

PRIORITY DIRECTIONS FOR DEVELOPING THE SCIENTIFIC- PHILOSOPHICAL WORLDVIEW OF FUTURE TEACHERS

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Annotation

This article analyzes the priority directions for the formation and development of the scientific-philosophical worldview of future teachers. Special attention is paid to the development of philosophical thinking in the educational process, methodological approaches and the use of innovative pedagogical technologies. It also highlights the importance of forming a scientific worldview in pedagogical activity, the role and practical aspects of philosophical knowledge in the educational process. The article considers the directions of modern pedagogical education and their influence on the thinking of future teachers, as well as the role of philosophical thinking in the formation of professional competencies.

Keywords: pedagogy, scientific-philosophical worldview, educational methodology, philosophical thinking, innovative technologies.

ПРИОРИТЕТНЫЕ НАПРАВЛЕНИЯ РАЗВИТИЯ НАУЧНО-ФИЛОСОФСКОГО МИРОВОЗЗРЕНИЯ БУДУЩИХ УЧИТЕЛЕЙ

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Аннотация

В данной статье анализируются приоритетные направления формирования и развития научно-философского мировоззрения будущих учителей. Особое внимание уделяется развитию философского мышления в образовательном процессе, методологическим подходам и использованию инновационных педагогических технологий. В нем также подчеркивается важность формирования научного мировоззрения в педагогической деятельности, роль и практические аспекты философских знаний в образовательном процессе. В статье рассматриваются направления современного педагогического образования и их влияние на мышление будущих учителей, а также роль философского мышления в формировании профессиональных компетенций.

Ключевые слова: педагогика, научно-философское мировоззрение, методология образования, философское мышление, инновационные технологии.

The scientific-philosophical worldview of future teachers is formed on the basis of their acquired knowledge about nature and society. Social reality in society is a product of the individual's worldview. A student with a scientific worldview seeks to know the laws built on the basis of concrete evidence. Real evidence is one of the tools that form the basis of a scientific worldview. For this, evidence must be raised to the level of theoretical generalizations.

Since a scientific worldview expresses the general and specific aspects of many phenomena, generalizations appear as a unit that explains and predicts them. With the help of theoretical generalizations, students are able to master the principles and methods of solving all tasks. Methodological ideas and approaches occupy an important place within the framework of generalizations that express a worldview. Because they reveal the internal laws of objective existence in more depth. Methodological ideas are the main mechanism for the assimilation of scientific knowledge. Therefore, the pedagogical process aimed at the formation of a scientific worldview should be aimed at systematically presenting methodological ideas to students. In this process, students should master a number of laws inherent in the theory of dialectical knowledge and synergetic. They are:

- the materiality of the universe and its basis in knowledge;
- the fact that motion is a form of existence of matter;
- the fact that matter is primary, and consciousness is secondary;
- the unity and struggle of opposites;
- the fact that cause-effect relationships are a general law of material existence;
- the transition of quantitative changes to qualitative changes;
- irregularity and regularity in development;
- the connection of cause and effect;
- the fact that phenomena are an expression of existence;
- the fact that practice is the basis of knowledge and the criterion of naturalness, etc.

Within the framework of the scientific-philosophical worldview, a number of basic concepts and ideas are formed in students. These include:

- the foundations of social development;
- the laws of change in socio-economic situations;
- the role of the cultural development of the people in the history of the Uzbek nation;
- progressive development and the forces that set it in motion;
- the global scale of scientific and technological progress and the main factors of the development of the new Uzbek society;
- the development of interethnic relations in civil society and the formation of civil society;
- the importance of the leadership of the state and individual freedom in building a social state in Uzbekistan.

Ta'limning turli bosqichlarida shaxs dunyoqarashining chuqurligi va darajasini tahlil qilishda o'ziga xos nazariy umumlashmalarga tayaniladi. Bo'lajak pedagoglarning ilmiy-falsafiy dunyoqarashini rivojlantirishda ularning turli hodisalar orasidagi aloqadorlikni tushunishlariga e'tibor qaratish zarur.

Talabalarda hodisalar orasidagi o'zaro aloqadorlik haqida aniq tasavvur hosil qilish orqali ularning borliqni yaxlit idrok etishlariga erishish mumkin. Talabalarning ijtimoiy hamda g'oyaviy-axloqiy yetuklikka intilishlari ularning intellektual-ilmiy rivojlanishlari bilan bevosita bog'liq holda namoyon bo'ladi. Bu jarayonda ayrim talabalarda ishonchsizlik, tor doirada fikrlash, sustkashlik, siyosiy bilimlarning yetishmasligi kuzatiladi. Bunday vaziyatda o'qituvchilarning muhim vazifalaridan biri talabalarni jamiyat hayoti va ijtimoiy-iqtisodiy taraqqiyotga oid bilimlar bilan izchil qurollantirishdan iborat.

G.P.Shedrovskiyning konsepsiyasida ijtimoiy tajribani o'zlashtirish jarayoni sifatida o'qish-o'rganish va o'quv-bilish faoliyati farqlanadi. O'qish-o'rganish – bu to'liq anglanmagan o'zlashtirish, o'quv-bilish faoliyati – bu o'quv vositalarini qo'llash bilan bog'liq maxsus tashkil etilgan o'zlashtirish. O'quv-bilish faoliyati: mazmun, o'quv faoliyati natijasi, faoliyatni tashkil etish jarayonlari, psixik funksiyalar, qobiliyatlar va o'zlashtirish jarayonlaridan tashkil topadi.¹

V.D. Shadrikov noted that learning is not a creative process aimed at understanding the interaction of a person with the environment and his competence in it, the processes of existence, but “the assimilation, “assimilation” or “acceptance” of the culture paid for by humanity.²

S.Y. Zhdanova noted that educational and cognitive activity occurs not as a result of obtaining results in individual types of activity, but as a theoretical and practical activity aimed at self-mastery, and has its own effectiveness in mastering knowledge about the components of activity, knowledge and skills for their implementation.³

The well-known scientist E.F. Foziyev believes in his research that the development of independent thinking and the interesting organization of the learning process are creative sources of achieving new successes in students' activities.⁴

E. Goziyev's research discusses the characteristics of students' management of their academic activities, planning their academic activities, self-control, self-assessment, determining human activity, determining the planning of academic activities, determining the ability to set goals, determining self-control, determining free time. In order to clarify these concepts, the scientist

¹ Systemogenesis of educational and professional activity: collection of scientific papers of the IV All-Russian scientific and practical conference dedicated to the 70th anniversary of V.D. Shadrikov; edited by Yu.P. Povarenkov. – Yaroslavl: Yaroslavl State Pedagogical University, 2009. – 227 p.

² Shadrikov V.D. Activities and abilities. – M., 2004. – 84 p.

³ Zhdanova S. Yu. Style of educational activity and its development: Based on the study of students majoring in philology and mathematics: Abstract of the dissertation... candidate of psychological sciences. – Perm, 1997. – 94 p.

⁴ Ghaziev E. Psychology: (Psychology of Youth). – Tashkent: Teacher, 1994. – 244 p.

developed a diagnostic method for managing academic activities and sheds light on the theoretical and practical aspects of the problem of managing academic activities, which is one of the least studied areas of psychology. To determine these concepts, the scientist used questionnaires corresponding to these concepts. Each questionnaire contained more than ten questions, and sometimes additional questions were also asked. Of course, the individual characteristics of the students were taken into account. In the interviews, great importance was attached to the etymology of the concepts. Such activities facilitated familiarization with the components of academic activity management. These studies also developed recommendations for the learning and teaching process and provided information about the stages of self-awareness.

Z.T. Nishanova has developed a set of exercises to develop students' independent creative abilities. Although the main focus of these exercises is on the formation of thinking operations, the issue of developing such characteristics of creativity as speed, accuracy, and originality is not neglected.⁵

Another scientist, E.Z.Usmanova, studied the problems of motivational emotional management of thinking in conditions of intellectual conflicts in her scientific research. E.Z.Usmanova noted that the content of education, its organization, its freedom, and the use of various methods of solving creative tasks to form thinking ensure activity, criticality, efficiency, and sharpness of thinking in students.

In conclusion, the development of the scientific and philosophical outlook of future educators is one of the important factors for the development of society and improving the quality of the education system. A modern educator must be well-rounded, have the ability to think scientifically, and be armed with critical and creative thinking.

RESEARCH INSTRUCTIONS:

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