



TA'LIMDA ILMIY DUNYOQARASHNI SHAKLLANTIRISH MASALALARI

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Jizzax davlat pedagogika universiteti Boshlang'ich ta'lim pedagogikasi kafedrası stajor o'qituvchisi

Annotatsiya: mazkur maqolada ta'lim jarayonida ilmiy dunyoqarashni shakllantirishning mohiyati va ahamiyati yoritilgan. Ilmiy dunyoqarash o'quvchilarni atrof-muhit, jamiyat va inson haqidagi bilimlarni ilmiy asosda anglashga, tanqidiy fikrlashga hamda muammolarga oqilona yondashishga o'rgatadi. Ta'lim tizimida ilmiy dunyoqarashni rivojlantirish o'quvchilarda mustaqil qaror qabul qilish, tahliliy fikrlash, innovatsion g'oyalarga ochiqlik va ma'naviy barkamollikni shakllantirishda muhim omil bo'lib xizmat qiladi.

Kalit so'zlar: ilmiy dunyoqarash, ta'lim jarayoni, tanqidiy fikrlash, tahliliy yondashuv, innovatsion g'oyalar, ma'naviy barkamollik, ta'lim sifati.

ВОПРОСЫ ФОРМИРОВАНИЯ НАУЧНОГО МИРОВОЗЗРЕНИЯ В ОБРАЗОВАНИИ

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Аннотация: В данной статье рассматриваются сущность и значение формирования научного мировоззрения в образовательном процессе. Научное мировоззрение учит учащихся научно понимать знания об окружающей среде, обществе и человеке, критически мыслить и рационально подходить к решению проблем. Развитие научного мировоззрения в системе образования служит важным фактором формирования самостоятельности в принятии решений, аналитического мышления, открытости инновационным идеям и духовного совершенствования учащихся.

Ключевые слова: научное мировоззрение, образовательный процесс, критическое мышление, аналитический подход, инновационные идеи, духовное совершенствование, качество образования.

ISSUES OF FORMATION OF SCIENTIFIC WORLDVIEW IN EDUCATION

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Abstract: This article examines the essence and importance of the formation of a scientific worldview in the educational process. The scientific worldview teaches students to understand knowledge



about the environment, society, and man scientifically, to think critically, and to approach problems rationally. The development of a scientific worldview in the education system is an important factor in the formation of independence in decision-making, analytical thinking, openness to innovative ideas and spiritual improvement of students.

Keywords: *scientific worldview, educational process, critical thinking, analytical approach, innovative ideas, spiritual improvement, quality of education.*

In today's globalization and competition, one of the main tasks of the education system is to form a strong scientific worldview in students. A scientific worldview is a person's ability to understand the laws of nature, society and thought on a scientific basis and to approach them critically. The development of a scientific worldview in the modern educational process directs students to think independently, make scientifically based decisions and be open to innovations. Especially today, when digital technologies, innovations and information flows are developing rapidly, a scientific worldview is an important factor in ensuring the spiritual and moral well-being of the younger generation and preparing them for active participation in the development of society. Therefore, the issue of forming a scientific worldview in education is of particular importance as one of the current directions of pedagogical science.

Today's reforms prioritize the goal of realizing the intellectual and intellectual potential of students in the educational process. One of the important tasks is to direct students of general secondary schools to their future professional activities, based on their interests and talents. Therefore, the formation of a scientific worldview among students of general secondary schools is one of the socio-pedagogical problems that is waiting for its solution. Let's first explain the concept of worldview: "The Encyclopedic Dictionary of Philosophy states that a worldview is a system of general views on the world and the place of man in it, on the reality around him and on his attitude towards himself."²

A worldview is a system of views, perceptions, and knowledge about the reality surrounding a person, about the essence, structure, and place of the world in it. A worldview is the most general way of imagining, perceiving, and knowing the world.³

Worldview is, first of all, an expression of individual identity. The main feature of a person's worldview is its objectivity. A person's worldview is a clear expression of objective existence in the mind. A student feels and understands the culture of the society in which he lives only when he is a subject of this process. The assimilation of any culture occurs in an equal way with the existing social community. Such equalization initially begins in the family. And it is continuously continued in the educational process. Only when a student feels himself an equal member of Uzbek society, does he begin to assimilate national and universal values and culture. A scientific worldview is a system of scientific views on the world and man's place in it, on the relationship of people to the reality around them and to themselves, and on the person's belief in such a scientific point of view, his desire to know

² Фалсафа қомусий луғат. «Ўзбекистон файласуфлари миллий жамияти нашриёти», «Шарқ» нашриёт-матбаа акциядорлик компанияси бош таҳририяти. Т.: 2004. Б.115.

³ Narqulov J., Falsafa asoslari. T.O'zbekiston nashriyoti matbaa-ijodiy uyi. 2005, B.18.



and master it. As a result of the formation of such a worldview, the mental and intellectual development of students is ensured.

Today, due to the extremely wide range of information, it is necessary to form a scientific worldview in students. A scientific worldview is a worldview that is based on laws that have been repeatedly verified using scientific methods and, in general, confirmed by human experience. A scientific worldview is formed on the basis of continuous, consistent, thorough assimilation of existing scientific knowledge acquired by humanity, and the acquisition of life experience. The formation of a person's worldview is considered a long-term, dynamic process.⁴

Worldview is directly related to a person's age, life experience, knowledge, and ideology. Therefore, in order for students to have a scientific worldview, they need to read more books and conduct scientific research. It is necessary to form a worldview in the human mind that is consistent with common sense. Such a worldview is formed and developed not by forcibly absorbing any idea or by dry memorization, but in the process of persuasion, presenting various ideas, discussing, and identifying the necessary concepts and principles.

The various explanations and definitions given to the concept of worldview were approached in accordance with the methodological law of the historical and logical development of didactics, that is, they were appropriate to the level of scientific and social development at the time when these scientists conducted their research and were considered the most important beliefs for that period. It is necessary to note that in the era when information is globalized and our republic has gained independence, the above ideas have become outdated in content. Worldview is a reflection of the picture of the organic world in the human mind, which, as a set of philosophical, scientific, socio-political, moral, aesthetic views that a person has acquired throughout his life, represents the direction of independent life and future professional activity. Accordingly, the study of the direct and indirect impact of students on their philosophical, scientific, political, economic, legal, moral, aesthetic ideals and beliefs on the example of material existence and its emergence and development in the process of teaching evolutionary doctrine was set as the research goal.

In the 21st century, which is considered the century of advanced technologies, due to the extremely wide range of information, difficulties arise in their assimilation, which requires regular research by students and awareness of scientific innovations. This situation necessitates the formation and development of students' scientific worldview. Scientific worldview is a system of scientific views on the world and man's place in it, on the relationship of people to the surrounding reality and to themselves, and on the person's belief in such a scientific view, his desire to know and master it.

Since the problem of forming and developing a scientific worldview in students is related to the consciousness of the individual, it first of all requires the development of its methodological foundations. At the same time, despite the accumulation of valuable materials in existing works devoted to the problem of forming a scientific worldview of

⁴ U.I. Inoyatov v.b. Pedagogika.-T.2016.B.86.



students, many issues still remain insufficiently studied: using the possibilities of the educational process in forming students' scientific worldviews; identifying pedagogical conditions that contribute to the formation of students' scientific worldviews; using modern pedagogical technologies in the framework of solving the problem of forming students' scientific worldviews, etc.

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