
# The Tasks of The Scientific Worldview in The Content of The Teacher's General Education

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ABSTRACT

The article provides information about its main features in accordance with modern ideas about the system of lifelong education. It is also reported that continuing education leads to the need to focus on the constant development of a person with knowledge and skills, capable of making decisions and taking various actions.

**Keywords:** lifelong education, knowledge, skills, human personality, integrative education

One of the most important rules that determine the initial methodological position of this study is the teacher's vision of education as one of the subsystems of the lifelong education system.

Despite the contradictory opinions about what the optimal content of a teacher's general education should be and what material should be included in the general education block, the need to direct general education training to the formation of a teacher's scientific worldview is undeniable.

In pedagogy, it is important to realize that society and the individual can act as subjects of worldview. The first type of worldview - a socially necessary worldview - is defined as a system of diverse knowledge, symbolically reflecting various aspects of perception, understanding and attitude to reality.

At the same time, V. Ya. As Vernadsky noted, "the scientific worldview is not an abstract logical structure. It is a complex and unique expression of social psychology. The second type of worldview - a person's worldview - is formed only in his consciousness and manifests itself only in the activities and actions of this person, in an individual form. Both types of worldview are manifested in different systems: the first system is universal and describes social consciousness as a whole at the highest level; the second, reflecting the first, manifests itself individually in each person in terms of size, content and nature of activity.

The second system completely follows from the first, and therefore a number of pedagogical tasks include selecting the volume of worldview knowledge for different stages of education, as a result of which the consistency of the projected structure of the worldview is maintained, that is, its correspondence to the socially necessary structure and structure of the worldview. However, in our opinion, despite the existence of strict criteria for identifying ideological systems, one should always remember that worldview in pedagogical scientific and practical activities, unlike other forms of spiritual activity of people, means "the unity of individual and social consciousness."

In our study, in order to reveal the features of the modern scientific worldview of E. Ya., the definition of monozone is used. E. Ya. According

to Monoson, a worldview is a system of generalized ideas about the objective world, beliefs and ideals in which a person expresses his attitude towards the natural and social environment, people and himself. This is the highest synthesis of knowledge, experience and emotional assessments, reflecting the characteristics of a person's social existence, his place in a historically specific system of social relations, belonging to a certain social class, group, as well as the specific characteristics of a person's personal life, determined by its specific conditions. Views, beliefs and ideals are the main structural elements of a holistic scientific worldview.

Views express a certain point of view on the essence of the most important phenomena of nature, social life and human perception. In order for views to have the character of beliefs, they must be given a special personal meaning so that their use as behavioral signs becomes an internal principle of the individual.

Thus, beliefs are a high level of understanding of the world, a person's firm, strong faith in the correctness of his views, this faith is expressed in a constant readiness to wage an uncompromising struggle for life. V. Ya. In his works on the history and philosophy of science, Vernadsky effectively tried to observe the interaction of various forms of spiritual life and scientific worldview, which is a necessary basis for the development of science. In his opinion, the formation of a scientific worldview occurs in close and broad connection with other aspects of the spiritual life of mankind. "The scientific worldview and science cannot be separated from simultaneous or previous human activity in the field of religion, philosophy, social life or art. All these aspects of human life are closely related to each other and can only be separated in the imagination.

This understanding of the unity of various forms of spiritual life and scientific worldview, at first glance, seemingly unrelated to scientific knowledge, is very characteristic of the modern stage of development of science and manifests itself already at the level of the formation of a scientific picture of the world: "The general picture of the world is not only scientific view, but also cultural and worldview. This is an integrative view, i.e. the connection of components, and ultimately a view of the whole", a system for the manifestation of human identity. The purely human nature of the process of identifying problem situations in science, the effect of the ability of human perception and thinking to "solve" forces a person to enter into a cognitive procedure with his human qualities.

ME: Yes. An analysis of the real situation of the scientific worldview in general secondary education, carried out by Lerner, allowed us to draw conclusions of general didactic significance that the scientific worldview is capable of performing the functions of goal, direction, means and content in the construction of the educational process. educational content. The worldview, which is part of certain goals, determines the choice of material, the substantive orientation of ideas that are clearly generalized or empirical and therefore partially hidden. At the same time, it appears as a direction, a landmark. Worldview acts as a tool for structural construction, since the designer uses it as a means of determining whether the selected content corresponds to the nature of the worldview. And, finally, the content of the worldview, which should become the property of the students' personality, their personal value, can be interpreted as an integral part of the predicted content of education.

ME: Yes. According to Lerner, worldview manifests itself differently at different levels of formation of the content of general secondary education. At the level of a general theoretical representation of the content of education, the worldview as an analogue of culture, which is the result of human activity, is considered as the basis of the approach to the content of the content of education. At the academic level, a worldview is viewed as a set of ideas that must be mastered. At the level of educational material, worldview is manifested in the selection of facts and other types of knowledge.

Among the tasks of the scientific worldview in the content of general secondary education, the target function is the most obvious and at the same time the most important. In fact, the priority goal of general secondary education is the complete and comprehensive development

of the individual - the full disclosure of the intellectual, moral, spiritual and physical qualities of the student, as well as a universal understanding of the meaning of a person's place. in the world, goals and life and activity in the system of human knowledge and ideas. The scientific worldview, being a method, is the goal in the content of education. Undoubtedly, we can talk about the implementation of this function in the context of adult education - in the subsystem of lifelong education, where all types, forms, content, methods and means of teaching are subordinated to the central task of forming a comprehensively developed personality. .

The remaining three functions of the scientific worldview - direction (orientation), mediation, content - have the principle of subordination as their genetic basis, and therefore can play an effective role in the creation of general educational content received by the teacher not only in general secondary education, but also at other stages of continuous education.

Depending on their connection with the formation of a worldview in the content of education, four groups of knowledge can be distinguished:

- specific knowledge that does not include the content of the worldview;
- knowledge that can give rise to some ideological generalizations, provided that their uniformity and reproducibility are mastered, i.e., provided that a pattern is manifested in them;
- knowledge that can raise questions and emotions that can shape a worldview if their meaning is clear;
- original ideas that shape the worldview.

When planning the content of a teacher's postgraduate education, distinguishing between these groups of knowledge, giving priority to the knowledge of the last two groups and excluding irrelevant knowledge that does not reflect the content of the worldview, in our opinion, helps to overcome the difficulties of the educational process, which are short-term in nature in the system.

Of particular importance is the ability to consider the scientific worldview as a system-forming factor in constructing the content of postgraduate teacher education. By definition, this is a system of holistic views that reflects the integrity of human existence and the surrounding world, the unity and interdependence of all aspects of people's practical relationship to reality; the scientific worldview connects various parts of knowledge with systematic relationships. , thereby ensuring the integrity of the content structure of the general postgraduate education of a teacher. From this point of view, the scientific worldview serves as a means of implementing the principle of systematicity in postgraduate education of a teacher, that is, it determines the focus of the content of education on the formation of a systematic vision of nature. environment and man's place in it.

Knowledge about the structure of the world, acquired at one or another stage of the historical development of science, is consolidated in the worldview with the help of a scientific view of the world. A scientific worldview can be characterized as a view on the systematization of knowledge in which there is a theoretical synthesis of the results of research into specific sciences that embody the worldview. "The scientific landscape of the world," writes V.F. Chernovolenko, "collides with theoretical systems of a lower level of universality (exact sciences, generalizing theories of natural science, etc.), and with a very broad form of systematization of knowledge and experience - worldview.

Finding ways to form ideas about the scientific landscape of the world in high school has always been the focus of didactic scientists. M. N. Skatkin, for example, stated that "the content of education in secondary school should ensure that students develop a modern view of the world" [262, p. 31]. A similar opinion by V.M. This is stated in Medvedev's monograph: "Formation of an idea of the global scientific landscape is one of the main tasks solved in the process of forming a scientific worldview at school."

R. According to M. Rogova, in the new difficult conditions of life in our society, a set of humanistic, philosophical, socio-economic, political, moral, aesthetic views, beliefs, ideals is being formed that determine the spirituality, values and active worldview of society. children

and youth to the world before school, pedagogy and psychology. The task of forming a scientific humanistic worldview, which is defined as "To this concept," writes R. M. Rogova, "we are introducing a scientific component into a secular secondary school, taking into account age, the accumulation of scientific knowledge from class to class, from elementary school, emphasizing the need to master the scientific landscape of the world, develop independent thinking of students, work with scientific evidence of phenomena, processes in adolescence and high school age" [265, p. 28].

Taking into account the peculiarities of the relationship between the scientific worldview and the scientific landscape of the world, understanding the special importance of forming ideas about the modern scientific landscape in the educational process was one of the most important factors that we took into account when developing the concept of creating the content of continuing education for teachers.

We relied on the definition of the scientific landscape of the world. According to this definition, the scientific picture of the universe is an integrative system of ideas about the world, including as its main components fundamental objects, the typology of objects, their interaction and the nature of causality, ideas about space and time.

P. S. Dishlevy and L. V. Yatsenko call the scientific picture of the world "a cultural phenomenon that can be expressed as a structural component of a worldview." "Like the worldview in general, the scientific picture of the world is characterized by blurred images, is not localized in a specific material product and determines the life direction of the individual and group" [93, p. 30]. A similar opinion of L.A. Mikeshina reports this. L. A. Mikeshina presented the scientific picture of the world as a form of worldview of knowledge and emphasized its axiological significance: "The scientific picture of the world not only synthesizes knowledge about nature and the Universe, but this knowledge has a clear quantitative assessment." character and reflects the necessary existence of a specific historical subject in the structure of knowledge in combination with grounds and considerations

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