

STATUS OF HUMANIZATION OF NATURAL SCIENCES IN MODERN TEACHING

Dadabaeva Feruza Olimjonovna
PhD student at Tashkent State Pedagogical University

ABSTRACT

The article considered humanization of education as an important pedagogical problem. The state, content and significance of the humanization of the natural sciences content in modern teaching are described. There are ideas on how to determine the humanitarian potential of education and its content in the educational and developmental functions of education, which is an important didactic principle of learning.

Keywords: Humanism, humanization of education, humanitarian potential, ideas of humanism, humanitarian education, subject of study, educational process, educational and development tasks.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

It is well known that in recent years' astronomy has increased its practical significance due to a number of achievements. Therefore, it is important to ensure that this discipline is clearly defined and consistent with its structure and content at various stages of the system of continuous education (secondary schools, academic lyceums and colleges). The demands placed on the problems in the system of continuing education indicate to the teacher that it is necessary to effectively organize students' knowledge, skills and knowledge on the basics of this subject, especially in shaping their scientific outlook on the environment. Therefore, we consider it appropriate to emphasize the content of teaching materials and the current state of humanization.

The Law on Education, adopted in the Republic, strictly adheres to such principles as "humanism", "humanization of education", "democratization of education" [1]. Accordingly, the idea of humanism in education plays an important role in the implementation of such factors as the idea of individualization of learning, respect for the personality of the student, and his or her interest. Humanization in education also promotes the **humanization** of the content of all subjects in the curriculum, including the natural and scientific subjects.

At the same time, we found it appropriate to comment on the terms humanism, ideas of humanism, and humanitarian education. Humanism (Latin *humanus*-human) is a philosophical doctrine that glorifies a person, recognizing human rights as an individual, his or her right to freedom and self-expression, and the establishment of human happiness as the benchmark of social relations. The ideas of humanism are concepts and teachings that, in essence, meet the modern requirements of society, which make a person human, enriching his life with deeper meaning and embodied high moral and moral qualities. According to humanism, the basic virtue of every human being is not only his natural needs, but his ability to work, to have reason and thinking, to be able to think, to have a solid knowledge of the subject of universal education which was formed over centuries, determined by positive thinking. Humanitarian education French *humanitaire*, Latin *humanitas* - meaning human nature,

1) formation of understanding and knowledge of the individual's attitude to the rights, interests and human values; 2) basic concepts and knowledge about the role, position and duty of the society in the social sciences; 3) In the humanities, it is necessary to improve the understanding of personality formation in these subjects (pedagogy, psychology, philosophy, philology, history, art, etc.). Humanitarian education is an integral part of the general education, and is deeply embedded in the content of these subjects taught at a particular stage of continuous education. Humanitarian education is based on examples of such subjects as history, mother tongue, literature, fine arts, music culture, and at the later stages of continuing education through the implementation of such disciplines as philosophy, sociology, economics, history, ethics and aesthetics. The peculiarity of these disciplines is that they contain the basics of knowledge about the social nature of human beings. Art culture and its language are also reflected in the content of these disciplines [2].

At the same time, we also need to clarify the idea of 'humanizing content of education'. This idea can be interpreted in two ways: First, humanizing the content of education also involves the use of techniques developed in the natural sciences in the social sciences. This is due to the figurative thinking.

Secondly, the content of the optional natural science research subjects (including physics, astronomy, chemistry, biology, etc.) is as strong as the humanitarian and social sciences, and is not apparent at first sight. Any approach to teaching natural sciences, including the "hidden" humanizing content, that is, using all the tools, methods and forms necessary to do so, is the humanization of natural sciences (including astronomy). plays an important role in the full realization of educational and developmental functions.

The methodology of the humanization of astronomy education in the school in the 1970s and 1980s was first explained by a Methodist scholar [3]. Many Methodist scholars have commented on the essence of the problem of humanization of education. The following definitions are closely related to this problem. In particular, the scientist E.P. Levitan, who has devoted many years to the solution of this problem, states that "humanization of science is the closeness of the human being and the humanization - the removal of the limitations of social existence, consciousness of cultural values, and technology and natural science" [4].

It is explained by enhancing the content of education, shaping the students' scientific outlook, and giving them a solid and high-quality education, as well as the humanitarian content of the educational subjects that underpin the basics of natural sciences. The content of this course, in addition to providing basic knowledge, is to justify the fact that there is a great potential for the education of human characteristics in students. For many years, the focus on teaching physics, mathematics and astronomy is that their ability to educate students in humanities, with little attention to the humanities, is not being used with the aforementioned potential, instead of creating negative feelings in different educational institutions and students. It is no secret that they are not compatible.

At the present stage of the scientific and technological revolution, the moral, environmental, war and peace problems of civilization, the moral education of our young people who are active builders of our society in the future, are undermined by the significant humanities potential of the natural sciences can be. It is well-known that astronomy, associated with the daily needs of people, has a long history, is rich in historical material, and plays an important role in the humanization of the content of education in teaching.

So what is the purpose of the humanization of astronomy? Many well-known Methodist scholars have given valuable answers to this question.

"The purpose of humanizing the school astronomy course is to transform the subject from an abstract view to a course that is of interest to every student and that he / she can play a vital role in shaping the youth's outlook," says Methodist scientist M. Mamadazimov [5].

Many articles have been published in the last few years by prominent Methodists on humanizing education: VG Razumovsky, LV Tarasov, academician BV Raushenbach, NN Paltyshev, EP Levitan, Fesenko, M. Mamadazimov and others. These articles present many valuable ideas and guidelines on the humanization of education. Various examples and arguments are presented as evidence that the purpose and essence of humanitarian education is the most important tool for humanizing the natural sciences (physics and astronomy), thereby shaping the students' worldview, ethical and aesthetic and environmental culture.

In recent years, many methodological literature, many positive ideas on the determination of their humanitarian potential from the content of natural sciences, have been regularly discussed. What factors should determine the humanitarian potential of education and its contents in fulfilling the educational and developmental functions of education, which is an important didactic principle of learning? What are the organizers of this process? LV Tarasov responds to the question:

"Firstly, the moral principle associated with the concept of truth is the truth of the judgments. Secondly, the belief in the human being in relation to the issue of worldview, understanding how the world is formed and developed principle.

Fourth, it is a civic position associated with a sense of personal connection to everything that happens in the world and the cultivation of personal responsibility for the future of this world. This is based on an understanding of the laws of nature, the motivation of their desire to be accountable, and takes them into account in practical activities; It is impossible to predict the consequences of anthropogenic load on nature without knowledge of the laws of nature. Fifth, the scientific platforms that understand that the world is evolving according to objective laws, there is no room for "other world events". But it does not consume the natural content of natural subjects: these disciplines have a significant effect on the human thinking and the formation of a system of basic concepts of society at every stage of its development" [6].

Well-known Methodists VG Razumovsky [7], LV Tarasov [8], EP Levitan [9], M. Mamadazimov [10] have been conducting research for many years on the different approaches and ways of realizing the humanitarian potential of the content of physical and astronomy education and its teaching. They wrote about the ideas of physics, astronomy, and other natural sciences about the formation of humanity, the formation of worldview, the humanitarian potential of education in the cultivation of positive personality (aesthetic, spiritual, etc.) personality.

In summary, physics and astronomy (with modern astrophysical research), considered to be natural sciences, are one of the great sciences of our age. That is why their training, their relevance to the subject, the consideration of all ideas and ideas aimed at improving the effectiveness of teaching, the attentiveness of the quality of training personnel are among the factors contributing to the actual problem of the selected research topic.

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