



## DEVELOPING THE SCIENTIFIC WORLDVIEW OF SCHOOL STUDENTS ON THE BASIS OF THE HERITAGE OF OUR GREAT ANCESTORS THROUGH EFFECTIVE TEACHING OF HISTORY IN AN INNOVATIVE EDUCATIONAL ENVIRONMENT

**Yunusaliev Jaxongir**

Kokand State Pedagogical Institute

independent researcher

e-mail: [alfargoniy.uz@gmail.com](mailto:alfargoniy.uz@gmail.com)

Article history:	Abstract:
<b>Received:</b> May 1 <sup>st</sup> 2021 <b>Accepted:</b> May 20 <sup>th</sup> 2021 <b>Published:</b> June 17 <sup>th</sup> 2021	The article shows the pedagogical factors of developing school students' scientific worldview on the basis of the heritage of our great ancestors through the effective teaching of history in an innovative educational environment. Basic concepts related to the scientific worldview in students are also analyzed.

**Keywords:** Innovative education, scientific worldview, knowledge, skills, competence, competence, research

### INTRODUCTION

Analysis of the impact of an innovative learning environment on the quality of education shows that in secondary schools, students can study history in the school stage, independently increase knowledge and experience, solve problems in everyday life, create a database, select and analyze the basics. cognition is an effective factor. Through the effective teaching of history, the school enhances students' scientific outlook, lays the foundation for the formation of research skills based on core competencies, which is crucial in school students' career choices.

Today, the adoption of State Educational Standards based on a competency-based approach is a major change in some parts of the National Model, which consists of the education system, the individual, the state and society, science and industry: it is explained by the emergence of modern production technologies based on the latest achievements and uniquely thinking young people who are radically different from the previous ones.

### MATERIALS AND METHODS

In her research, S. Yaminova suggested scenario teaching methods. In this dissertation, although the issue of research is included in the topic of the work, the work does not directly talk about teaching students to research, the development of a scientific worldview through the science of history. The republican periodicals published a number of articles on the development of research and scientific outlook in educational practice. Authors such as O.Khudoyorova [1], M.Isaeva [2], expressed their views on the role of research in any subject and ways of its formation.

### RESULTS AND DISCUSSION

The above information shows the need to make changes in the content of school activities, as well as in the process of developing school students' scientific worldview. Our research shows that:

- Creating a system for the development of school students' scientific worldview on the basis of the heritage of our great ancestors through the effective teaching of history to students;
- Achieving the provision of theoretical information on the basis of basic competencies, pedagogical and psychological knowledge, which plays an important role in the development of school students' scientific worldview in the teaching of history;
- The establishment of a strong integration between education and production practice (pedagogical practice) and the creation of the necessary conditions for the development of school students' scientific worldview on the basis of the heritage of our great ancestors through the effective teaching of history.

Based on the goals and objectives of our research work, we explain the basic concepts of our article as follows (Table 1):

Table 1.

**Basic concepts aimed at developing school students' scientific worldview on the basis of the heritage of our great ancestors through the effective teaching of history to school students**

Nº	Basic concepts	Explanation of basic concepts
1.	<b>Knowledge</b>	remember and re-explain the date and information learned
2.	<b>Ability</b>	the school student is able to apply the knowledge he has learned from the subject of history in familiar situations or work with a map
3.	<b>Experience</b>	apply the learned knowledge and formed skills in unfamiliar situations and generate new knowledge
4.	<b>Competence</b>	the ability to apply existing knowledge, skills and competencies in daily activities or to relate them to the present day
5.	<b>Competence</b>	is an existing and potential ability to perform a particular activity.
6.	<b>Science</b>	In Arabic, علم is written as "ilmun" and is pronounced ilm. The word is derived from the Arabic language and refers to a set of knowledge and skills acquired through reading, learning, and life experience, It is made in Arabic in the form فعل [fe'lun], which means "to know" - "to learn".
7.	<b>Scientific</b>	from Arabic to Uzbek, from Arabic to Persian, from Persian to Uzbek on the basis of the suffix "iy" in the sense of the word Science (ilm).
8.	<b>Research</b>	borrowed from Arabic into Uzbek, is the "correct plural" form of the word "research". In Arabic, تَدْقِيقَات is spelled [research], and the pronunciation is [research]. Meaning: The word "research" and the word "research" are the verbs "minute" and mean "to be clear".
9.	<b>Scientific subject</b>	a task of a scientific nature aimed at solving a topical problem of a particular field, which requires scientific research
10.	<b>Scientific worldview</b>	the process of producing new knowledge, one of the types of cognitive activity.
11.	<b>Problematic report</b>	it is a report based on the logic of problem situations that are modeled sequentially by asking problematic questions or pointing out problematic issues.

Based on the above definitions, it is safe to say that school students' scientific worldview skills are the ability to do this research. The scientific worldview is not the acquisition of individual knowledge, skills, abilities and competencies by the student, but the acquisition of integrative knowledge and actions in each subject, as well as independent creative activity.

Through the effective teaching of history to students, based on the heritage of our great ancestors, school students are understood by the scientific worldview as the ability of students to study a particular problem (e.g. a situation based on one or another law of science) and find a solution. At the same time, diagnostics, design and modeling specific to the research activity will be carried out step by step".

It is expedient to develop dialectical thinking in the formation of scientific worldview in school students. The term dialectics has been used in the past mainly in three senses: first, as a means of achieving truth by exposing the contradictions in the minds of the interlocutors through debate; second, as a form of thinking that incorporates the principles of philosophical thinking; thirdly, it has been used in philosophy and other sciences as a method used in the research process to know things and phenomena comprehensively and comprehensively.

The pedagogical scientist A.Kambarov gave the following instructions to open wide opportunities for the development of thinking:

- 1) the emergence of the problem and the formation of the intellectual task;
- 2) search for and find the answer to the task;
- 3) perception of this answer as a revelation of subjective novelty;
- 4) to prove the correctness of the answer obtained, to justify it to another person, to explain

School students face a variety of approaches to solving a given task in the course of their research activities. This shows the non-standardity of research ability. School students can apply a research approach in a variety of contexts, in different processes of activity, and in a variety of contexts, engaging in research, learning, modeling, and finding solutions to a variety of exercises.

The scientific worldview defines a comprehensive approach, the purpose and content of education, contributes to the formation of the learning process.

In this regard, the following contradictions must be resolved:

- The need to develop the school student's personality - interest in teaching and research activities;
- High potential knowledge in the development of students' teaching and research activities and the lack of this knowledge, its importance, insufficient attention to the research activities of students at school.

The above-mentioned contradictions determine the importance of the research problem, and achieving the effectiveness of teaching and research activities by solving this problem in school education is one of the urgent tasks of today.

## CONCLUSION

Based on these analyzes, the development of students' scientific worldview on the basis of the heritage of our great ancestors through the effective teaching of history, the formation of research skills in them, the orientation to research should be carried out as a purposeful, technological process. In this regard, it is expedient to improve the continuity of the formation of research skills in students, a thorough study of the pedagogical conditions.

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