



## METHODOLOGY FOR THE FORMATION OF PHILOSOPHICAL CONCEPTS IN ELEMENTARY SCHOOL STUDENTS ON THE BASIS OF AN AXIOLOGICAL APPROACH

**Shonazarova Sevara Rashidovna**

*Thermez Pedagogical Institute "Primary education" chair teacher*

+998938996767

**Annotation:** In this article, the methodology for the formation of philosophical concepts in primary school students on the basis of an axiological approach, the most basic principles of modern philosophy, the presence of a philosophical worldview in the student's mind, ensuring that moral standards are able to understand the moral nature of social relations by Primary School students, the process associated with, there is talk of axiological evaluation as well.

**Keywords:** Axiological approach, traditional education, value science, axiological consciousness, axiological worldview, axiological views, principles, pedagogical system, educational content, valuable approach sense of value

Humanity, to this day, has achieved tremendous success in all spheres of social life. Science and technology, culture and education have developed incomparably. Humanity has created a lot of news with its intelligence and work. Many mysteries of the world were discovered, great inventions were made. Among the spiritual riches, the treasure of Proverbs collected in the science of philosophy occupies the most important place. There will be great sages of each era. They shared in their philosophical teachings the thought, spirit and aspirations of their country and people, to a certain extent, the lofty ideas that served for the well-being of society and the prosperity of the nation. Philosophical knowledge is of great importance in the transformation of these ideas into the ideology of a certain era, which manifests itself as a flag that leads the people towards Great Goals. [1; 16 p.].

In the ancient world, they called all sciences philosophies, regardless of what scientific issues they dealt with. It was considered both a social being and a science of nature. In this sense, early philosophy was a system of views on the universe and the place of man in it, created from the need for scientific knowledge of the world. In addition, there is no doubt that the great renaissance that took place in ancient Greece also created a unique philosophical ideology. Most scholars point out that his most fundamental value is the concept of freedom, that these views on free life are the basis for the great cultural uplift. [2; 42 p.]. The great thinker Abu Nasr Farabi, who in the East was hailed as the "second Arastu", the "second teacher", interpreted the philosophical word as "appreciation of wisdom". Philosophy was used in the social thought of the peoples of the East in the sense of knowing the secrets of the universe, appreciating life and man, respecting views and wisdom about the meaning of life, along with the meaning of "love of wisdom". [8; 75 p.].

Each person will have his own vision of the world, his own vision of himself and others, life and the universe, his conclusions. These visions, concepts, views and conclusions determine the meaning of the attitude of a particular person to other people and their daily activities. In this sense, a worldview is a system of views, visions, knowledge of the essence, structure of the universe, its place in it, in the circle of reality that surrounds a person's surroundings. Worldview is the perception, perception and knowledge of the universe in the most general way. A form of worldview inherent in one person or individual is called an individual worldview. A set of worldviews specific to a group, party, nation, or society as a whole is

referred to as a social worldview. A social worldview can be said to come into the world through the collection of individual worldviews. In this case, it is necessary to take into account both general and private forms of social worldview. [1; 24 p.].

The worldview was gradually improving in accordance with the development of society. Discoveries made in the field of Science in later periods of development indicate how deep the human worldview has deepened and its range of knowledge has expanded. The tradition of succession is clearly visible in this: the worldview, the idea of each era retains the best, progressive and positive of spiritual values created in the past. On this basis, the worldview with new principles is also improving. A clear example of this is the development of Science and technology from a simple Steam Machine to space rockets[5;32-b.].

The most basic principles of modern philosophy are the priority of generalism, its harmony with nationalism, democratic freedoms, human dignity, the absolutism of some doctrine. Tolerance and tolerance ensure that the current philosophical teachings are colorful. In traditional philosophy, despite being divided into different ideological systems, there was a certain commonality in solving important problems. In modern philosophy, on the contrary, it is clearly noticeable that philosophical problems have a lot of variety and originality, Variety, on the basis of which philosophical currents are formed as an independent direction. [5; 15 p.].

In traditional philosophy, reason is a signifier of the essence of man, and now the problems of human existence (existentialism), as well as its non-rational essence, have begun to be put forward against rationalism. That is, if earlier the idea of enlightenment was a priority, now more and more attention to human rights has increased. Philosophy Guyor, from abstraction, went towards clarity, it was not general, but clear-obvious issues that began to be resolved. [7; 12 p.]. While in traditional philosophy phenomena were tried to explain on the basis of the laws of mechanics, now problems that were left out of the scope of such analysis began to be studied. We see that philosophy is capable of various aspects and multitasking. As a kind of spiritual activity, it is characterized by worldview, knowledge, theory, methodological, integrative-synthetic, axiological, critical, predictive, design, heuristic and ideological tasks. [10; 21 P.].

Philosophy is not interested in everything in the "world" and "human" system, and in any attitude of "man"to the "world". Philosophy is primarily focused on generality, on universal relations in the "world-human" system. These include ontological (about being), gnoseological (about knowing), axiological (about values) and praxiological relations. The totality of these relationships means that they are in the necessary way. Where and in what period humans do not live are necessarily related to the environment through these relationships: [8;p.16.]. Thus, philosophy is a specific form of social consciousness, a kind of theoretical worldview. In this, the universal relations of man to the world (ontological, gnoseological, axiological and praxiological) are reflected in a generalized form through a certain system of categories, and achievements of human culture are synthesized. Alternatively, philosophy is a universal, universal science that studies the world as a whole and as a whole. [7; 25 p.]. Moral standards serve to ensure that elementary school students are able to understand the moral essence of social relations, to cultivate in them the habits of generating moral concepts, compliance with the requirements of etiquette in their treatment, behavior and behavior.

As a result of the understanding of the essence of moral standards and the ability to organize treatment and behavior in accordance with these requirements, assessment skills are formed in them in the manner of all social events-“good”, “bad”, “correct”, “wrong”, “possible” and “impossible”. [11; 6 p.]. The norms of national tradition and tradition help to educate elementary students in the spirit of a national (Uzbek) lifestyle, to instill in them a sense of respect for National History, Culture and values. Raising them in the process of vital activity among primary school students in family, neighborhood and educational institutions on the basis of the norms of national traditions and traditions family members, the main types Moral standards Norms of National Custom and tradition Legal norms Norms of a cultural approach to the organization of activities Norms governing the activities of the children's team Aesthetic norms Religious norms

Social norms that are relevant for the daily activities of elementary students teach to live, work in harmony with relatives, neighbors and peers. [12; 23 p.]. Elementary students, through acquaintance with the essence of legal norms, realize their importance in the regulation of social relations, their moderate organization, make sure that the laws are an important factor in protecting the interests of every citizen, protecting his life, health, rights and property, as well as preventing, combating the occurrence of cases of

violation. [10; 7 p.]. Moreover, consistent acquaintance of Primary School students with legal and moral standards guarantees that they will be able to highly assess the content of social relations as a positive feature, and, as a result, the role of society in creating the necessary conditions for its development in all social spheres. [8; 42 p.]. Aesthetic norms help elementary students to be brought up in the spirit of aesthetic assessment of social events and phenomena, understanding the aesthetic value of personal and universal property, compliance with aesthetic requirements in the organization of treatment, behavior, dress, behavior, preservation of the beauty of nature and the environment, uncompromising aesthetic tastelessness of any appearance.

Norms of a cultural approach to the organization of activities are taught by elementary students to assess self-control, management and behavior in the performance of certain functions (for example, meals, the use of Team transport, the period of visiting cultural institutions that serve to organize volunteer recreation (including museums, cinemas, concert halls and circus). [13; 19 p.]. Religious norms help to educate elementary students in the spirit of national religious faith. By understanding their spiritual and moral nature, students acquire the skills of positive attitude towards the environment and nature, preserving natural-material goods, being grateful for their existence, assessing social behavior and behavior on the basis of criteria of reward and sin. The acquaintance of Primary School students with the norms governing the activities of the children's team serves to form and develop in them the skills of teamwork, mutual assistance, mutual support by teammates, joint Organization of certain social activities (for example, play, study and work).

The psychological interpretation of the concept of "value" is closest to the essence of spiritual and moral development, and the "life position" (A.I. Bojović), "meaning" and "personal meaning" (A.N. Leontiev), "psychological relations" (V.N. Myasyshev) concepts. Personal development, L.S. According to Vigotsky, it is a process associated with the individual's assimilation of cultural values. That is, through interiorization, the system of meanings and meanings that arise in relations between people later "turns" into the consciousness of a person. A person's relationship is a conscious, selective, experience-based psychological connection between him and someone or something, expressed in his actions, reactions and experiences [3]. The axiological (valued) approach in education affirms a person as a carrier of fundamental national values, as the highest valued approach capable of accepting and introducing absolute values. To the logic of the formation of moral values (A.V. Kiryakova) include the following links: tracing, evaluation, selection and projection (or actualization of value in joint events). [3; 19 p.].

Asosiy milliy qadriyatlariga - Vatanga, oilaga, tabiatga, fanga, mehnatga va ijodga, san'at va madaniyatga, insonparvarlikka munosabat tarbiyasi kiritiladi va bu zamonaviy ta'limning mazmunini tashkil etadi.

V.A. Based on Yadov's research, we assumed that the value approach has a three-component structure:

- cognitive component-concepts and ideas about a certain value and related side of life;
- emotional-evaluative component - experiences that are valuable of phenomena, phenomena, related to their assessment;
- motivational-behavioral component
- the experience of actions, abilities, skills, willingness to conduct certain social actions in accordance with the meaning of value.

There are specific difficulties in diagnosing the emotional-evaluative component of the valued approach Y. Savinova is also featured in her research. It is considered important for elementary students to be abnormal, polite, gullible, emotional, to describe adults, teachers, parents as an example of behavior for them, to be an example for them. These psychological characteristics contribute to the development of their valuable relationship, but "hinder" the assessment of the formation of an emotionally valuable component. [4; 28 p.].

In conclusion, on the basis of an axiological approach, the methodology for the formation of philosophical concepts for elementary students leads to the development of their thinking abilities, awareness of moral values and a sense of Social Responsibility, which in the future forms strong social and moral principles.

The focus of the methodology is on mastering philosophical concepts through the students' personal

experiences, social attitudes and practical activities. It is important to create an environment that encourages students to understand, think and react. This methodology helps students not only to master moral and aesthetic values, but also to expand their worldview, to realize themselves and society.

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