



Theoretical And Methodological Basics Of Developing Students' Axiological Attitude To Historical And Spiritual Ideals

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ABSTRACT

This article describes the theoretical and methodological foundations of the development of students' axiological attitude to historical and spiritual ideals. The article also describes the differences and similarities between historical ideals and cultural ideals. The theoretical and practical situation of the problem of developing axiological attitude of students to historical and spiritual ideals is described in this article.

Keywords:

Adaptation, society, historical heritage, process, history education, culture, education, historical literacy.

Introduction

Adapting the educational system in Uzbekistan to the social demands of today's society creates favorable conditions for a new approach to historical heritage and resources in modernization. In fact, this process is a logical continuation of the educational reform that began in recent years in terms of reforming the content of education in our country, and is especially important in improving the content of history education. After all, reconstruction of history teaching in secondary schools, improvement of historical knowledge is a component of the intellectual potential of the society, an important source of human political culture. Therefore, it was necessary to once again test the principles of selecting the content of history courses in general education schools of Uzbekistan and the complex order and traditions about the purpose in the structure of the educational needs of our society. The democratization of social life in the country, the growth of people's national self-awareness, better understanding of their place and historical role in the society, modern scientific achievements of the science of history are perceived again and again in the process of imparting knowledge about history in schools.

The primary course of history plays a special role in the system of history education in general education schools. This is determined by introducing students to the science of history, to know the past of their homeland. 7th graders are essentially children transitioning from toddlerhood to adolescence. They are psychologically susceptible to emotional influences. At this age, it is difficult to generalize abstract historical concepts. Therefore, in this period, it is necessary to use sources and factors that have an emotional impact on students in a positive sense. In this sense, the use of the works reflecting the scientific heritage of our great ancestors in the process of teaching history has an important didactic value.

Literature analysis and methodology

The main goal of using the scientific heritage and historical works of our great ancestors in teaching history is to form a real worldview that is an alternative to the past and has full value. At the same time, it is also important that students have an interest in developing a scientific worldview. This is due to the growing mind's strong desire to learn new things and improve.

This complex of educational and educational tasks is one of the most important tasks of educating the growing young generation in the spirit of patriotism and increasing interest in the profession. Historical education is one of the important factors of formation of high idealism in students, a new approach to history based on the scientific heritage of our great ancestors, strengthening of knowledge and formation of a scientific worldview based on these. Such a responsible task set before the education system by the society has a great impact on the development of the science of pedagogy. Active education is recognized as one of such directions of development. By active education, we understand the system of factors that ensure the conscious and active participation, independence and creative abilities of the student (student), who is the main object and subject of the educational process. In any activity, as well as in educational activities, activity does not appear by itself, but as the Polish scientist Okon noted, "The basis of student activity is the realization of the importance and necessity of the educational material for the present and the future, the desire to master it perfectly, interest, the educational problem such as finding a solution and creating intellectual satisfaction.

Analysis and results

Of course, students learn the main content of the educational material during the class. However, not all of the knowledge and skills that students need to learn in the history program can be accommodated in the classroom. On top of that, in the conditions where the amount of historical knowledge, scientific and political information is rapidly expanding and constantly increasing, it is extremely necessary to organize extracurricular activities so that students can constantly improve their knowledge.

History is a science to be read. In the process of studying it, students' desire to know the past increases, and extracurricular activities are of great importance in realizing this desire. The content, appearance and methods of extracurricular work on the subject of history

are classified differently in methodological literature.

Methodist V.N. Bernadsky based the sources of knowledge on extracurricular activities and divides them into the following types. It is known that if students are limited to reading textbooks, their scope of knowledge and vision of the past will be narrow. Taking this into account, V. N. Bernadsky recommends additional reading as the main form of extracurricular activities.

1. Read additional books. He divides the books to be read in history into three groups: a) scientific and popular books, b) historical fiction, c) fiction related to the historical period.
2. View more photos.
3. Going to theaters and movies as a team and discussing them together.
4. Organizing historical nights.
5. Putting on historical dramas or plays.
6. Organization of school historical exhibitions.
7. Organizing excursions to distant historical places.

According to V.N. Bernadsky, students will achieve their goal only when they combine their knowledge and imagination with practical activities by reading additional books, watching movies, listening to radio, lectures, and developing independence, initiative, and creativity. Over the next 10-15 years, the scope of extracurricular activities expanded, became richer in content, and increased in appearance. The theoretical aspects of these works were also developed.

Extracurricular activities are organizationally divided into public and group activities. A.F. Rodin, who developed the theoretical issues of extracurricular activities in his research works, based on his school experience, proved that the main initial form of extracurricular activities is public activities. and it includes holding meetings with advanced people, watching movies, plays, organizing excursions, organizing educational conferences, parties, contests, participating in Olympiads, organizing regional and school exhibitions, etc. Another valuable aspect of A.F. Rodin's research in the field of extracurricular activities in history education is that they combine extracurricular

activities with socially beneficial activities of students (protection of historical monuments, helping the participants of the Second World War, people in need of social protection, organizing roundtable discussions with them, newspapers, it is emphasized that it should be connected with reading magazines, etc.

Methodist A.A. Vagin summarizes the advanced experiences gained in recent years in the field of methods of work outside the classroom in history education and divides them into three groups. 1. Oral method. This group of extracurricular activities includes the teacher's storytelling, reading aloud, and in the upper grades, the teacher's lecture after the lesson. In order to increase students' activity and independence in extracurricular activities, students also use the oral presentation method. Pupils participate in club meetings, historical evenings, with brief information, documents and abstracts among lower class students and residents, take part in debates, theoretical conferences, discussion of historical materials (books, films and plays).

Method of working with written and printed sources.

This type of extracurricular work includes reading additional books, studying historical-literary collections, chrestomatuses, documents in archives, etc., establishing a circle of contemporary press researchers, a "circle of young archivists" studying manuscripts and archival documents, "The book and its history" the topic includes organizing a night, studying various books and articles on the past and present life of the country, manuscripts, collecting materials on folklore, recording the stories of witnesses of historical events and participants of 86, writing letters with them, studying historical documents.

Method of working with instructional materials.

Work started in class, such as showing illustrations and slides, watching films, studying excursion materials, is continued outside the classroom. In addition, reproduction of materials collected during excursions and expeditions, taking pictures,

making and displaying models based on these materials are among the works of this group. These activities are also conducted in connection with classroom activities. The fact is that students develop and improve the skills and abilities they have acquired in the course of the lesson in extracurricular activities. Content, forms and methods of extracurricular activities.

Depending on the age, knowledge and skills of students, their individual inclinations and interests, the content, appearance and methods of extracurricular activities in history education vary. Currently, the school has the following basic, organizational forms of extracurricular activities.

1. History circle (or historical-local studies circle).
2. Society of history (or historical-local studies).
3. Out of class historical or historical-local history excursions, going to the theater and cinema as a group.
4. Historical and local history excursions to distant places.
5. Participation in an archaeological expedition.
6. Historical or local history corners, museums.
7. Historical, historical-local studies, thematic evenings or reporting evenings (about historical society, circle work, archaeological work organized in distant places).
8. Report or thematic exhibitions.
9. Seminars and talks for high school students.
10. Historical (historical-local studies) conferences, debates and discussions.
11. Meetings of schoolchildren with participants and witnesses of historical events, writers and social figures.
12. Historical or historical-local studies games.
13. Wall newspapers and handwritten magazines dedicated to historical topics.
14. Extracurricular studies.

It can be seen that the forms of extracurricular activities are diverse, rich in content, and may even deviate from the subject of the school history course. It should be said that no matter how rich and diverse the contents of extracurricular activities are, they serve one purpose: to fulfill educational tasks. The history club (or society of historians) organized at

school is the center of organizing all public activities outside the classroom and its most compact form.

The successful performance of extracurricular activities depends on the teacher's ability to focus students on this center and properly lead its activities. Extracurricular activities are an important form of extracurricular activities. This work begins with promoting reading to students, explaining its importance, and making them interested in books. The age, knowledge and skills of students should be taken into account when organizing extracurricular education. First of all, the teacher introduces the students to the artistic and popular scientific works shown in the textbook and tells them how to use them, informs them about newly published books, and organizes book reading.

Advanced teachers use the following method to interest 5th-6th grade students in school experience: the teacher tells the students what books to read, shows them to the students, and even reads the most important and interesting parts. However, it is not good to prolong the reading, it should not exceed 15-20 minutes. In organizing additional reading, it is necessary to be able to organize independent reading along with making students interested in books. Books that students need additional reading are recommended in a timely manner. As shown in some methodological works, it would not be correct to recommend at once a large list of books to be read by students in all grades within a quarter or half of an academic year, and experience has also rejected it. In this matter, it is necessary to take into account the age, level of education and skills of the children of each class. For example, in the 5th-6th grades, it is recommended what book to read after studying the topic of the book that students should read independently in the lesson; In the 7th-8th grade introductory lesson, if the volume of the book recommended for reading is large, it is better to recommend it 2-3 weeks before studying the topic, and in the 9th grade, it is better to recommend it at the beginning of the year, even at the end of the old year, because some of the recommended books

are read by students during the summer vacation. they can study on time.

Meetings of students with writers play an important role in increasing their enthusiasm for reading. Events such as evenings and conferences dedicated to historical topics, discussion of read books are also important. The teacher always monitors the students' activities outside the classroom, including how they use the recommended books. In this way, the teacher increases the motivation of students to read additional literature, teaches them to read books with understanding, and teaches them to be able to connect and use the knowledge they have read in additional books with the knowledge they have acquired in the lesson, in the history club, and on excursions. Already in the 5th and 6th grades, students develop the ability to understand what they have read, evaluate it, and draw conclusions from it. In order to educate students to have a conscious and correct attitude to the books recommended for independent reading, they should be taught to record the books they read in a special notebook and write their brief reviews for each book. Naturally, although the evaluations of the students of the 5th-6th grades are superficial, the evaluations of the students of the 7th-8th grade will be richer in content. In the 9th grade, the content of the given grades deepens. Nights on historical themes are an important organizational form of extracurricular activities, and their main task is to convey the meaning, essence and significance of historical facts, events and incidents to students with the help of various art tools (art reading, music, singing, dramatizations). Currently, evenings and mornings on historical themes are widely used in school experience.

Many factors of activation are noted in the theory and practice of pedagogy. In our opinion, one of the most important factors is updating the educational material. This means that the educational material is delivered to the minds of students that it is necessary and important at the moment and in the future, and it is recognized as a motivating factor for learning and active learning. From the point of view of pedagogy, actualization shows the

necessity of mastering the educational material by the students, psychologically it awakens a feeling of need to master the material.

The organization of history education through the scientific heritage of our great ancestors, works on various fields of science, and scientific conclusions is one of the important factors of developing students' historical thinking and scientific outlook. For example, Al-Khorazmi's work on mathematics called "Al jabr wal muqabala" not only shows historical thinking in the students, but also familiarizes them with the achievements of the science of that time and the conclusions reached by them. However, the works of great scientists and scientific heritage are not enough in the general secondary education system. Even those that exist are not effectively used in school education. Also, the Uzbek version of the scientific heritage of many great thinkers has not yet been created, and many of them have not been translated.

Conclusion

In conclusion, there are many pedagogical problems related to the fact that the system and content of using the scientific works of our great ancestors have not been developed in the teaching of history, and there are not enough methodological recommendations for teachers regarding the methods of using the works of great thinkers who lived in our country. Solving these problems requires special pedagogical scientific research.

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