characteristics. In every science, categories play an important role, permeating all scientific knowledge and combining them into a holistic system. In the field of pedagogy, there are many aspects to describe its conceptual and categorical apparatus. It should be noted that at the center of all pedagogical knowledge is the personality, or more precisely, the processes influencing its development [4].

In the scientific literature there are various definitions of pedagogical categories and concepts (Table 1). The category denotes a judgment, a definition. The categories include the most capacious and general concepts that reflect the essence of science, its established and typical properties. In any science, categories play a leading role, permeating all scientific knowledge and, as it were, linking it into an integral system. A concept is a form of scientific knowledge that reflects an objective being in things and phenomena, fixed by special terms [6].

In the explanatory dictionary of the Uzbek language, the concept of "category" has the following meanings:

- 1. A general concept denoting the most important properties and connections of objects and phenomena in the material world. For example, the category of time, the category of causality.
- 2. Unity of objects, phenomena, type, genus, group of persons, levels with the commonality of certain characteristics.
- 3. In scientific terminology a concept denoting types of objects or their general characteristics [10, p. 332].

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# Table 1 Various definitions of pedagogical categories and concepts

Pedagogical			Scientists			
categories	BEZRUKOVA	KHARLAMOV	BABANSKY Y.K.	ILINA T.A.	Podlasy I.P.	SELIVANOV
	V.S.	I.F.				v.s.
Parenting	This is the	In a broader	In a broader	In a broader	Purposeful and	The process
	process of	sense, this	context, this	context, it	organized	of purposeful
	transferring	concept covers	phenomenon is	covers the	process of	personality
	experience	mastery of the	a process and	impact of all	personality	formation
	from one	entire complex	result of	social forces.	formation	
	generation to	of social	personality	In a narrow		
	another and	experience,	development in	sense, it is		
	its	including	conditions of	synonymous	AB	
	assimilation,	knowledge,	targeted	with	AK	7
	ensuring	methods of	training and	educational		
	h <mark>um</mark> an	creative activity	education. In a	work.	ERVICES	
	development.	and social	narrow	Educational		
		relationships. In	pedagogical	work is a		
		a narrow sense,	sense, this is a	specially		
		it involves the	process and the	organized		
		formation of	result of a	pedagogical		
		ideal social,	purposeful	activity		
		moral and	influence on the	outside of		
		aesthetic	development of	school hours,		
		relations.	an individual.	aimed at		
				developing		
				certain		

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traits in students.	
students.	
Education this is a mastery of The process and The process The result of This is	the
specially memory, result of and result of learning in the process organized methods of students not only literal sense is result of learning in the process.	
system of creative activity, mastering a learning, but the formation assimilar	
external worldview ideas system of also self- of complete of	tion
conditions   scientific   education, as   ideas about the   systema	ntized
created in knowledge and well as subjects being knowledge	
society for cognitive skills, exposure to studied. skills	and
human forming a the media, as Education is a abilities	
development worldview on a result of complex of acquisit	
its basis and which a systematized certain	
developing person knowledge, cultural	
their creative acquires and abilities, skills baggage	
abilities. develops and ways of	

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		Teaching plays a	cognitive	thinking that	
		fundamental	skills.	the learner	
		role in the		masters.	
		implementation			
		of education.			
Training	the process of	a purposeful	A purposeful	A specially	A mutual
	direct	process of	process of	organized,	process of
	transmission	interaction	interaction	purposeful and	joint,
	and reception	between	between a	managed	purposeful
	of the	teacher and	teacher and a	process of	activities of
	experience of	students	student,	interaction	students and
	generations in		within the	between	teachers to
	the		framework of	teachers and	acquire
	interaction of		which	students,	systematized
	the teacher	U.	education,	aimed at	knowledge,
	and students		upbringing	mastering	skills and
		PUBLIS	and human	knowledge,	abilities.
			development	skills, abilities,	
			are carried	shaping a	
			out.	worldview,	
				developing the	
				intellectual	
				strength and	
				potential of	
				students,	
				consolidating	
				self-education	
				skills in	
		1	I	ı	

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				I		
					accordance	
					with the goals.	
		A .				
Development	This	Development is	The formation	The extensive	the process	
	phenomenon	the relationship	of personality is	process of	and result of	
	is an objective	between	a complex	formation	quantitative	
	process of	quantitative and	process	and	and qualitative	
	internal	qualitative	influenced by	development	changes in the	
	sequential	changes	external and	of	human body	
	dynamics,	occurring in	internal factors,	personality		
	accompanied	human	which can be	under the		
	by	consciousness,	controlled or	influence of		
	quantitative	internal	uncontrollable,	external and		
	and	dynamics that	social or	internal		
	qualitative	covers both	natural. This	factors		
	changes in the	quantitative and	process	becomes		
	physical and	qualitative	includes	important,		
	spiritual	transformations.	mental,	and training		

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	forces of a		physical and	and	
	person.		general aspects.	education	
				play a	
				fundamental	
				role in this	
				process.	
Formation		acts as a result	The formation	The unique	The process of
		of personality	of personality is	nature of	formation of an
		development	the process and	personality	individual as a
		and means its	result of its	development	social being
		formation,	development,	in the course	under the
		transformation	formed under	of its life and	influence of all
		of a set of	the influence of	the impact of	possible
		properties	education and	special	factors,
			upbringing.	educational	including
				influences.	environmental,
			PUBLIS	SHING S	social,
					economic,
					ideological,
					psychological
					and others.

Categories in the explanatory dictionary of philosophy "category" (translated from Greek interpretation) represent an extremely important perception for philosophical thinking of the general aspects inherent in change, development, interconnection and inextricable connection in the world; the most general concepts that form the basis of cognition, denoting identity, similarity and difference, stability and variability of objects and phenomena. It is known that each science differs from another depending on the nature of its object of study and the specifics of the system used in it. And the system of concepts indicates the stages of formation and development of each science [9, p. 193].

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Scientific categories are general, fundamental concepts that express the forms and organizational principles of scientific thinking. A system of scientific categories or categorical structure is a network of basic concepts of scientific thinking, their stable configuration and relationship in which changes in some elements lead to changes in others [7].

From the above definitions it is clear that the category is perceived as a concept, a term. The meaning of "concept" has found its expression in the explanatory dictionary of the Uzbek language as follows:

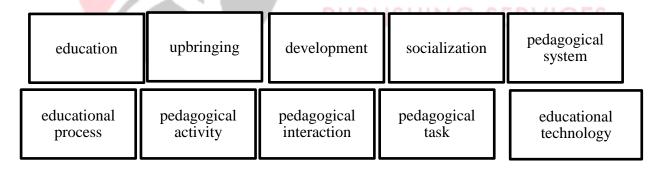
- 1. A general concept that generally reflects logically isolated. essential features, connections relationships of objects and phenomena; form of thinking. For example, the concept of categories of words, the concept of matter.
- 2. In general, this is an idea of objects, phenomena, understanding. For example, new people of a new time

come to the village and.. they bring a new name, a new understanding (P. Tursun, Teacher).

- 3. Level of consciousness. For example, political consciousness.
- 4. The level of knowledge and imagination of a person. For example, a person with a low level of understanding [11].

The word term (from the Latin terminus - limit) should be understood as a word or phrase that is a clear and stable expression of a certain concept specific to the field of science, technology, profession. For example, botanical terms, jewelry terms, etc. [11, p. 222].

Among the key pedagogical categories are: education, upbringing, development, socialization, pedagogical system, educational process, pedagogical activity, pedagogical interaction, pedagogical task, educational technology (Fig. 1) [4].



Rice. 1. Categories of pedagogy

In addition, among the key categories of pedagogy, such aspects as upbringing, knowledge, skills, abilities, information, mastery, personality traits, evolution, pedagogical work, educational process, cognition, training, teaching and educational methods, principles, etc. are highlighted (Fig. 2):

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Parenting is the process of developing mental maturity based on the knowledge acquired by the younger generation - expresses the goal of forming a worldview, human beliefs, duty and responsibility, moral qualities inherent in the people of our society

Knowledge is the connection between the parts that make up a single whole, arising from their internal contradictions

**Proficiency** is a component of skill that is the ability to perform specific parts of an action incredibly quickly, accurately and purposefully, and is a set of actions that arise from repeated repetitions of exercises

**Skills** - the ability to apply knowledge and skills in different situations

**Information** is a body of knowledge acquired and systematized as a result of upbringing, acquired skills and abilities, in the process of forming a worldview

**Mastery** is the reliable, creative use of various skills, as well as a high level of professional skills development and the absolute goal of professional training

**Personality -** awareness of oneself as a member of society and the objectivity of mental activity, formed under the influence of the biological, social environment and targeted education in communication

The pedagogical environment is a complex of interpersonal relationships built in accordance with educational goals

Activity - an action aimed at achieving a goal that meets individual, group, national or universal needs

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#### Рис.2. Pedagogical categories

So, the category denotes the most important properties of objects and phenomena in science, the concept is the logical isolated essential characteristics of objects and phenomena, and the term is a specific expression of a certain concept inherent in a particular professional field. Basic terms in the field of pedagogy, reflecting scientific generalizations, are also commonly called pedagogical categories. These categories include upbringing, training and education. In addition, in the field of our science, general scientific terms such as development and formation are widely used [1].

The categorical apparatus of pedagogy is divided into four groups:

- 1. Philosophical categories: These categories reflect the most complete features and connections, features and properties of reality. They contribute to the understanding and reflection of the patterns and trends in the development of pedagogy itself and that part of reality that it studies.
- 2. General scientific categories: These categories are common to many individual sciences, but differ from philosophical categories.
- 3. Particular scientific categories: Personal concepts within the framework of pedagogy.

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4. Categories borrowed from other sciences: Terms brought from other areas of science [4] (Table 2):

### table 2 Categorical apparatus of pedagogy

Philosophical categories	General scientific categories	Private scientific	Categories borrowed from other sciences: psychology
Socialization,	Exclusivity, structure, role,	Pedagogical activity, education	Perception,
concept, being,	component, optimality, state,	system, upbringing,	assimilation,
phenomenon,	institution, representation,	educational process, self-	intellectual
universal,	template, assumption, level, etc.	education, self-education,	development,
individual,		teaching activity, learning	memorization, skill,
dilemma, source,		process, teaching (upbringing)	mastery, cybernetics
consequence,		methodology, educational	- feedback, dynamic
potential, reality,		materials, educational	system.
quality, quantity,	PI	situation, teacher, student,	VICES
being, awareness,		teacher, student and other	VICES
law, regularity,		relevant terms.	
practice, etc.			

Let us present the classification of categories of pedagogy as follows:

theoretical categories;

empirical categories;

historical categories;

interdisciplinary categories;

integrative categories;

cross-industry categories;

common categories.

Theoretical categories include such concepts as personality, activity, pedagogical environment, pedagogical systems, upbringing, education and training. Empirical categories consist of knowledge, abilities, skills, education, development, socialization, educational technology, self-education, self-education, self-study. Historical categories include such as "new

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teaching methods", "teacher", "talim tashkiloti", "student/pupil", "astronomy". Interdisciplinary education categories include ("philosophy", "pedagogy", "psychology", "history"), personality ("philosophy", "pedagogy", "psychology"), activity ("pedagogy", "psychology"), training ("pedagogy", "psychology", "methodology") and Integrative categories are defined as categories of disciplines, as well as modules of the category of pedagogy. For example, categories such as education, upbringing, personality, play, learning are present in "Theory and History of Pedagogy", "General Pedagogy", "Children's Pedagogy", "Special Pedagogy" and other pedagogical disciplines. Interindustry categories are understood as categories that are used in different industries. For example, the categories of information, skills, and activities are used in the field of medicine, technology, and art. Common categories used in everyday life are represented by pedagogical terms such as knowledge, learning processes and the like.

As the categories of pedagogical sciences develop and industries increase, the formation of categories is observed as follows:

formation of the content of other categories arising from one category;

assignment categories;

vocabulary categories.

Let us give the following examples of the formation of the content of categories from one to another:

Personal categories include pupil, teacher, student, member of society, citizen, leader, student, social worker, etc.;

From the categories of skills, pedagogical skills, professional skills, etc. are distinguished;

categories of activities include teaching activities, gaming activities, educational activities, activities, creative activities, practical activities, etc.;

The categories of environment include the pedagogical environment, the social environment, the natural environment, the environment of students, the environment of teachers, etc.

The categories of assignment are: mastery, innovation, modernization, education management, creativity, competence, society, blended learning, case study, webinars, moderator, tutor, supervisor, facilitation, technology assessment.

Vocabulary categories include the educational process, pedagogical activity, educational technology, pedagogical technologies, educational management, pedagogical skill, professional knowledge, pedagogical system, pedagogical task, principles education, principles of education, forms of education, types of education, etc. Based on the analysis of educational literature We came to the conclusion that the categories of each object represent a particular feature in relation to the general. In pedagogy there are also general and specific characteristics of categories, for example, consider the category of education (Table 3):

Table 3

General and specific characteristics of the category "Education"

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General characteristics of the	Science/field	Specific characteristics of the
category		category
Education is a process conducted	Deaf pedagogy	Educational - studies the features
under the guidance of specially		of the development of deaf or
trained people, which equips		hard of hearing children, develops
students with knowledge, abilities		the fundamentals of the structure
and skills, develops knowledge,		of a special educational process,
abilities, structures the worldview of		procedures for organizing special
students		educational institutions
	Oligophrenopedagogy	Education - develops issues of
		teaching mentally retarded
		children
	Typhlopedagogy	Education - develops issues of
		training, education of blind and
	PUBLISHI	visually impaired children and
		their preparation for work

Analysis of categories for the following modules of science "General Pedagogy" (Table 4):

Table 4

Categories of modules "General pedagogy"

Module	Name of modules	Module categories
1-module	General pedagogy -	pedagogy, pedagogical branches, knowledge, abilities, skills,
	theory of education and	pedagogical system, methods of scientific and pedagogical
	upbringing	research, education system, modernization, teaching staff,
		education management

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2-module	Education theory	education, education process, types of education, methods of
		education and goals of the educational process, principles of
		education
3-module	Theory of education	education, educational process, acquisition of knowledge,
		lesson, academic discipline, principles of education, types of
		education, form of education, methods of education
4-module	Sphere of practical	social rehabilitation, social adaptation, society, social
	activity of social	protection, orphan child, physical disability, mental
	pedagogy	retardation, mental retardation
E mandada d	Dedese in leasure sties	
5-module	Pedagogical correction	pedagogical diagnostics, structural diagnostics, system
		diagnostics, correction, compensation, family education,
		rehabilitation, inclusive education, children with special
		educational needs
6-module	The concept of	deviation, rehabilitation, social rehabilitation, modern
	deviation	prevention, personal prevention, public prevention, medical
		prevention
7 100 0 01 10	Do do so signal	moderanical skill masfeerings knowledge moderanical
7-module	Pedagogical	pedagogical skill, professional knowledge, pedagogical
	professional	system, pedagogical task, competence
	competence and	
	pedagogical skill	
8-module	Educational innovations	innovation, innovation, educational technologies,
		pedagogical technologies, modern education, innovative
		education, interactive education, traditional education,
		principles of pedagogical technologies, innovative activities

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9-module	Personality-oriented	innovative education, collaborative learning, interactive
	educational	learning, distance learning, problem-based learning, project-
	technologies	based learning, computer learning, developmental learning,
		differentiated learning, modular learning, individual new
		learning, self-education, programmed learning, gaming
		technologies
10-module	Pedagogy of creative	creativity, creative orientation, erudition, reflection,
	thinking	classification, periodization
11-module	Advanced foreign	credit-modular system, blended learning, case study,
	experience	webinar lessons, heuristic methods, master classes, distance
		learning, moderator, tutor, supervisor, facilitation,
		assessment technologies, RIRLS, TIMSS, RISA, TALIS

The categories of the subject of pedagogy are also characterized by social, philosophical, methodological, didactic, pedagogical, psychological, physiological, hygienic, ideological, legal, economic, historical, theoretical, practical features.

The social peculiarity of the pedagogical category reflects the educational needs of each person, society and state. For example, personality, social environment, society, socialization, socio-pedagogical activity, social group, stratum, nationality, society, state interests.

The philosophical feature of the pedagogical category is to ensure the philosophical accuracy of the interpretation of the concept. For example, objectivity, specificity, practical applicability, historical context,

variability, theoretical foundations and cognitive processes.

The methodological feature in the field of pedagogy reflects the validity of the choice of methods, techniques and means. For example, teaching methods, educational tools, examples, methods, teaching aids, rewards, stories, punishments, conversations, etc.

The didactic essence of the pedagogical category determines its compliance with educational norms and principles. For example, the content of education, forms of education, teaching methods, educational tools, pedagogical process, diagnostics and monitoring.

The psychological nature of the pedagogical category is based on scientific conclusions and

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recommendations of psychological science. For example, motive, image, personality, experience, action, communication and relationships.

The physiological characteristics of the pedagogical category is to take into account the physiological characteristics of students of different ages, such as childhood, student period, adolescence, working age, old age, gerontology, anthropology, etc.

The hygienic feature of the pedagogical category is to take into account the requirements of health care in the educational process, including a healthy lifestyle, hygienic education, cleanliness, medicine, physiology, ergonomics, environmental aspects, humanism and friendship ba.

The ideological peculiarity of this pedagogical category is manifested in the introduction of the principles of national independence for their implementation. This includes ideology, idea, ideological principles, creative and destructive ideas, and various aspects of human thinking.

The economic nature of the pedagogy category corresponds to the findings of educational management and marketing research, including economic behavior, culture, system, market economy, education, frugality and family income.

The historical nature of the category of pedagogy, taking into account the formation of its specific roots, is important for determining further development paths, including generation, historical vandalism, population, society, country, state, historical research and analysis.

The technological feature of the pedagogical category relates to the organization, design and technology of the educational process, including pedagogical technology, design, planning, stages of technology, innovative technology logic, classification, educational project and case technology.

These categories embody the experience and activities of many generations of human society. If there were no concepts and categories that reflect the results of knowledge, then today we would not have knowledge. Pedagogical categories are universal structures of thinking that reflect the general connections, properties and relationships that exist in educational processes. The study of the categories of pedagogical science allows us to determine the essential properties and connections of science. The following suggestions should be taken into account during the training process:

understanding the content of categories of pedagogy; use of classifications of categories of pedagogy;

search and creation of new categories of pedagogy.

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