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Issues of Improving the Methodology of Teaching Library Studies

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ABSTRACT

The article discusses the issues of further improvement of the methodology of teaching library studies. The reason is that today it is extremely important to thoroughly analyze the methodology of library studies, to approach the field with a modern point of view.

In addition to the methods used in the field of librarianship, as in other disciplines, general philosophical laws apply as a general methodology. These laws are dialectical laws and differ from each other in terms of their scope of application. In particular, the law of unity and struggle of opposites is manifested at all points of development. Library science is theoretical and library work is practical, but library work is further developed through theory and library science is further improved through library work practice. The law of the transition of quantitative changes to qualitative changes is visible in certain parts of the development process, the evolutionary process is a period of purely quantitative changes, and the application of this law is not felt.

But these quantitative changes began to manifest themselves with the beginning of new qualitative changes. Therefore, it can be called differential-integral. Quantitative increase of libraries requires the need of library science ideas. The improvement of ideas about librarianship affects the further development of librarianship. This process is systematic and continuous. Today's development of librarianship is a negation of its previous stages of development, while at the same time it requires previous stages for its own development. According to the range, the unity and struggle of opposites is called the core of the law dialectic, but all three laws are equally valid in the objective existence, in all disciplines, including the science of librarianship.

In addition to the above-mentioned laws, the categories of dialectics are also widely used in the existence and development of the science of librarianship. These categories are form and content, essence and event, cause and effect, possibility and reality, necessity and chance. Content is the unity of properties, connections, processes that form the basis of objects, events, and express them in such a state. Form is the structure of objects, events, the principle of organization of content, the way of manifestation, that is, its external expression.

Content can be expressed in a number of ways. For example, social consciousness and its forms or action and its forms.

Content and form are two aspects of a certain thing or event that are in continuous dialectical relationship. Just as the internal properties and elements that make up the content cannot be expressed without form, the external appearance and expression of things and events cannot be expressed without content. The correspondence of the form to the content is relative, and as a result of the relatively rapid change of the content, the slower change of the form, the previous compatibility turns into a conflict and a struggle begins between them. this struggle leads to the emergence of a new form corresponding to the new content. Essence is a set of relatively stable, internal hidden signs of a specific object, event or process. A phenomenon is a concept that reflects the external, relatively independent, variable, observable state of certain objects, events, processes in objective reality.

Necessity is the events and processes that occur inevitably, arising from the legal relationship between objects and events. Necessity leads to such a necessary connection between events, in which the event is the cause, the inevitable quality of the event-effect. Necessity represents the internal, stable, repetitive general relations of objects and events, the main directions in development. Necessity is divided into internal and external, general and certain needs. Necessities arising from the inner essence of objects and events are internal, and those arising from coincidence of events are external necessity. General necessity is expressed in a wider field of reality, and some necessity is expressed in some object.

Coincidence - it may or may not happen because it does not arise from legitimate events in the interconnection of events and events. Coincidences are also causal, events that have certain elements of necessity. Coincidences will not have the character of strict certainty and inevitability. Probability is a measure of the probability of occurrence of random events.

The probability of an impossible event is zero, and the necessary probability is one. Necessity and coincidence are relative, and necessity can appear as coincidence in certain circumstances or vice versa. The practical importance of knowing the categories of necessity and chance is that their foresight makes it possible to control social processes, predict their direction and manage them appropriately. Knowing the coincidences allows you to avoid the undesirable ones and use the positive ones.

System is the presence of elements of mutual relations in an organized, orderly system. Element is an indivisible component of complex processes, objects, events at the time being studied. Structure (system) is a method (law) of relative invariable relationship of one or another complex whole elements. Structure is the orderly existence of internal and external relations that ensure the object's stability, regularity, and qualitative specificity.

Determinism is a concept based on the principle of causality and regularity. Determinism comes from the Latin “determino” which means “to determine”. A whole is a certain system consisting of interrelated parts. A part is a relatively independent component of this whole. The concepts of system, element, whole, part, content represent the concepts of library science system, constituent elements, components. In modern science, there are scientific methods of observation and experiment, analysis and synthesis, induction and deduction, generalization, abstraction, and concretization, historicity and logic, idealization, modeling, and similar scientific methods, and in the science of library science, taking into account its specific characteristics, there are many is used.

These methods of scientific knowledge are closely related to each other, they differ in what stage and level of knowledge they are used in, their order and character. We will get acquainted with each of these methods separately. Observation is the act, change and development of a certain object in its natural conditions, as it is, carefully, within a specified period of time, based on a certain goal. An experiment is an observation made in artificially created conditions. In the experiment, the object or phenomenon being studied is examined in its own state, but in artificially created conditions. In the

experiment, the researcher can actively affect the object of his study, the progress of the observation, the observed process can be changed in the direction he wants.

Experiment is directly related to observation, it cannot exist without observation, they complement each other. The facts and data collected on the basis of observation and experiment form the empirical level of scientific knowledge. The facts and data generated on the basis of observation and experiment, in turn, require researchers to analyze and synthesize them. Analysis is the process of breaking down a whole into parts, pieces, aspects, and elements to find out what each of them is. As a result of the analysis method, the parts, sides, pieces, elements that make up the whole, their place in the whole structure are determined. Through analysis, the structure and structure of objects and events are known. Synthesis-analysis is a method aimed at knowing the connections and connections between parts, parts, sides, elements and their relationship with the whole. Analysis and synthesis are two sides of the same material or logical action in the cognitive process, which cannot be used separately from each other. Because all processes in nature are two-way. The researcher summarizes, abstracts and concretizes the empirical facts and data generated on the basis of his observations and experiments, analysis and synthesis on the subjects or phenomena he is studying. These actions that occur in the process of thinking also constitute the general scientific methods of scientific knowledge.

Generalization is the act of isolating some characteristic, feature, or aspect of a number of objects or events that are being researched, and looking at it as its independent essence. Abstraction is the process of abstracting any sign or feature necessary for research by removing from thought and attention the aspects, features and properties of the studied objects and events that are not necessary for research. The process of scientific knowledge does not end with generalization and abstraction.

Concretization is to form a concrete idea about this object or event by connecting all the previously ignored signs and features with objects or events. Generalization, abstraction, and concretization are just different aspects of the same logical operation in thinking. The researcher creates new theoretical knowledge in the process of thinking based on the methods of generalization, abstraction and concretization. All three of these methods are always used together in the process of thinking, complementing each other.

Moving from generalization to abstraction and from concrete to concrete and from concrete to generalization to abstraction are the most important methods of theoretical knowledge. In scientific knowledge, going from concrete to abstract and from there to concrete is a general law of theoretical knowledge. These methods of scientific knowledge have played different roles in different periods of science development. The method of moving from concreteness to abstraction played an important role in the development of various scientific concepts and categories related to sciences during the formation period. Later, when the sciences came to a period of rapid development, the demand for in-depth knowledge of subjects or phenomena increased the importance of the method of moving from abstraction to concreteness.

Nevertheless, in the process of scientific knowledge, these two methods are always used in unity and interdependence. These methods are closely related to inductive and deductive methods of theoretical knowledge. The inductive method or induction is a method of scientific knowledge in which the researcher creates more general knowledge from a number of partial facts about the subject or events he is investigating in his thinking, from some knowledge about them. In scientific knowledge, knowledge generated by the inductive method is always checked using the deductive method.

The deductive method or deduction is the process of cognition in thinking from general knowledge to partial knowledge. Using the deductive method, the researcher creates specific knowledge about each of them from the general knowledge about a class, group, subject or event. It is known from human knowledge experience that if any feature is characteristic of all objects or phenomena of a class or genus, then this characteristic is also characteristic of every object or phenomenon belonging to this class or genus. These methods of scientific knowledge, in turn, are closely related to the methods of historicity and logic.

Historicity is a method aimed at theoretical knowledge of the unity of the processes of emergence, development and decay of the studied subject or phenomenon, its connection with other events in the course of historical development. Historicity means the process of emergence, existence, development and decay or disappearance of the studied subject or phenomenon in concrete conditions.

And logic is the expression of this historicity in the researcher's mind in the form of generalized, abstracted, concretized, shortened, abstract concreteness freed from coincidences. In logic, the most necessary and basic aspects, characteristics, laws of historicity are expressed. Historicity and rationality are closely related. But historicity is primary, logic is secondary. A researcher should correctly apply these methods of scientific knowledge when conducting research on any object. Indeed, without properly studying the real history of the object or phenomenon being studied, its essence cannot be expressed correctly. Subsequently, the creation of EHMs and computers, their widespread introduction into production, the effective use of mathematical methods in the fields of concrete sciences, led to the emergence of new methods such as modeling, formalization.

Nowadays, these methods are widely used in the scientific research conducted in the fields of natural sciences and humanitarian sciences, and they are becoming general scientific methods of scientific knowledge. We will discuss these methods below. Formalization is the process of abstracting the content of certain concrete aspects, properties and characteristics of the investigated subject or phenomena and expressing it with certain abstract expressions, formulas or schemes. With the help of this method, the relationship between the researched objects, their relations are defined in certain expressions. The formalization method is most widely used in research in the fields of mathematics, physics, chemistry, mathematical logic, engineering and technology. The formalization method, in turn, is closely related to the modeling method.

In addition to the methods we considered above, special, separate methods are important in scientific knowledge. They differ from general scientific methods only by their use in research conducted in one or more fields of science. These methods are sometimes called exact science methods. Each exact science uses a number of such methods. For example, graphic method in technical sciences; comparative historical method in history, literary studies and linguistics; in the sciences of art, specific, specific methods are used, such as romanticism and realism. Each of these methods has its own characteristics and plays an important role in the process of scientific knowledge.

The researcher creates certain new knowledge based on the use of various methods of scientific knowledge in the study of the subject or phenomena he is researching. These new knowledges go through several stages of development in various forms, from their emergence to the introduction of human theoretical knowledge systems into the sciences. These different stages in the development of new knowledge, which appeared on the basis of scientific research, are called forms of scientific knowledge. Scientific ideas, problems, hypotheses, theoretical and scientific predictions are the main forms of scientific knowledge. A scientific idea is the first form of scientific knowledge. The idea is a form of scientific knowledge that expresses the purpose of research, its direction and essence.

An idea by its nature is an idea, it appears in the brain of the researcher on the basis of his practical and theoretical activities, and is a true or false perception of existence. Ideas play an important role in scientific knowledge. It is impossible to conduct research in a field until a specific idea is born.

Each idea arises as a result of thinking in a certain field based on a certain preparation, a certain observation, in which practical and theoretical experiences of the researcher are summarized. Such ideas according to their nature:

- ✓ Scientific ideas
- ✓ Can be divided into artistic ideas.

Scientific ideas are ideas born in the fields of science and technology. Artistic ideas are mainly characteristic of artistic creation, and they are called the "intention" of the writer or poet. Ideas can again be divided according to their character:

- ✓ Ideas consisting of a correct, realistic view of existence
- ✓ Ideas consisting of mistaken or fantastical perceptions of existence.

Ideas are further divided into progressive and reactionary ideas. Progressive ideas serve the development of scientific knowledge, while reactionary ideas hinder it. In scientific knowledge, there is always a struggle between progressive and reactionary ideas. In scientific knowledge, the same ideas can be combined to create a scientific problem.

A problem is a form of knowledge of scientific knowledge that has not yet been known and solved, but must be known and solved. The problem usually arises when the researcher has collected new facts related to a field of research, but these facts do not fit into the old knowledge system and begin to demand a new statement of them. The structure and setting of the problem is one of the most important moments of the process of scientific knowledge. Correctly setting the problem is half the battle in scientific knowledge. In everyday life, a problem is often confused with a question or a problem. As a form of scientific knowledge, a problem is different from a question and an issue. Many people say that a problem is the most difficult, most complex problem or question. A problem can be related to a question or issue, and a question or issue can be related to a problem. But a question or issue is not a problem. A question or issue has its own characteristics, and the problem has its own characteristics.

A characteristic feature of a question or problem is that answering the question and solving the problem is always based on previous knowledge. This is not the case with the problem. The problem cannot be solved within the framework of previous knowledge. For this, it is necessary to collect new facts and data, to interpret them in a new way, to break the existing framework of knowledge. Problems, like ideas, consist of real and pseudo-problems. While real problems arise from scientific facts and the laws of science, bogus problems contradict scientific facts and the laws of science. In the process of scientific knowledge, one problem can cause several problems. This can be attributed to the problem of our transition to a market economy. The problem of transition to a market economy creates new problems in our economic, political and spiritual life. One of these problems is the problem of social protection of low-income families, pensioners, students and young people who are forced to sell manufactured goods at a free price. In the process of scientific knowledge, many hypotheses can appear when solving problems. A hypothesis is a form of scientific knowledge put forward about the object or event under investigation, scientifically based, not contradicting scientific facts and data, but not proved to be true. In the process of scientific knowledge, many hypotheses can appear, they can be complementary, contradictory, opposing and negating hypotheses. In general, the development of scientific knowledge takes place on the basis of the emergence of hypotheses, their proof or rejection, and the emergence of new hypotheses. Hypotheses always direct the researcher to a certain search, determine what to focus his attention on, what to look for. Hypotheses, figuratively speaking, are the constant working tool of the researcher. Hypotheses that appear in scientific knowledge are tested in further research and their truth is confirmed or they are proven wrong and rejected.

A single scientific fact proving its fallacy is enough to reject a hypothesis. If a hypothesis is proved to be true, such a hypothesis becomes a theory.

Theory is the highest form of scientific knowledge. Theory means a specific system of certain ideas, views, laws and principles related to a field of existence, the truth of which has been proven practically or theoretically. A theory refers to a field of science, and it appears on the basis of the generalization of certain knowledge. The main task of the theory in scientific knowledge is to explain the new facts given by the practice, to get deeper into the essence of the studied subject or events, to be able to foresee the happenings and events. Every theory is a form of knowledge as the end result

of scientific knowledge in a certain field, but it should never be considered as complete, immutable, absolute knowledge. Because each theory is not only a proof of one or another hypothesis, but also a result of hypotheses. Therefore, the theory is constantly developing, and its content consists of the unity of absolute and relative truths. Like other disciplines, the process of research in librarianship is related to the problem and its solution, and consists of three stages: research - analysis - application. If this issue is approached more clearly: problem-hypothesis - hypothesis proof - theory creation and practical recommendations process can be imagined. The organizational system used in most research in library science practice includes:

1. Clarifying and formulating a scientific problem.
2. Development and approval of the technical task.
3. Development of a scientific research program.
4. Formalization of scientific research results.
5. Application of the results of research work in production practice.

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