



ROLE OF AXIOLOGICAL COMPONENT IN TEACHING STUDENTS “HISTORY OF UZBEKISTAN”

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ABSTRACT

This article deals with the effective use of a valuable component of the content of historical education in the teaching of the history of Uzbekistan.

KEYWORDS: axiological content and activity, history of Uzbekistan, values.

At the heart of the radical reforms being carried out in the Republic of Uzbekistan is the formation of a new worldview in the minds of our people. Because the changes that are taking place are one of the important factors of the education system, primarily in the interests of the people. Especially for Uzbekistan, which is integrating into the world economy, one of the most pressing issues is the establishment and development of a higher education system that can quickly adapt to the requirements of the labor market.

Only a state that is educated and intellectually developed, which is the most important value and decisive force in achieving the goals of democratic development, modernization and renewal today, can always show itself as one of the main priorities in the growth of investments in human capital.

Based on these priorities, the period itself requires the introduction of an axiological approach to the pedagogy of higher education. The reason for this is, first, that this can be achieved by increasing the efficiency of education, rather than by extending the time it takes to master higher education to meet the demands of today's rapidly evolving era. Second, only a patriotic, loyal and moral person can stand firm in his or her mind based on a concrete position on the changes taking place in life and change his or her way of life to suit his or her worldview.

During the years of independence in Uzbekistan, the issue of improving the quality and efficiency of education has been recognized as a priority of public policy. Consistent reforms are being implemented in this regard. Nevertheless, it is becoming clear that it is a social necessity to have an inspiring idea that defines the foundation of national development in the face of global change. Therefore, the idea of the President of the Republic of Uzbekistan Sh.M.Mirziyoev "**From national revival to national progress**" ^[1] was



put forward. In the context of this idea, "**A new awakening in Uzbekistan - the Third Renaissance**" ^[2] **serves to ensure that it occurs.**

It is known that the issue of didactic support of the course "History of Uzbekistan" is associated with the development of various concepts of education in pedagogy. With this in mind, it is possible to interpret each of them in a unique way, without ignoring the three main concepts of educational content:

The first is that the content of education as a pedagogically adapted basis of the subjects studied in higher education institutions,

The second is given as a set of knowledge, skills, and competencies that students need to master.

The third - the third concept - **considers the** content of education as a pedagogically adapted social experience of mankind.

The first two concepts consider the formation of mechanisms for the purpose of education to adapt students to the life of society. The third concept, based on the principles of person-centered education, aims to take into account its spiritual potential in the content of education and involves students' ideological self-determination, the main content of which is to understand their essence and place in life.

The expediency of highlighting the value component in the content of education has been demonstrated not only by pedagogical scientists, but also by researchers in various fields of science. For example, philosophers (L.A.Mikeshina, L.V.Baeva) developed the theoretical and methodological foundations of the operational model of a valuable approach in education [3].

B.F.Lomov's concept is crucial for substantiating the psychological mechanisms of realizing the valuable content of knowledge. With its help it was possible to determine the dialectical unity of educational processes, which provides the transition of knowledge from the field of "objectively interesting" to the field of "personal significance", as well as teachers and students from objective to subjective position. In the process of carrying out such a transition operation, the person "assimilates" common values through communication with "important others", as a result of which these values become part of his need, the motivational structure [4].



Didactic scholars to the development of the theory of educational content I.Ya.Lerner and M.N.Skatkin made a great contribution. Based on the theory of integrity of educational content developed and proposed by them, it consists of four components: a set of knowledge about nature, society, technology, man, methods of activity; experience in implementing certain methods of activity; experience of creative activity characterized by actions not previously algorithmized; the experience of an emotionally-valued relationship to the world, to people, to oneself. Each of the components has a meaningful content, plays a role in the personal growth of students, and is implemented in a certain way in the learning process. However, these components are interrelated.

I.Ya.Lerner argues that the absence of at least one of the components of educational content disrupts the integral functioning of the entire educational process, which in turn affects its outcomes [5].

The need to implement the axiological component in the context of historical education is determined, first of all, by a valuable approach to the study of historical events. The first is aimed at discovering the laws of operation of objects, grouping different phenomena under common concepts. Evaluation of historical facts, events, and processes is related to the system of values shared by the researcher, which has its place in the interpretation of scientific knowledge.

Today, in the transition to a new educational paradigm, the pedagogical community is well aware that education should be focused not only on the needs of society and the state, but also on the opportunities and needs of the individual in socio-cultural adaptation and development. There is also the issue of the need to monitor the progress of the individual in the development of the process of formation as a person, the acquisition of knowledge, skills and abilities. Regarding such an approach, researchers Sh.Kurbanov and E.Considering the category of "quality of education", Seytkhalilov said: "The quality of education-results" is a category of "personality culture", which is expressed through the level of social and civic maturity, knowledge, skills, creative abilities.^[3]

I.Ya.Lerner and I.P.From the point of view of subettos, the quality of education can be inferred from a set of new aspects and harmonies in the structure that characterize a person's culture, social experience^[4]. Factor (Latin "factor" - doer, producer) - the driving



force, any process, the cause of the event; an important process is an important condition in an event.

The didactic construction of the axiological structure takes into account the need to solve the following set of valuable tasks:

- to develop the ability to understand historical events, processes, phenomena in their own dynamics, taking into account the principles of scientific objectivity and historicity;
- Orientation of the individual to the historical and modern world for the purpose of civic self-determination;
- Acquisition of knowledge about the history of mankind and the role of Uzbekistan as a multinational state in the world historical process;
- formation of a system of values through understanding the laws of social development and the role of the individual in history and society;
- Formation of readiness to take an active part in solving the problems of their country, as well as a negative attitude to nationalism, chauvinism and extremism.

The axiological activity of students includes the development of trends in the past, the formation of skills to analyze and evaluate modern models and features of development of the Uzbek nation as a political nation. The feature of determination is the existence of a sovereign state, which is necessary for a person to determine his own destiny in the process of predicting and organizing life as a citizen of a country.

Implementation of a valuable component of the content of historical education will be effective if the construction of educational material is carried out in accordance with the semantic dominants of the subject "History of Uzbekistan". Semantic dominants express the main ideas of the content of historical education, determine the content of the educational material, and create the scope of the subject and its main content. Among the main semantic dominants, the author of the article considers the following: "Reasons for changes in life and new perspectives"; "Methods of struggle for change in life"; "Events and People"; "Names in History"; "Time and Me" and so on.

In compiling and implementing a valuable component of the content of historical education, it is necessary to take into account that if three stages of the organization of student learning are observed, it can be mastered as follows:

- the stage of presentation of knowledge and acquisition of skills;



- stage of demonstration of knowledge and skills;
- the phase of reflecting and evaluating the use of knowledge and skills in a new situation.

There are no clear boundaries between the stages, they are conditional, each of them has to enrich knowledge, strengthen skills and process the information obtained. But at the same time, each stage has its own purpose and procedural features. The purpose of the knowledge and skills acquisition phase is to engage students in active activities to present and master the thematic content of the learning material. The stage of expressing knowledge and skills involves understanding them according to semantic dominants (fundamental ideas) and translating formal knowledge into those that are personally meaningful. The knowledge and skills acquired in the third stage should be applied in the new educational environment, in the study of other disciplines.

In order to effectively master the valuable component of the content of historical education, it is important to involve students not only in educational and cognitive, but also in axiological activities. The author of the article understands the axiological activity of students of higher education to draw conclusions about the causes and significance of historical events (processes), motives, goals and results of the activities of historical figures, their personal qualities. Organization of axiological activities Modeling of various situations with the formation of personal emotional-value relationship, evaluation and creation of documentary materials, projects, staging in the context of ethical choice, using a set of methodological methods such as reconstruction of higher education students with personalization and dramatization of historical events; conducting a training dialogue and writing comments.

^[1] Speech by President Shavkat Mirziyoyev at the Solemn Ceremony Dedicated to the 29th Anniversary of the Independence of the Republic of Uzbekistan // https://uz.fundamental-economic.uz/page_id = 1598.



https://translate.google.com/translate?hl=ru&prev=t&sl=uz&tl=en&u=https://uz.fundamental-economic.uz/page_id

[2] A new awakening in Uzbekistan - laying the foundation for the Third Renaissance //

<http://parliament.gov.uz/en/events/opin/31892>

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[3] Qurbonov Sh., Seytxalilov E. National training program: problems and directions of pedagogical research. - Tashkent: Fan, 1999. - 144 p.

[4] Lerner I. Ya. Kachestva znaniy uchashchixsya. Kakimi oni doljny byt? - M.: Znanie, 1978. - 48 p.

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