

THEORETICAL ASPECTS OF THE FORMATION OF STUDENTS' WORLDVIEW IN THE PROCESS OF TRAINING IN HIGHER EDUCATION

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ABSTRACT

The authors touch upon the problem of determining a leading scientific-theoretical approach to the formation of the students' personal worldview during their studies in higher education. In line with modern pedagogical knowledge, this article reveals the essence of various theoretical approaches to the formation of the worldview, defines the basic value characteristics and content of this process.

Keywords: Worldview, values, value orientation, formation of students' worldview.

INTRODUCTION

In the professional activity of a teacher of higher education, the most difficult and responsible work is to form worldview positions and attitudes not only for mastering the future specialty, but also for life in general.

Young people enter the university with a certain worldview, previously established beliefs and views. Having studied the features and level of their worldview, the teacher decides what knowledge they need to be equipped with, what they need to convince or persuade. Undoubtedly, it is necessary to identify a common worldview for each student, their views and life values. Each teacher at this stage encounters certain difficulties. If the level of understanding or certain worldview problems can be determined during classes and conversations, the value orientations and views of young people can be determined only by a deep and comprehensive analysis of all activities of the student, studying his background, behavior in the team. It should be noted that the student's beliefs are not only the result of education, but they are also due to the entire system of human interaction with the surrounding world.

How to determine the level of a person's worldview? A higher education teacher should rely on the findings of psychological science. As professors M.I. Diachenko, L.A. Kandybovich, S.L. Kandybovich noted, "Indicators of the level of worldview can serve as deep assimilation of knowledge, confidence in their truth; a sufficiently strong manifestation of emotions and feelings, if necessary, to protect their views and beliefs, defend them in any situations; independence based on the existing system of knowledge, views, beliefs; the unity of word and deed, etc. " [1, p. 258].

It is necessary to take into account that the worldview of young people can be contradictory and inconsistent, and scientific views can be intertwined with everyday concepts and ideas about the surrounding reality. Therefore, in the course of the educational process, it is necessary to constantly study the level of the worldview of each student, to approach him individually, taking into account age, personal, social, ethnic and other characteristics.

Usually, when determining the formation of a worldview, three levels are distinguished: high, medium and low.

A guideline in the teacher's activities can be a high level of development of the worldview, which is characterized by the dominance of scientific views and beliefs, a deep understanding of the basic laws of the development of the surrounding reality, an adequate assessment of events and the socio-political situation in the country and the world, an understanding of the trends of its development, as well as following such universal human values such as humanism, mercy, justice, etc.

In the course of the educational process, all positive and negative assessments of the ideological education of young people are revealed before they get into university.

Materials and methods

The key task of a higher education teacher is to form a scientific worldview and methodological culture of students. This is a very complex process, which depends on the information flows organized in the education system, as well as on natural flows, both within the university and outside it. We should not forget that there are different channels for students to receive information, very often not controlled by us and not corresponding to the scientific picture of the world. Therefore, our work must be systematic and continuous.

Achieving positive results in the process of forming a scientific worldview among students involves taking into account their individual characteristics, using the educational potential of training sessions and extracurricular work.

Let's pay attention that the scientific world worldview assumes deep assimilation of regularities of social-economic development of a society, a role and ways of inclusion of the human factor in process of change of a public life. A positive result is achieved by constant influence on the personality of the student, the motives of his behavior, thinking, feelings and will, as well as on the process of assimilation of the studied disciplines of the curriculum, consolidation of views and beliefs through regulation of behavior, organization of educational activities and inclusion in socially significant activities [1 ,p 261].

An important psychological prerequisite for the transformation of learned knowledge into beliefs is the student's deep understanding of its practical importance in society.

Result and discussion

Teachers of social sciences play a crucial role in shaping the scientific worldview of students. Without detracting from the importance of natural scientific and technical-technological knowledge, it is worth paying attention to the formation of philosophical and methodological culture of each student. The focus of humanities teachers should be on the scientificity of teaching social disciplines, as it is increasingly becoming known the trend excluding philosophy and all social and humanitarian disciplines from the sphere of scientific knowledge. The conditions for optimization of the social and humanitarian block influence the formation of scientific worldview. In this regard, it becomes necessary to delve deeply into the modern debatable issues of the scientific nature of knowledge that we present to students, to try to comprehend the conceptual philosophical-methodological foundations of the scientific nature of the process of cognition and teaching of social and humanitarian disciplines. Undoubtedly, this is facilitated by personal deep knowledge of the philosophy and methodology of science [2], active personal participation in research and inclusion of students in this process.

Of course, participation in scientific work of students contributes to the development of creative thinking, initiative and independence, the ability to analyze information and use it rationally.

A large number of students perceive participation in research activities as an integral part of their preparation for the future profession. One should not forget that scientific activity is a way of self-expression and self-affirmation of an individual. A significant factor in the formation of students' motives for scientific creativity is the influence of teachers and scientists of the university. An important factor in the formation of motivation for research activities is the participation of students in the work of scientific circles at the departments of the university. The research approach is developed not only through scientific research, but also through everyday learning. The experience of a number of universities shows that a positive solution to the problem of the formation of a scientific culture is facilitated by the deepening of knowledge on the issues of methodology and methods of conducting research in the field of the studied disciplines, familiarization with the history of scientific discoveries.

The formation of the research approach is facilitated by problem teaching, demonstration of interdisciplinary connections by teachers, and an attitude towards independent creative search for truth. Analysis, definition of the main and critical understanding of the material from the recommended educational publications, self-clarification with the help of dictionaries and scientific reference literature is a prerequisite for serious scientific research. The research work of the students contributes to their intellectual development, helps to master the educational material creatively, to develop professionally important personal qualities.

In the process of forming the scientific worldview of students in the educational process, it is worth paying the most serious attention to knowledge, which should be truly scientific, and not ordinary, if we are talking about a rational picture of the world and the methodological culture of students.

It should be noted that dialectically thinking philosophers and methodologists of science consider the basic criteria for scientific knowledge:

- the objective truth of knowledge;
- focus on objectively true knowledge to reveal and comprehend the deep aspects of the phenomenon, essence, laws and contradictions of its development reflected by them;
- validity, evidence of ideas, concepts;
- knowledge systems;
- verifiability of scientific truths [3, p. 17].

These criteria of scientificity provide an identification of the main attributive properties of scientificity and draw a clear demarcation line between science and non-science. Moreover, the first two criteria of scientific knowledge are the main ones. As Professor V.P. Dixelis notes, "only true knowledge of a cognizable phenomenon can be scientific, because any other knowledge of it will be a delusion and lie. At the same time, true knowledge is only a necessary prerequisite for its scientificity. For this knowledge to acquire a scientific level, it must reveal the deep layer of the studied phenomena, their essence, laws and contradictions of their development" [2, p19].

So, scientific knowledge is objectively true theoretical knowledge aimed at revealing and comprehending the deep aspects of the phenomenon reflected by it, revealing the essence of the studied phenomena and processes, the laws and contradictions of their development.

CONCLUSION

Thus, ideological training is the most important component of the process of education and upbringing at a university. This process involves the active work of social and humanitarian departments, the humanization of teaching natural science, technical disciplines, demonstration of ways to form scientific theories, consideration of the social aspects of scientific and technological progress, the formation of a specialist's methodological culture. The success of the formation of a worldview is ensured by the impact on the intellectual, emotional, volitional and motivational sphere of a person, the rational organization of his cognitive activity.

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