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FORMATION AND MENTAL EDUCATION OF STUDENTS

Annotation. This article discusses the mental education of students and their worldview, beliefs, moral views, economic, environmental and spiritual moral education.

Keywords. Belief, ethics, worldview, economic, ecological and spiritual moral education, scientific outlook.

Relevance. The future of our country, which is developing in all areas, depends on how educated and intelligent students and young people are in educational institutions. It is very important for them to become mature professionals, to develop spiritually and mentally, by shaping their worldview.

Forming a scientific worldview and thinking. A worldview is a system of dialectical views and beliefs that determines the development of nature, social society, thinking, and the content of an individual's activities. Within this system, beliefs formed on the basis of socio-ideological, philosophical, economic, natural-scientific, spiritual-moral, aesthetic, legal and ecological knowledge are the main components. Having a certain worldview gives a person a sense of responsibility for the environment, social relations, labor and production processes, the determination of a certain attitude towards the subjects, as well as a full understanding of the social duties of the individual and their fulfillment. creates the ground for it to have.

The establishment of a coherent, systematic, continuous and purposeful education in the individual. it is formed as a result of his active participation in the process of

social relations in different directions and content, as well as self-education. In the formation of the worldview of the younger generation, it is important that they thoroughly master the basics of the natural, social and human sciences, which are taught in educational institutions. The essence of a person's spiritual and moral image, life approaches, values and moral principles that are a priority for him, reflects the content of his worldview. In turn, the enrichment of the worldview ensures the stabilization of personal qualities and attributes. A worldview that expresses good ideas in its content helps to enrich the positive qualities that are manifested in the person. Worldviews are, in essence, scientific (with a certain philosophical system) and simple (without a certain philosophical system). At the heart of the scientific worldview are ideas that have been sustained as a result of continuous, consistent mastery of the basics of existing sciences and active participation in the process of social relations. The formation of a person's worldview is a complex process with a long-term, dynamic nature.

The main features and essence of mental education and scientific outlook. Mental training plays an important role in shaping a person's worldview. Mental education is a pedagogical activity aimed at imparting to a person knowledge about the development of nature and society, the formation of his mental (cognitive) abilities, thinking, and the formation of a worldview based on its effective implementation.

It is emphasized that one of the priorities of state policy today is to train highly qualified personnel who meet the highest moral and ethical standards. To become a highly qualified person who meets the highest moral and ethical standards means to thoroughly master the existing scientific and professional knowledge. Consequently, in-depth knowledge allows us to understand the nature of natural and social processes, to see and evaluate their pros and cons.

Mental education acquaints students with the achievements in science, technology, engineering and industry, and provides them with creative, free and independent thinking skills. The following tasks are solved in the process of mental education:

1. To provide scientific knowledge to students.
2. Develop a conscious attitude towards the acquisition of scientific knowledge.
3. Develop skills and competencies to apply existing knowledge in practice.
4. Develop a desire to constantly enrich their knowledge.
5. Psychological skills (speech, attention, memory, thinking, creative imagination) and features (goal-orientation, curiosity, observation, independent thinking, creative thinking, reasoning, reasoning, available information) that help to acquire knowledge generalization, grouping, drawing logical conclusions, etc.), development.

On the basis of the unity of mental education and upbringing, the individual develops thinking (full reflection of social events in the mind, a higher form of human mental activity). According to sources, it is more difficult to determine the current level of mental thinking, which can be determined by the following criteria:

1. Existence of a system of scientific knowledge.
2. The process of assimilating existing scientific knowledge.
3. Thinking skills.
4. Interest and need for knowledge.

Mental thinking occurs as a result of long and constant research. Scientific views and beliefs play a special role in its formation.

Scientific view (Greek "idea" - a set of ideas, imagination, concepts) - a certain phenomenon, a scientifically based idea, an idea that illuminates the essence of the process, when it is thoroughly mastered by the existing system of scientific knowledge, occurs as a result of comparing, comparing, and analyzing the nature of an object, event, or process. Teaching students to think creatively, to develop inventive skills, allows them to conduct research and advance certain scientific ideas.

The effective organization of mental education ensures the development of scientific thinking in the individual. Scientific thinking is a high form of human mental activity, which means a scientific approach to social events and processes.

An improved form of socio-philosophical, natural, economic, legal, spiritual, moral, aesthetic and ecological knowledge, reflected in the worldview of faith; there is an infinite belief in a certain idea, and its formation takes place in several stages. In the first stage, they are unstable and changeable depending on the situation. In the second stage, it becomes a stable principle of spiritual and moral views. The current requirement is that it is difficult to deviate from the moral rules recognized by society, to organize a conscious action in conflict situations, to act on the basis of willpower. In the third stage, faith remains a priority spiritual principle in all situations. When the scientific knowledge acquired by the student is widely used in the process of life relations, its essence becomes a belief only when it is deeply felt and understood. [1; 231-233]

In the works of the first President of the Republic of Uzbekistan IA Karimov, the views of young people on the acquisition of knowledge and high thinking play an important role, emphasizing that their intellectual potential is a factor in the development of society. "In a country where science and enlightenment are respected, no one is worried about war," he said. Because knowledge and enlightenment elevate a person. In the 21st century, I believe, there will be a new generation that will give their lives for culture, science and enlightenment, and make it the main goal of their lives. We live for that generation. We are trying to inculcate these noble goals in the minds of the people. If the generation we are waiting for considers this wealth to be the greatest wealth in the world and dedicates its life to it, then know that human beings will inevitably achieve brighter days "[2; 57]

Oriental thinkers have given special attention to the issues of knowledge and human thinking in their works. In particular, Abu Nasr al-Farabi considers the perception of being by man as a decisive factor in the understanding of the mysteries of nature. According to the scholar, if the human body, brain, and sensory organs were present at birth, then mental knowledge, spirituality, psyche, intellectual and moral

qualities, character, religion, customs, knowledge of the external world, under the influence of the social environment, is formed in the process of forming relationships with people.

According to Abu Nasr al-Farabi, the human mind is the product of its spiritual development. As man acquires knowledge, he is able to assimilate, create, and scientifically substantiate information up to the history of the creation of living things.

Continuing these thoughts of the scholar, Abu Rayhan al-Biruni states: "Man not only acquires knowledge of the external qualities and properties of things and events, but also compares and compares things and events because of his thinking and intellect. determines the truth of their knowledge.

Yusuf Khas Hajib's Qutadg'u Bilig (Knowledge That Leads to Happiness) explains the essence of knowledge, its importance in social life, its role in ensuring human perfection, and the fact that it is a means of eliminating writing. encyclopedia. "It's important to focus on education," he said. Knowledge is like a torch in the dark night. And knowledge is like the light from that torch. It enlightens and enlightens.

Study is blessed, knowledge is honor,

He is a great man because of these two.

If you don't believe it, if you doubt it, open your eyes wide. Enlighten yourself with the light of wisdom. I know one wise saying of the wise: the wise man will be saved from disaster by his knowledge.

It should come as no surprise that a foolish person dies: in fact, their life is no different from death. The work of the uneducated does not go well. Respect comes from one's learning. And knowledge raises. Since man appeared on earth, he differed from other beings in his knowledge [3; 22-23].

There are several acceptable forms, methods and means of shaping the worldview of students, including conversations, discussions, lectures on spiritual and moral, socio-ideological, economic, legal, aesthetic and environmental issues. , practical trainings,

debates, independent work, as well as business games that encourage students to think on the basis of creating problem situations are more effective. The organization of independent work, in particular, directing students to conduct small research on a specific topic, serves as a basis for enriching their worldview. Encouraging adolescents and young people to be critical of the ideas of certain theories or teachings, to reveal their methodological nature, and to act on sound evidence in expressing their personal opinions will also have positive results.

In the process of organizing education, it is necessary to strive to make effective use of the opportunities to achieve interdisciplinary, social and natural factors, the development of the individual under the influence of environmental and social relations. Students' in-depth mastery of the basics of the subjects recommended as subjects in educational institutions helps them to form a broad outlook. Teachers need to take care of the formation of students' scientific worldviews and constantly pay attention to the practical application of scientific knowledge acquired by them. As science teachers introduce students to certain laws and their meanings, they should explain to students that they need to be used or relied upon in a variety of life situations. It is important to be fully aware of the ideological ideas that are a priority in society and their essence in the formation of worldviews. Therefore, in the process of acquainting students with the essence of education in educational institutions, in particular, the basics of social sciences and humanities, the national independence, which is recognized as the main criterion in the social life of the Republic of Uzbekistan. It is a pedagogically effective way to give detailed information about the views put forward in the context of the verse and ideology, to form a certain attitude of students towards them. [1; 237-236]

Economic education is an integral part of the formation of students' scientific outlook. In the context of market relations in the Republic of Uzbekistan, it is important to provide students with economic knowledge and skills to conduct economic activities.

Economic education - the provision of students with economic knowledge, the organization of economic activities in them (the formation of the family budget, family management, preservation, reproduction of existing material wealth, the correct organization of trade relations, etc.) It is an important part of social education.

Economic education is closely related to economic education in educational institutions. Relying on strong cooperation between the family, the educational institution and the community in the organization of economic education guarantees a positive result.

In the process of organizing economic education, the following tasks are performed:

- Students learn the basics of economics (economics, family management, organization of the production process, production financing, capital, entrepreneurship, entrepreneurship, small and medium business, rent, contracts and their conclusion, banks, to provide in-depth knowledge and improve on banking operations, budgeting, income, bankruptcy, business planning, etc.);

- to inculcate in students economic consciousness and thinking, in particular, a rational attitude to the available material resources;

- develop certain professional or production skills and competencies in them;

- their active involvement in the process of economic production;

- to create in students the need and ability to start a business;

- to get them to start a business, albeit in a narrow way.

Thrift, creativity, a sense of responsibility, initiative, business acumen, and accounting skills are important indicators of how well students are learning economics.

[4; 295]

Environmental education is an integral part of shaping students' worldviews. The term "ecology" was first used by the German zoologist E. Haeckel. Environmental

education is an important component of social education. Ecological education (Greek "oikos" - habitat, space, "logos" - science) process.

Environmental education is an educational process aimed at imparting theoretical environmental knowledge to the student in a purposeful, consistent, systematic and continuous manner.

Theoretical ecological knowledge (ecological consciousness) and the unity of activities in the field of environment and nature protection contribute to the formation of ecological culture. Ecological consciousness is a conscious expression of the existing state of nature and the environment, the concept of their protection, which manifests itself as a complex socio-psychological phenomenon. Environmental activity is a set of actions taken to ensure the protection of nature and the environment based on environmental knowledge. Ecological culture is the student's ability to organize the protection of nature and the environment in accordance with social requirements.

Forms of environmental education in the family and society, such as conversations, roundtables, excursions, debates, creative contests, meetings, socially useful work (Saturday, hashar, landscaping), as well as conversations, observation, organization of practical activities. organizing through methods such as incentives and punishments ensures that students learn about environmental culture. [1; 240-241] In the organization of ecological education in the family, it is important to teach children to love nature, care for plants, not to pollute the water, not to litter the yard and streets, to throw it in a special box, not to destroy flower beds. It is necessary to pay attention. [5; 163]

Spiritual and moral education is an important factor in shaping one's worldview. Spiritual and moral education also plays an important role in the formation of a person's worldview, and its effective organization helps to form the spiritual and moral consciousness of the student. Moral education is a pedagogical process aimed at the formation of moral consciousness, moral activity skills and moral culture in students,

inculcating in them the rules of behavior and criteria that are recognized and must be observed by a particular society, and is an important part of social education. is one of the components.

The basis of moral education is morality and ethical norms. Morality (Latin "moralis" means behavior) is a set of rules and criteria of behavior that govern social relations and the behavior of an individual, recognized and required by a particular society. Ethical knowledge is instilled in students through education and upbringing. The results of moral education are reflected in the formation of students' moral consciousness, moral activity skills, and moral culture.

Moral consciousness is a form of social consciousness, a set of behavioral rules and criteria that must be recognized and followed by society, as well as the reflection of the idea of national independence in the minds of students.

A worldview is a system of dialectical views and beliefs that determines the development of nature, society, human thought, and the content of a person's activities. High spiritual perfection, selfless work for the freedom, prosperity and well-being of the country, self-sacrifice to oneself and others, the ability to cultivate willpower, aspiration, initiative, organization, creativity and ability to think independently Such qualities can be recognized as a priority in the life of the independent Republic of Uzbekistan. The foundations of the idea and ideology of national independence are the basic factors in the spiritual and moral education of students. The use of ethical conversations, lectures, debates, conferences, seminars and debates in the process of organizing moral education gives positive results. [1; 241-243]

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