

Primary Class Students on the Basis of Education Science National Professional Direction

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Abstract:

The article focuses on the Uzbekistan education system, highlighting the significant attention given to scientific research and new pedagogical experiences aimed at enhancing education for Uzbek students. It emphasizes the importance of refining scientific methods and programs tailored for Uzbek teachers to foster the spiritual and cultural development of students. The research and pedagogical experiences outlined hold crucial importance in advancing the national and spiritual values of Uzbek students. The article underscores the efforts directed towards the spiritual and intellectual advancement of Uzbek teachers, as well as effective strategies for shaping well-rounded students.

Keywords: Uzbekistan education system, scientific research, pedagogical experiences, students, national-spiritual development, teachers, spiritual knowledge, scientific methods, programs.

The content of fundamental reforms carried out in our country today is aimed at educating the young generation into a mature generation with intellectual potential.

The reforms in the political, socio-economic, and spiritual spheres, which are being carried out for the great future of new Uzbekistan, envisage the establishment of a democratic and civil society that protects human rights and freedoms. The main goal of the implemented reforms is to protect the material and spiritual interests of a person. Our parents, grandfathers, and ancestors, who always serve as torches for us on such a difficult and complicated path, have great life lessons and teachings. Restoring national values, raising spirituality, including increasing attention to the traditions of Eastern etiquette are among them.

The strategy that ensures the effectiveness of this process is the formation of the spiritual culture of primary school students through the rational use of the values of the historical, national and spiritual heritage of the Uzbek people, the formation of the spiritual culture of the students, and the development of the method of respecting our national values. requires development.

The student engages in communication by referring to spiritual values in order to form a sense of identity in the process of activities around him. Every activity does not occur without action. Based on this, the pedagogical possibilities of using the national-spiritual heritage to increase the activity of elementary school students are closely related to the factors of spiritual movement.

Behavior pattern, moral behavior of the elementary school student, the result of the process of communication is determined by the attitude of the teacher and the student to their activities. Studying the intellectual heritage of the Uzbek people based on the stages of historical development, being influenced by their educational essence and applying them in practical activities, ensuring that they rise to the level of universal values, and the importance of educating the spiritual culture of the individual and society in human civilization. giving requires creativity from teachers and students who are participants in the educational process. A creative teacher skillfully uses the possibilities of forming the spiritual culture of a primary school student in the promotion of material and spiritual-scientific heritage. The success of forming the spiritual and scientific heritage of a primary school student also depends on the factors of teacher and student creativity.

There are conditions that drive these factors, which are:

- in-depth knowledge of the teacher in general pedagogy and special specialization; - competence;
- the culture of engaging in friendly communication with students;
- level of spiritual culture;
- ability to choose effective methods of education;
- able to predict the result and design pedagogical activity based on it;
- breadth of interest;
- that conditions are created in the family;
- place in the school community;
- such as the study of spiritual values and the competence approach ¹.

As a result of the teacher mastering the above factors of creativity, the student is the ancestor acquires deep and thorough knowledge of history, literature, art, traditions and customs. On the basis of acquired knowledge, students learn to analyze the nature and content of spiritual values, comparative study, draw conclusions, and take an active point of view in ensuring their continuity; based on the cultural heritage of the ancestors, the scope of logical thinking expands, a holistic attitude to education appears; literacy rate increases; activity, creativity based on the need to deeply study spiritual values at school, in the family, in free time ; initiative is formed; his interest in various creative works increases. The formation of these features also depends on the student's creativity factors, which are characterized by a number of positive qualities.

In order to use the Uzbek national-spiritual heritage, increasing the activity of primary school students requires paying attention to a number of principles of education and training. They can be grouped as follows:

- ✓ national character of educational content, methods and tools;
- ✓ humanization of the educational process, independence, transparency;
- ✓ regional principles: content, wealth, historical place and importance of the national cultural heritage of the country where the student lives;

¹ E. Khalikov, M. Lafasov, M. Rustamov "Roots of our heritage" T., "Spirituality" 2008.

- ✓ material and technical base of school and class, school library fund, museum and centers for studying spiritual values, multifaceted activity of the club ².

Pedagogical importance of these principles, its specific features and circumstances are important in studying the system of scientific heritage.

Each training, educational event in the study of the national-spiritual heritage of our ancestors should develop in the minds of students their imaginations about the unique scientific landscape of spiritual culture, find their place in personal life and society; to have the potential to understand the educational essence of the national spiritual culture system; teach to imagine the results of one's spiritual activity; serves to ensure that it is armed with scientific knowledge about nature and society, man and the environment in which he lives.

It is necessary to rely on all the principles to create a spiritual environment suitable for the character of the trainings in order to positively solve the goals and tasks of forming the national-spiritual heritage. Because the activity process in cooperation between the teacher and the student requires the creation of an environment that increases the effectiveness of this activity and satisfies their spiritual demands and needs.

For such a spiritual environment, the teacher's level of knowledge corresponds to the students' requirements; diversity in the teacher's methodology; the purity of the relationship between the teacher and the student, the school's pedagogical team and the teacher; the material and moral base of the school (library fund, availability of classrooms, provision of visual aids, technical means, etc.); the spiritual environment of the student's family (interactions of family members, attention to organizing free time, etc.) plays an important role. The most important criterion is the content of education, which is explained by its ideological highness and the level of serving to educate students in the spirit of patriotism. These principles apply to the selection of primary school textbooks and methodical manuals, the national-spiritual heritage of our ancestors and educational resources that can convey their educational importance to the mind of the student. This, in turn, serves as a program to increase the activity of primary school students.

It is based on these principles that examples of the national-spiritual heritage of our ancestors are prepared for the content of the lessons. The second aspect of the organization of the lesson process is related to the culture and competence of the teacher, who is not limited to conveying the scientific knowledge system given in the program and textbook to the student, but also explains the materials of this knowledge system based on evidence and life experience. is enough. The main goal of each lesson is not only to arm the student with scientific knowledge, but also to acquire knowledge independently by the student, in this case, the main goal is artistic or folk art, religious, folk pedagogy. it is necessary to organize spiritual and moral education based on its sources and to attach importance to its development.

In the course of all forms of classes, in the process of students' activation, oral presentation, question-and-answer, creating a controversial situation, using didactic games, working with sources, using written works, diagram and should be done using such methods as making tables.

On the basis of the main idea that a primary school student reveals the essence of the subject in various ways, by getting acquainted with the dynamics of the national-spiritual heritage of the Uzbek people, the human qualities that our people have been praising since ancient times are formed in them and their own in turn, moral qualities such as respect for national values are formed. For example, the fairy tales given in the 4th grade reading classes through the theme "Satisfaction and Greed, Humanity and Generosity" are a number of sources that reveal their content in forming the essence of the unique values of humanity, patience and generosity of the Uzbek people in the mind of the student. also stops. The fact that the student gets used to both a little and a lot, hardship

² O. Musurmonova. "Formation of students' spiritual culture". T. 1993.

and joy, patience, self-control; greed - dissatisfaction, impatience, the result of which is the loss of affection between people, the feeling that determines the standard of friendship, brotherhood, kindness, the root causes of impatience, greed, ignorance among young people and their elimination learns about finding ways.

In revealing the essence of this intellectual heritage, the teacher effectively organizes pedagogical activities by referring to the dynamics of the concepts of satisfaction, humanity, and generosity. This dynamic can be based on: humanity, contentment, generosity

➤ is virtue (good thought, good deed, good word

"Avesta"). In the hadiths, these are the main criteria for a kind and perfect person, based on which knowledge, justice, equality, friendship, and brotherhood are embodied (Eastern scholars Al-Khwarazmi, Ahmad Farghani, Ibn Sina, Abu Rayhan Beruni and others)); All the high qualities characteristic of the peoples of the East serve as the key to national pride and self-expression (Classical writers: Yusuf Khos Hajib, Saadi, Omar Khayyam, Alisher Navoi, Babur, etc.).

This dynamic state of values of humanity, contentment, and generosity should be inculcated in the reader's mind based on ancient written monuments, people's experience, sources of folklore, religious teachings, spiritual heritage of Eastern thinkers, examples of classical literature. A sense of respect and affection for the intellectual heritage created by our people over the centuries is formed. The growth of this spiritual need is determined by observing the activities of students individually and in groups.

It should not be overlooked that one of the important methods of teaching national-spiritual heritage based on meeting the spiritual needs, demands, and interests of elementary school students is to organize a special analysis of scientific sources during the lesson.

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