



## Discipline as a Subject of Pedagogy

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### ABSTRACT

In the article, discipline is considered as a condition of the socio-legal and ethical-cultural factor, which are designed to ensure socio-economic stability, prevent threats, and ensure the country's security. In the scientific literature on this issue, there are various points of view, sometimes contradicting each other. The purpose of this article is a comprehensive analysis of the phenomenon of discipline, paying special attention to the socio-psychological features of this phenomenon, the scientific and philosophical interpretation of the category of discipline. The concept of "discipline" is an object of an interdisciplinary nature, where each area approaches the issue taking into account the specifics of this area of knowledge. The authors came to the conclusion that the discipline of all subjects of international, regional and interpersonal relations is a condition for regulating the problems of social progress.

### Keywords:

Order, norms, discipline, obedience to the law, education of discipline.

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### Introduction

The socio-cultural study of the definition of "discipline" is a complex area of scientific knowledge that requires the collective efforts of scientists in the social sciences and humanities, based on the achievements of democratic social values and traditions of society. Naturally, the priority in the socio-cultural analysis of discipline problems belongs to the sphere of legal relations, in particular, labor standards between the employer and the employee, which is the goal of research in this area. However, the problem of discipline should be considered from the point of view of the theory and practice of modern pedagogy and psychology, focused on strengthening the school educational policy of the government, the solution of which is to educate the younger

generation in the best traditions and values of ethno-confessional culture. Such an approach to the problem is due to the globalization of information technology, the introduction of innovative technologies through online classes, in some cases, the events of the pandemic, which is a natural determinant of the devaluation of the social norms of society.

The problem of studying discipline becomes especially relevant with the fall of the former Soviet Union and the emergence of new independent states, which requires unconditional enforcement of the rule of law, the establishment of civil relations in the country, the formation of a culture of law-abiding citizens, in conditions of civil public life. Studies by economists, politicians, military experts, and religious figures consider the

phenomenon of discipline from the point of view of managing the leadership of states in the social sphere and ensuring law and order. [eleven; one; eight; 13; fifteen; 6; 7; 2; ten; 3; 12; 17]. Such a classification of discipline problems indicates a lack of consensus on the interpretation of the category of discipline. It should also be noted that little research has been done on this problem. Such discrepancies in the problem actualize the recognition of the discipline as the main category of theory and practice of modern pedagogy.

The purpose of this work is to reveal the socio-humanitarian features of the analysis of discipline research in the context of social pedagogy. To implement this task, it is necessary: firstly, to identify the essence and content of the discipline in pedagogical science, and secondly, to study the main elements and components of the discipline in inclusive pedagogy.

### **Materials and methods of research**

The purpose of this study is the scientific examination of modern educational policy. Namely, the transformation from traditional to innovative education of young people, based on the latest achievements of information technology in the system of higher and secondary specialized education, in the context of digitalization of all spheres of public life of the population of Uzbekistan. In this regard, the task was set to analyze the general and the special, as conditions for the dismantling of social traditions and values of society, preventing the devaluation of family and school education, alienation from ethno-confessional identity, and the spread of educational deviance among young people. The authors set themselves the task of most accurately characterizing the social disciplines in which children are exalted to the rank of the highest and most holy in comparison with traditional pedagogy.

Sociological analysis using quantitative and qualitative methods allows the authors to study the position of young people in public life, as well as to explore education as an object of social policy in the country. The research strategy is aimed at the anthropological study

of the hypotheses put forward as a condition for the modernization of the ethno-confessional foundations of the education of the Uzbek people. The main method of studying the discipline was selective surveys and questionnaires among the rural and urban population of the regions of the Ferghana Valley. It should also be noted that a systematic analysis of the content of media publications of the Republic of highlights and electronic resources placed on websites and social networks of the Internet related to the research topic. Thus, at some stages of the study, the authors drew attention to women's and youth offenses and crimes committed by transsexuals, and other forms of deviant behavior among girls in the country. Another empirical source was a number of regulations related to the topic of the level of school education, where applicants showed a low rating during entrance tests to the universities of the republic. We are talking about materials related to socio-economic, cultural and political life in the context of the globalization of information technology. In this regard, the authors believe that the education of discipline as the most important culture of a citizen makes it possible to smooth out not only international, but regional and individual civil conflicts.

### **Results**

The socio-cultural analysis of the problems of the discipline, obtained as a result of the research, made it possible to reveal the essence and content of this phenomenon, to realize the goals of this article in the context of the formation and development of social law and order. Another paradigm of democratic civilization is the supremacy of the rights and freedoms of citizens, guarantees of the interests of public life. In this regard, the rule of law and order in the process of civil property and non-property relations, ensuring social stability and progress through high discipline of the subjects of relations. Thus, ensuring international, regional and private forms of subjects of law is the basis for preventing conflicts and contradictions, ensuring social stability and progress. The relevance of the

scientific analysis of the problems of discipline, the formation of the interdependence of universal and national norms of the coexistence of mankind is associated with the law-abidingness of citizens. Thus, the formation and development of civil society associated with the problem of discipline was the subject of research both in the works of ancient religious and political figures, and in subsequent centuries of world history. Taking into account the works of Aristotle, Plato, Socrates and Democritus, it seems to us that the most interesting is the work of J. Werner, dedicated to educating a young Greek on the best ideas and traditions of the Athenian polis [1, c.12].

The research results showed that the phenomenon of discipline requires systemic thinking to identify the principles and methods of a comprehensive study of complex systems of social organizations, norms of behavior, which are determined by the level of spiritual culture of the subjects of relations. In this regard, the authors focused on the achievement of a socio-cultural "combination of imagery and depth ... cause-and-effect cycles - chains of reinforcing and balancing feedbacks" [9; ten]. The scientific approach made it possible to discover figurative perception and logical thinking in order to find new pedagogical solutions. The discipline in its essence is of a legal nature, having a dual religious and spiritual context. The analysis showed that in the minds of the population of the countries of the Muslim East, this phenomenon is conditioned both by spiritual and religious requirements, the psychological attitude towards condemnation and responsibility for one's actions and errors on the day of the Last Judgment. What in the mind of a modern European citizen seems to be connected only with legal problems.

It should also be noted that in the social sciences and humanities the concept of discipline is studied mainly by lawyers, in whose studies it is associated with belonging to the presence of civil society and the rule of law. Thus, discipline in its essence is not only a phenomenon associated with the historical process, the adaptation of the collective

existence of a person, but also the long-term formation of the social position of children in a family team and in the school education system. Usually, discipline means "military, iron" conditions for the behavior of a soldier, which should be the law of life for everyone [10].

This phenomenon, in its essence, expresses the attitude of a person to God, nature and society, on the basis of which the relationship between all subjects of law is established. This approach allows us to consider discipline as "the ability of a person to comply with generally accepted social norms, to adhere to a certain routine. ... The very concept of discipline can be considered in two planes. In a narrow sense, it is the control of one's behavior (internal psychological attitudes). In a broad sense, we are talking about the socialization of the individual, her actions that fit into the general doctrine of the chosen social group (requirements of other people). That is, the army has its own discipline, the factory has another discipline, and the sports section has a third one. Discipline is needed even for those who do not know how to force themselves to do exercises" [8].

In Internet wikis, discipline is defined from lat. disciplina from discere "to teach" as "... the rules of behavior of the individual, corresponding to the norms accepted in society or the requirements of the rules of the order. Strict and exact compliance definition of the rules accepted by a person (people) for implementation. In this sense, they talk about school discipline, labor discipline, military discipline, and the like. There is also such a concept as self-discipline - control of one's own behavior in relation to oneself and in relation to other people, foreigners, nationalities and races, cultivating willpower in oneself "[4]. Thus, there is an urgent need to realize the ever-increasing role of regulating social relations in the context of globalization information technologies, the spread of "Mass Culture" and "Information Freedom". Thus, the upbringing of the discipline of young people has not only theoretical, but also practical significance. Otherwise, the socialization of the

individual on a global scale gets out of control, where humanity is transformed into a life "without rules". The anarchy of social life takes over. In this regard, we are in solidarity with R. A. Rogozhina in that she understands discipline as an integral quality of a person who observes generally accepted norms of behavior, since discipline is characterized by such concepts as "willpower, readiness for self-sacrifice, obedience, accuracy, determination, responsibility, conscientiousness, executive independence, etc. [16].

Based on the results of the study, discipline can be considered as a phenomenon of a political nature, which is expressed in the effective management of social processes, the establishment of stable industrial relations, the regulation of legal problems between the employer and the employee, as well as ensuring normal relations between subjects of law. Discipline is based on a hierarchy of relations between the leader and the subordinate, strict control over the fulfillment of the duties of each. Thus, discipline is not only a legal norm, but also an ethical category that requires compliance with generally accepted norms of socialization of subjects of public relations.

## Discussion

Due to the complexity and volume of this phenomenon, the problem of discipline is considered from different points of view, taking into account the interests of the scientific direction and research tasks. Despite the presence of a number of scientific works, it is possible to single out studies on military topics, in particular, the formation of discipline among cadets of military educational institutions. For example, Lyadov I., investigating the problem of the discipline of young people, especially military personnel, offers an understanding of discipline as "socially conditioned behavior of a serviceman, i.e., discipline is understood as a complex quality of a person. Almost all researchers of this phenomenon in line with pedagogical education tend to conclude that this is precisely a complex education and it is brought up at various levels (emotional, cognitive, volitional, etc.) [10].

The second direction of research can be identified this phenomenon as a discipline of labor. Sociologist M. S. Khalikov draws attention to the historical and economic features of the discipline in the past and connects them with labor. He gives the following definition: "Discipline in labor acts as one of the main components designed to promote the connection of labor power with the means of production. Labor is not limited to the physical effort of a person, but is supplemented in a certain way by a coordinated and directed action to achieve the set goal, the implementation of which is ensured by the appropriate interconnection and interaction of the elements of labor. Without it, no organization of labor in society is possible. In this sense, discipline is a necessary element in the organization of all social labor" [25]. In this regard, we believe that the problem of discipline covers all areas of the existence of a person, manifested in the requirements and norms for maintaining discipline in an organization through physical violence and influence of a religious and spiritual nature. In this regard, discipline can be characterized as a social need and norms for maintaining production orders that ensure the management of a large number of people to meet production needs, influencing material, financial, moral motivations on production efficiency. Only moral and legal methods of ensuring discipline are allowed here, excluding physical violence. In a market economy, to strengthen discipline, material interest is widely used, and incentives for employees for disciplined work. Here, the efficiency of the work of employees is perceived as compliance with the production conditions of the organization.

It seems to us that the strengthening of discipline and order in the education system was formed using such concepts as "pedagogical ethics" or "school behavior of students". The analysis of the phenomenon of educational discipline was carried out actively in the 90s, where it was mainly about professional morality. At present, in the context of information technology, teachers have a huge responsibility to form a worthy citizen,

brought up on advanced ideals, traditions, values and values of the Uzbek people. The problem of the professional and moral culture of the school is decisive in achieving social progress, and acquires an ontological character. At present, there is an urgent need for collective efforts to maintain discipline, in the context of globalization and the spread of "mass culture", which leads to school anarchy, and even to such a phenomenon as "school terrorism".

In this regard, we agree with the answer to the question about the difference between students from the CIS countries and students from Oxford University, "... Student culture is fundamentally different. In elite Western universities, students study hard, discipline is the norm for them. Asking if you've done your homework leaves them bewildered. There must be serious reasons for not doing the work" [6].

The appropriate behavior of the student in the classroom, active participation in the development of educational material, the fulfillment of the requirements of the teacher are identified with the discipline in pedagogy. In school traditions, students dressed in school uniforms, treated subjects carefully, followed the requirements of teachers, respected teachers and their classmates. However, the modern school has undergone a radical change, moved from authoritarian to liberal pedagogy, where the student is alienated from the traditional school rules of conduct, which makes it difficult to conduct classes.

Many teachers consider discipline a boring topic, considering the topics "space of childhood", "organizational culture" to be interesting. In this regard, in textbooks on pedagogy there is no "discipline" as an independent research topic. We agree with Russian scientists that the topic is debatable, because the freedom of action is limited, forcing children to perform educational tasks. With great regret, they assert that "... for most teachers and schoolchildren, the word "discipline" is associated with prohibitions, punishments, and therefore often causes negative emotions. Today it is fashionable to talk about humanity and humanism as a

synonym for freedom and the absence of restrictions, which result in "... the preservation of children's, school freedom as the main condition for the healthy development of the child. I am sure: discipline is a common, impartial and uncompromising defender of all school residents" [21, p. 231]. Here it should be noted the conditions for strengthening law-abiding and law and order: encouragement and punishment, control and fear, as well as the education of the individual.

In maintaining discipline, an acute problem arises - the problem of punishment, without which the creation of the necessary educational process is complicated, the efficiency of mastering the foundations of any disciplines. In discussions we find a good verdict that punishment should be a last resort when discipline measures are not in place. The well-known American educator B. Spock argues this approach with the need for such an atmosphere based on "mutual love and mutual respect between all family members. Discipline is formed through training, which requires the firmness of the character of mom and dad. Punishment, of course, can be one of the forms of reminders of discipline, but it would be better to apply it only in extreme situations" [22. With. 483].

## Conclusions

Discipline is, first of all, an element of managing an organization, coordinating a team to fulfill certain social goals and objectives, the achievements of which are of socio-economic significance. In this regard, discipline is one of the tools in the behavior of the leader, as the authority to maintain the necessary conditions for activity, to establish the efficiency of production and other social relations. In this regard, the order is the basis for the gradual awareness of the employees of the socio-cultural development of life. Another factor of discipline is the responsibility for normalizing the necessary levels of social and cultural activity of people, connected with the socio-economic, political and military life of citizens. The spiritual core of discipline can be called law, religion and ethics.

Human being is connected with nature, society and oneself, where interaction is carried out according to certain laws and categories of dialectics, the observance of which individually and collectively creates favorable conditions for peace and harmony of all participants in relations. It can be concluded that if all subjects of law observe the laws of religion, nature and society, then humanity will achieve universal happiness, there will be not a single bullet and rocket, not to mention atomic and bacteriological weapons of mass destruction.

Discipline is a form of management of society, a team and a person, based on generally accepted requirements and norms of socio-cultural development. In this regard, religion ensures compliance with discipline by influencing a person with fear of God, social order is ensured by accepted legal norms, cultural prosperity is ensured by the voluntary implementation of traditions and observance of values, laws and rules of conduct. Discipline is the most important condition for social culture, which is formed in the family environment from the moment nutrition, and then a civic position in the education system is formalized. A democratic society expresses the legitimacy and supremacy of human interests, each person respects the interests of society, in turn, society seeks to satisfy the interests of everyone. The high spiritual culture of the population is the most important category of discipline of the people, which will become a source of prosperity for any state.

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