



INTEGRATION OF HISTORICAL, SCIENTIFIC AND PEDAGOGICAL VALUES OF GREAT FIGURES INTO THE EDUCATIONAL PROCESS ON THE BASIS OF MODERN APPROACHES

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ABSTRACT

We will create all conditions for the study of ancestral heritage, the creation of great literature, - said Shavkat Mirziyoyev. Through literature, young people understand the need to know the history of the homeland, and achieve their goals through the study of the didactic system, pedagogical and psychological possibilities of using the historical values of great figures. That is why it is always relevant to refer to history in fiction, and in the period of independence, there are many opportunities in literature to acquaint the younger generation with their past, to cultivate a sense of pride in it. No matter what field of science our ancestors were engaged in, they paid special attention to the formation of human spirituality, education and upbringing. In particular, the issues of spiritual and moral education are widely covered in Yusuf Khos Hajib's "Qutadg'u bilig", Kaykovus's "Qobusnoma", Ahmad Yugnaki's "Hibat ul-haqayiq", Alisher Navoi's works. How to evaluate the didactic system of teaching our great figures in higher education institutions. What pedagogical and psychological opportunities should be used in the use of these values.

KEYWORDS: ancestral heritage, great forms, pedagogical and psychological opportunities, didactic system, historical values

Independence has ensured the national revival of our people, uniting the masses, as a nation it is embracing the idea of national independence as the idea of national independence - that is, our compatriot, that we carry out new creative and scientific news, research for young people. The idea of national ascension reveals the importance, for whom and for what reforms are. In the system of higher education, one of the main tasks of the modern educational system, which modernizes the didactic system and pedagogical and psychological capabilities of using the historical values of our great figures in institutions and promotes its full adaptation to the capabilities of the individual, is defined as Initiative in education recipients, decision-making and development of the qualities of independence.



In this regard, on the side, one of the main conditions for modernizing the system of training of specialists, ensuring the effectiveness of pedagogical activity - the development of their creative side-work in relation to professional activity. What is the didactic system itself? on the question " what?", we can answer as follows. Didactics (the theory of education: as the Greek word didacticus means "teacher", and didasco means "learner") is a science that studies the theoretical aspects of education (the essence of the educational process, principles, legislation, the content of teacher and reader activities, the purpose of Education, form, means of method, result, ways of improving the educational process and khakazu problems). The subject, functions and function of didactics. The science of pedagogy studies the process of education and training on the basis of their integrity and unity. In order to clearly describe the essence of each of the two activities, they distinguish didactics (theory of education) and the theory of upbringing. At present, didactics is understood as a pedagogical branch, which provides a scientific basis for the content, methods and organizational forms of teaching. What new scientific innovations should we make today in improving the didactic system of teaching the scientific and pedagogical views of great figures in higher educational institutions or in future teaching.

Working on the basis of these systems today to further develop their potential is becoming the main goals and objectives of Education. In the current period of growth development, it is important to study the humanitarian essence of shargana education, its educational and cultural role and directions of development on a scientific basis and to bring it to the general public. Great figures in our country rich culture of our people- further development of the educational system of spiritual heritage education creates the basis for the provision of normative methodologies. The theoretical basis of the history of Uzbek pedagogy and its peculiarities are revealed, the pedagogical ideas created by our ancestors, the content of educational and moral views are analyzed, the content and pedagogical significance of the forms, tools, methods of teaching formed at different stages of historical development, as well as the scientific heritage of the Uzbek people- the practical significance is explained by the fact that the centuries-old development path of Uzbek pedagogy was characterized from a pedagogical point of view.

It is emphasized that the comprehensive study and application of the rich scientific and educational cultural heritage created by our ancestors is of particular importance in



opening the true landscape of our history. In recent years, as the main direction of pedagogical and psychological observations, special emphasis has been placed on the issue of humanization of Education, individualization of individual-oriented education, optimization of educational forms, increasing the cognitive activity of Education recipients, improvement of the professional training of the teacher in this process. Although scientific research has been carried out by pedagogical scientists in connection with the formation of professional training of students, the problem of the use of innovative educational technologies in improving the effectiveness of teaching, research on pedagogical-psychological aspects, contraceptive, thesaurus and interactional factors of the development of creative abilities in students through interactive educational technologies and techniques; improvement of pedagogical abilities of; the development of prognostic and qualimetric techniques of the level of creativity potential in students is one of the issues of topical scientific-theoretical and practical importance. In fact, at the present stage of the development of society and science and technology, when analyzing the educational process, its content, form, methods and tools, its impact on the process of training specialists, we found that the need for creative activity in future teachers is determined by:

First, socio-economic development requires a radical renewal of the educational system, methodology and technology of the educational process. In such conditions, the activity of the teacher consists in creating pedagogical innovations, mastering and using skills of advanced experiments. This in itself provokes the need for the development of creative abilities in future educators.

Secondly, the humanization of the content of Education necessitates the introduction of new organizational forms, technologies izlash, that is, innovations in education. One of the important conditions for the introduction of innovations into the educational process is characterized by the teacher's innovative preparation, creativity and creative activity.

Third, the development of pedagogical innovation and active trends in future teachers in relation to its application to practice, etc., represent the social, pedagogical and psychological relevance of the research problem. Today, there are significant contradictions between the personality of the teacher and the requirements for his activity and the level of preparation of graduates of higher educational institutions. Along with this, there are also



discrepancies between the existing system of teacher training and the professional-creative description of future teacher activity. As a result of this, there were obstacles and loopholes between the teachers and the educators, the individual dominance of the teacher in the educational process was decided. Alternatively, they have been linked to mostly educational programs and textbooks in most cases, developing their creative activities not paying enough attention. This, in turn, undermined the social status and reputation of the teaching profession. Because the system of training of future teachers was far from the needs of the society and its acute problems. In this regard, the formation of a free and person-oriented interactive educational environment is currently being evaluated as one of the priority areas of pedagogical research.

General conclusions

Having evaluated the didactic system and pedagogical and psychological possibilities of using the historical values of our great figures in higher educational institutions, we come to the following conclusions. As noted by our compatriot, "Awakening and Ascension depend on each citizen himself. To do this, we need to start changing, awakening from ourselves. What will be my contribution to the "rise"?"the question is whether we make a slogan for ourselves. That is, each of us must be in an effort to add a sense of immunity. By understanding this and acting in harmony, we will achieve the goal faster. After all, the development of the technology of scientific and pedagogical development carried out is not only due to the characteristics of an informed society, but also to the fact that the culture of pedagogical personnel, respect and reverence for great figures are formed not only by our proposing the idea that "without a historical past-there is no future", but also implies the And this creates the basis for improving the content of the mediacompetence of the teacher by connecting with professional pedagogical activity and the implementation of mediacompetence; introduction of mediacompetences into educational programs; the use of mediatechnologies in the educational process; the development of modern information and communication technologies on the basis of trends.

The stages and levels of development of mediacompetence of students of pedagogical higher educational institutions were determined, the level of mediacompetence and its application, mediatahlil, mediacreativity were scientifically and methodically based.



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