

FORMATION OF A SCIENTIFIC AND GENERAL-CULTURAL OUTLOOK IN THE EDUCATIONAL PROCESS

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Abstract

The formation of scientific and cultural worldviews in the educational process has a significant impact on students' personality, culture, and intellectual development. Scientific worldview primarily encompasses logical thinking, problem analysis, and the use of scientific methodologies. On the other hand, cultural worldview ensures an understanding of social, cultural, and ethical values. The interconnection of these processes serves to enhance the quality of education, support students' personal development, and bring about positive changes in society.

Keywords: education, scientific worldview, cultural worldview, Personal development, logical thinking, social values, culture, ethical values, quality of education, changes.

The formation of scientific and cultural worldviews in the educational process is crucial not only for providing students with knowledge but also for shaping them into active and responsible citizens in society. In today's era of globalization and information, it is essential for students to broaden their perspectives, understand different cultures, and develop scientific thinking skills. Such processes also play a significant role in educating the younger generation based on the common values and traditions of humanity.

A scientific worldview helps enhance students' logical thinking and analytical abilities, which in turn ensures their openness to problem-solving and new ideas. Meanwhile, a cultural worldview encourages students to reflect on cultural heritage, traditions, and challenges, significantly influencing their development as individuals.

Main section. Pedagogical technique is a set of general pedagogical knowledge and skills necessary not only in the educational process but also throughout a teacher's professional activities. Important aspects of pedagogical technique primarily include the professional skills that define a teacher's expertise. Currently, the concept of pedagogical technique is studied in two groups:

The first group of components relates to the teacher's personal and moral qualities and behavior, which manifest in self-management skills (reflection) during the educational process. This includes:

Managing one's own actions in the educational process (mirroring, pantomime);

Controlling one's emotions and mood, avoiding negative influences;

Possessing excellent social perceptive abilities (attention, observation, imagination);

Understanding and applying speech techniques (breathing, voice control, speech tempo).

The second group of components is associated with the teacher's skills in influencing individuals and groups, encompassing the technological aspect of the educational process. This includes:

The teacher's didactic, organizational, constructive, and communicative abilities;

Monitoring the fulfillment of set requirements based on a specific plan;

Organizing creative activities related to education in educational institutions and among student groups;

Maintaining a balanced management of the pedagogical communication process with students.

The concept of scientific worldview is defined in the pedagogical encyclopedia as "a collection of philosophical, scientific, political, economic, legal, moral, and aesthetic ideals and beliefs, constituting a person's views on material reality, and based on these, it reflects the individual's relationship with nature and the social environment" (1). Furthermore, having a scientific worldview and continuously assimilating scientific knowledge is of great importance. A person with a scientific worldview can correctly interpret the essence of events occurring in nature and society. They do not accept phenomena as facts without evidence. In other words, possessing a scientific worldview fosters independent thinking, preventing individuals from being swayed by various movements or mystical ideas that attempt to manipulate human consciousness in modern conditions. Such individuals believe that the changes occurring in their lives and in society are based on certain laws, which they accept as natural.

In general, a worldview is a collection of decisions that evaluate subjective reality. It arises as a result of the attempt to understand the surrounding world. Worldviews can be religious, philosophical, or scientific. A worldview encompasses a general system of attitudes towards the world and an individual's place

within it, as well as people's beliefs, ideals, principles of knowledge, and activity related to the events around them and their own existence. A psychology teacher must have sufficient practical materials to convince students of the validity of the fundamental principles of the discipline. Additionally, it is important to select specific empirical psychological research data that demonstrate the correctness of theoretical principles and help students gain a deeper understanding of the laws of human psychology. (2) Currently, there has been no research conducted on the development of a scientific worldview among students, particularly in the teaching of biology. The issues related to forming a scientific worldview among general secondary school students have been studied by Russian scholars such as V. I. Drigin, V. N. Usova, and V. I. Filatov. In our republic, researchers like J. J. Tulenov, S. I. Valieva, and K. J. Tulenov have addressed these topics. However, the psychological foundations of a scientific worldview among students have not been adequately explored. The works of our scholars, including E. G'oziyev, X. A. Ruhiyeva, A. A. Abdurazaqov, E. Nazarov, and A. K. Rahimov, have provided some analysis on this matter.

In conclusion, it is essential to broaden the worldviews of modern youth through the educational process, linking them to science and culture, and encouraging their social engagement. This, in turn, helps prepare global citizens, enabling them to actively participate in social life and address national and global challenges. Thus, the formation of scientific and cultural worldviews is an integral part of the educational process.

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