



METHODOLOGY OF TEACHING STUDENTS THE HISTORICAL ROOTS OF HUMANITARIANISM

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Abstract

In this article, the technology of improving humanism and international education in the interaction of students is presented. The main goal of the article is the factors of instilling the concepts of humanity and inter-ethnic harmony in students.

Keywords: globalization, representatives of different nationalities and peoples, humanization, pedagogical process, cognitive.

INTRODUCTION

It is known that today the phenomenon of globalization is also explained by the process of convergence of representatives of different nationalities and peoples. This is especially actively manifested in relations with the youth group, in particular with students. The gathering of young people of different nationalities for the purpose of education and active communication with each other requires certain socio-cultural skills from them. Recently, international organizations have been paying attention to the active implementation of consensus-based approaches based on the culture of mutual communication for all peoples as an urgent issue.

In modern times, the characteristic feature of the period of striving for material wealth is the decline of spirituality, high morality, and the depreciation of high ideals. Adam became spiritually poor. His concerns are more about personal well-being. At the same time, modern teaching methods have displaced the holistic educational process from the education system. Although educational goals such as the formation of moral and spiritual personality were present in the plan, they were only supplementary. Now, it is felt that there is a need to update the field of education in search of systems of spirituality, morality, humanity, and personal development [3].

MATERIALS AND METHODS

Humanity is a quality of a person, the sum of his moral and psychological characteristics, which represents a conscious and empathetic attitude towards a person as the highest value. The ultimate goal of education from a humanitarian point of view is that every person can become a full-fledged subject of activity, knowledge





and communication, that is, a bright, independent being, responsible for what is happening in this world. Currently, the humanization of education is considered as the most important socio-pedagogical principle that reflects modern social trends in the development of the educational system. In this case, the main meaning of education becomes the development of a person, activation of his cognitive, spiritual and active potential. Humanization of education in a generalized sense can be characterized as building relationships between the subjects of the pedagogical process based on mutual respect for each other's personality. At the same time, the essence of the pedagogical process is to achieve the purposeful transformation of social experience into personal experience. The principle of humanity determines the establishment of relations between the participants of the pedagogical process, the teacher and the students. It refers to the unity of the general cultural, social, moral and professional development of a person. This process acquires the best characteristics when the student appears as the subject of education [4].

RESULTS AND DISCUSSION

Today, in different regions of our country, representatives of more than 130 nationalities and peoples live together with our compatriots as children of the same family. They unite for the development of our common home - our beloved Uzbekistan, work selflessly in all fields and sectors, make a worthy contribution to building a legal democratic state based on a developed market economy and a strong civil society. Today, the development of the culture of tolerance, humanitarianism, strengthening of inter-ethnic and inter-civilian solidarity and harmony, education of the young generation in this spirit and on this basis, in the spirit of love and loyalty to the Motherland is becoming one of the important priorities of our state's policy.

In order to raise the harmony of national and universal values prevailing in our country to a new level in the future, our honorable president sets the following goals for us [5]:

- effective organization of systematic and consistent activities aimed at ensuring the constitutional rights and freedoms of citizens in the society, regardless of their gender, race, nationality, language, religion, social origin, belief, personal and social status, equality before the law;
- conducting scientific, including social researches on a systematic basis in the field of international relations, as well as establishing continuous monitoring of the development of processes in this direction; - strengthening the preparation of scientific articles, books, research materials in the field of international relations;





- increasing the effectiveness of scientific-theoretical and scientific-practical conferences, conventions, seminars, roundtable discussions, lectures and other events in the field of international relations held with the participation of leading local and foreign scientists, experts and specialists;
- study of problems in the field of interethnic relations and analysis of foreign experience in solving them and development of proposals on the use of this experience in the conditions of Uzbekistan;
- to further strengthen the feeling of a big multinational family in the society, friendship and harmony between representatives of different nationalities and peoples living in our country, to educate the young generation in the spirit of love and loyalty to the Motherland, to ensure the equal rights of citizens and their constitutional rights and freedoms.

In the implementation of such tasks, we, as pedagogues, have been imposing a sense of responsibility on our profession. As we, pedagogues, are always the main force controlling the educational process, we should not forget how this process came about and the important tasks assigned to us in this process. "Humanitarian pedagogy" is one of the main trends in the theory and practice of modern education. Humanism as a pedagogical direction appeared in the USA in the late 1950s and early 1960s. Philosophical and ideological direction of humanitarian pedagogy is close to the ideas of pedocentrism. Pedocentrism is an educational concept in which the interests of the family are focused only on the child. Humanitarian pedagogy is closer to the ideas of new education and pedocentrism of "progressivism". The pedagogue requires specialists to accept the child as he is, to feel his intuition and needs. In the United States, one of the developed countries, it affects the content and structure of the educational courses in elementary, middle and high school, which has led to a better quality of education.

Humanity does not mean that man is an enemy to man, but friendship and benevolence. This is a desire to help your neighbor, protect him from problems and difficulties. Humanism is also closely related to the concept of tolerance, which shows a person's tolerance for the people around them. Humanism promotes the equal rights of all people, the free expression of their thoughts and feelings, and also does not judge them based on the color of their skin or their religion. Humane man does not follow the path of animal instincts guided only by his own reason and social norms.

The modern era has made its own corrections to the idea of humanity. Economic instability, the rise of nationalism leading to serious conflicts between peoples, the low standard of living of a significant part of the population creates a problem for the survival of humanity, entire nations and each individual. Significant changes are





taking place in moral values - collectivism, concern for the public good is increasingly being replaced by selfishness. The level of education of the young generation is decreasing. The strong onslaught of Western "mass" culture seriously damages people's spiritual health. All this, without exception, makes the problem of humanitarian education - raising the young generation aware of the responsibility for their people and their destiny in the face of human history, urgent.

CONCLUSION

In conclusion, at the current stage of racism, ethnic discrimination, discrimination against citizens with disabilities, the goal of education should be to pedagogically facilitate the transition of students from knowledge and understanding to active activity: from understanding the equality of cultures to activity aimed at solving the problem. This includes the inclusion of cultures of different ethnic, racial, social, religious, gender and other groups in educational programs at various levels. In this regard, it is of particular importance to actualize the essence of concepts such as humanitarianism and humanitarianism.

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