



Methodology of Interdisciplinary Formation of Scientific Outlook in Elementary School Students

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Abstract: This article describes the issues of further improvement of the knowledge, skills and competence acquired by the interdisciplinary method of formation of the scientific worldview among elementary school students.

Keywords: spiritual and moral image, mental processes, ability, multi-solvable problems, scientific outlook.

The possibilities of forming a scientific worldview in young students change due to the increase of their life experiences, and in this process, their thinking improves. Also, at each age stage of a child's development, certain activities (for example, in preschool age, studying at school) play a leading role in the formation of new mental processes and personality traits.

It represents the content of a person's worldview based on the spiritual and moral image of a person, his life approaches, the values and moral principles that are of primary importance for him. In turn, the enrichment of the worldview ensures the gradual stabilization of personal qualities and qualities of a person. A worldview that expresses good ideas in its content helps to enrich the positive qualities manifested in the image of a person.

By its essence, worldview is scientific (it has a certain philosophical system) and differs in a simple (without a specific philosophical system) worldview. The scientific worldview is based on the ideas that have gained stability as a result of continuous and consistent mastering of existing scientific foundations, active participation in the process of social relations.

It is important not to forget that knowledge goes from incomplete knowledge to perfect knowledge, despite the fact that the scientific worldview is always the same and does not change. For example, in connection with the reconstruction, the world has changed, previous concepts have also changed. Not all news, decisions and decrees in the newly formed society are immutable. Therefore, the scientific outlook requires people to be active participants of these changes and to be able to generalize them through analysis, rather than simply being spectators to all these phenomena and events.

Since there are two ways to form a scientific outlook: experience and logic

As it improves through the way of (the mind). Therefore, young students should rely on the wise thoughts of thinkers and personal life experience and knowledge in forming a scientific worldview. The consciousness of students is not their existence, but rather the conditions of material life, that is, they determine their consciousness. Therefore, the scientific worldview is not a simple phenomenon that is given to everyone, but depends on the level of theoretical and practical knowledge acquired by students during the educational process.

An important form of man's manifestation in life is his active attitude to the environment. A person is forced to work due to various needs. These needs are expressed in his mind in the form of images of objects that belong to him, actions that lead to the satisfaction of his needs. According to the nature of motivations, the worldview largely depends on the action in its implementation, as well as the result in achieving the goal. The motivation of the student's worldview is also determined by the social conditions and the level of his individual development. The assimilation of social experience by an individual plays an important role in the individual development of activity. Worldview is realized through a series of interrelated activities. However, a person who has a worldview as a whole will have a conscious character.

A person's worldview is a necessary condition for his development, in the course of these conditions he gains life experience, perceives the environment, acquires knowledge, acquires knowledge, skills, skills and competence. In particular, it is known from the researches of A. Leontev, S. Rubinstein and others that worldview is a mental process. In it, the student's mental, emotional and volitional qualities, as well as his abilities and character, are formed.

It is known that a person develops biologically and socially. Its biological development is manifested in the period of infancy, childhood, adolescence, youth, old age and old age and differs in its own natural characteristics. On the basis of biological characteristics of a person, his social quality and characteristics - speech, behavior, skills of using material goods, formation of behavioral norms, compliance with these norms, labor activity and profession, knowledge, knowledge The formation of skills and skills is formed like a conscious discipline.

L.S. Vygotsky views development together with the educational process. But even if education and upbringing are related to child development, they never happen equally and parallel to each other. They are not directly subordinated to each other and occur dynamically, which cannot be described in the same way.

That is why V.V. Davidov developed the educational content based on thinking activity. D.B. Elkonin researched the issues of analysis, planning, reflection, theory of educational activity and its development based on the issues of its subject in the process of learning theoretical knowledge among students of junior school age.

A number of leading psychologists: M.G. Davletshin, V.V. Davidov and E. Ghoziyev stated that the implementation of educational activities of students ensures comprehensive and complete development of their cognitive and personal qualities. This activity of the subject develops with his maturation, that is, when the child becomes a student and begins to realize himself. The increase in the need for educational activities begins to strengthen his interest in studying.

The ability to acquire educational activities forms the qualification of acquiring knowledge. The same desire and ability to study develops the student's scientific outlook. This leads to the recognition of L. S. Vygotsky's theory of education and development. A person's worldview has a social character and is determined by the social conditions of life.

Summing up from the above comments, it can be said that pedagogues should have sufficient knowledge of psychology in order to improve the quality of education or to improve the scientific outlook of young students, to pay attention to the development of scientific outlook in students, to eliminate external influences that may distract students' attention, to be able to transfer students' attention in the lesson from voluntary to coordinated attention format, by developing the quality of meticulousness in students, according to the level of importance of information it is desirable for them to form the skill of paying attention to level information.

As a necessary and mandatory condition for the sustainable development of democratic changes in Uzbekistan, the policy of reforming the education sector is consistently implemented. This naturally encourages the search for new approaches that lead to changes in the quality of education. If previously it was limited to a differential approach to studying sciences, now the process of synthesis (integration) of sciences is taking place in the study of any science, that is, knowledge from other sciences is used to study a concept in one science and obtain results from it. knowledge (integrative

teaching) is necessary. As a result, the unification of sciences and the synthesis of knowledge takes place. Today, special attention is being paid to strengthening the teaching process in primary classes on the basis of interdisciplinary integrated education at the level of the requirements of the National Curriculum.

A creative approach is of particular importance in the integration of the pedagogical process. Because, in order to integrate the pedagogical process, it is necessary to bring pedagogical-psychological principles into one system and create an algorithm for its implementation. Integration of the pedagogical process is based on several psychological and pedagogical laws. The principles of information search, collection, storage, development, processing, distribution, restoration, filling and use of information are followed in the integration of the pedagogical process as effectively as the search, delivery, change, distribution, storage and use are carried out in the pedagogical system. .

In recent decades, the philosophy of education has become such a scientific direction that it offers an answer to the question of the overall intellectual development of a person in the process of education. The comprehensive development of a person in the process of education is disturbed by the subject content of education. It is necessary to study the contradictions in the conditions of development of the students and apply it in practice.

Summary. At present, interdisciplinary research is being conducted in pedagogical practice. As a result of the ongoing research, the improvement of the scientific worldview of elementary school students based on interdisciplinary integration and the requirements for it are of great importance.

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