



ON THE MODEL OF THE HUMANIZATION PROCESS OF ASTRONOMY TEACHING IN GENERAL SECONDARY SCHOOLS

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ABSTRACT

This article aims to provide information about the model of the context of the process of pedagogical humanization of school natural-scientific sciences (astronomy).

KEYWORDS

humanization of education, humanitarian potential, humanitarian education, subject, educational process, didactic principles

INTRODUCTION

The teaching of the school astronomy course aims to form in students a scientific understanding of all observed astronomical phenomena and to develop in them an interest in the world of astronomical phenomena. The purpose of general secondary education is to develop students' abilities, to cultivate in them a sense of responsibility for the development of themselves and society, to create opportunities for the formation of social mobilization [5; 16-24 p.]. The course also aims to develop students' ability to know the universe, to develop their thinking, to educate them in the spirit of the practical importance of astronomy in everyday life, in particular, its positive impact on the scientific worldview [1].

MAIN PART

In other words, in the teaching of physics and astronomy courses, the study of teaching materials on their basic ideas, laws, in-depth analysis of their scientific nature, emphasis on methodological and worldview content, the formation of students' scientific worldviews based on life, technology and other positive activities of our society and civilization. is considered an important requirement of today. With such a goal in mind, it is important to set the following tasks in teaching the basics of science, to ensure its scientific nature:

- to put an end to the myths, "miracles" and theological views, which are still propagated by students in the media on all astronomical events and processes, the formation of scientific beliefs in scientific views;



- To understand the role and importance of the scientific approach to the study of the heliocentric theory of the structure of the universe in the discovery of the laws of nature (primarily Newton and Kepler);

- To understand that in the birth of these theories, scientific research has played an important role in history;

- The role of cause and effect, the transition from quantitative to qualitative changes and other laws in the evolution of the universe on the basis of the theory of knowledge of philosophy;

- the integrity of the universe;

- the revelation of many mysteries of nature with the discovery of the whole universe and Kepler's law, the possibility of understanding the universal significance of our civilization in the implementation of space flight today;

- The formation of concepts and ideas of the scientific worldview in the formation of man as a person, instead of the objective laws revealed in physics and astronomy;

- To create an opportunity for the people of our planet to form positive attitudes and motives by highlighting the role and place of the people of our planet in the ecological aspect of social life through the study of astronomy and the achievements of cosmonautics today.

It is the study of the laws of nature, including the evolution of the Sun and stars, that enabled man to prevent energy shortages in our civilization in the future. important as it is the basis for a clear picture [2].

As part of our research, a model of the context of the process of pedagogical humanization of school natural sciences (astronomy) was developed (Figure 2).

The school aimed to develop students 'astronomical scientific outlook through the humanization of astronomy. Its educational, pedagogical and developmental goals have been identified. Methodological approaches aimed at unlocking the humanities of astronomy constitute the content of the model. The humanities of astronomy have also been identified. The conditions for the humanization of school natural sciences (astronomy) were introduced. In the organizational and operational part, the design process of the humanization of astronomical education was proposed. As a result, it became clear that students are developing specific and basic competencies in astronomy.



The model of pedagogical process is divided into the following components: purposeful, meaningful, organizational-activity, result. The design of the educational process is a form of pedagogical activity, which is characterized by the fact that the technological structure of the educational process has a set of methods and tools that guarantee all learning outcomes.

The target component of the model defines the general educational goal of developing students' astronomical scientific worldview through the humanization of school astronomy, and specifies their educational, pedagogical and developmental goals.

Educational purpose:

- to provide a scientific understanding of all astronomical phenomena observed in the sky;

- to provide an opportunity to master the scientific concepts, theories and laws that form the basis of modern astronomy;

- have the ability to use astronomical events in everyday life.

Educational purpose:

- The formation of a scientific worldview based on the philosophical generalization of the achievements of astronomy and cosmonautics;

- Education of internationalism (on the basis of materials of space research and development on the basis of international programs);

- education of humanism (by addressing the environmental and peace problems of mankind);

- Aesthetic education of students in the study of the starry sky on the basis of the harmony of the structures of the universe and the solar system, the universality and beauty of the laws of nature.

Development goal:

- The formation of active life positions in students based on the content of astronomical education;

- Development of thinking activities on the basis of philosophical generalizations of astronomical knowledge and achievements for the intellectual development of students;



- Development of creative thinking skills on the basis of knowledge of astronomy and cosmonautics.

A meaningful component of the model includes methodological approaches aimed at unlocking the humanities of astronomy (person-centeredness, competence, etc.), the humanities of astronomy, and the humanities of school education.

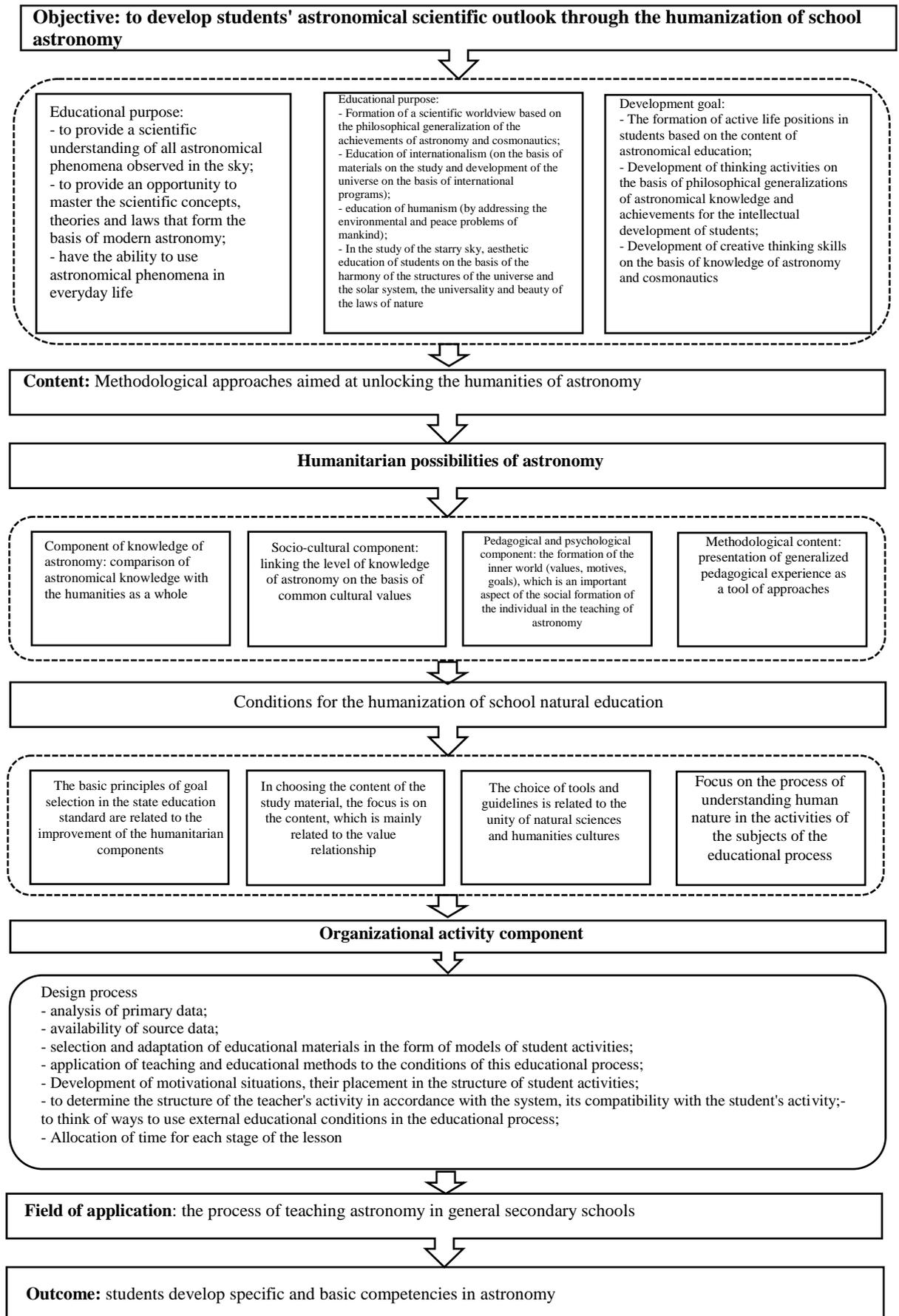




Figure 2. Model of the context of the process of pedagogical humanization of school natural sciences (astronomy)

The humanities of astronomy are described as follows:

component of knowledge of astronomy: comparison of astronomical knowledge with the humanities as a whole;

socio-cultural component: linking the level of knowledge of astronomy on the basis of common cultural values;

pedagogical and psychological component: the formation of the inner world (values, motives, goals), which is an important aspect of the social formation of the individual in the teaching of astronomy;

methodological component: presentation of generalized pedagogical experience as a tool of approaches.

Our study also included the conditions for the humanization of school natural education. Linking the basic principles of goal selection in the state education standard to the improvement of the humanitarian components; to pay more attention to the content related to value relationships in the selection of the content of the training material; to take into account the connection with the unity of natural and human cultures in the choice of tools and guidelines; to focus the activities of the subjects of the educational process on the process of understanding human nature.

The organizational activity component provides the sequence of the design process:

- analysis of primary data;
- availability of source data;
- selection and adaptation of educational materials in the form of models of student activities;
- application of teaching and educational methods to the conditions of this educational process;
- Development of motivational situations, their placement in the structure of student activities;
- to determine the structure of the teacher's activity in accordance with the system, its compatibility with the student's activity;
- to think of ways to use external educational conditions in the educational process;



- Allocation of time for each stage of the lesson.

The scope of these stages is the process of teaching astronomy in general secondary schools.

The resulting component of the model is designed to develop students' specific and basic competencies in astronomy.

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