

Problems of Modernization of Socio-Humanitarian Educational Values

Jalilova Nilufar

A doctoral student of the National Institute of Educational Pedagogy named after Qori Niyazi, the executive of the innovative project "Methodology of using IT technologies in the 5-6th grade literature classes of secondary schools"

Abstract: This article explores the content and objectives of socio-humanitarian educational values, highlighting the need for modernization in education using literary criticism as an example. It discusses contemporary educational concepts and emphasizes the effectiveness of integrating advanced technologies into teaching. The paper also examines the unique methodological approaches of social and human sciences, which focus on cultural values and historical context. Additionally, it underscores the importance of fostering critical thinking and independent reasoning in students through the application of modern pedagogical methods and innovative tools in social and humanitarian education.

Keywords: socio-humanitarian sciences, modern educational concepts, modernization of education, the goal of social and humanitarian education, social and humanitarian educational objectives.



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Social and humanitarian knowledge occupies a special place in the process of spiritual and social development of a person, in the formation of an active social position. In the professional structure of information culture, the intellectual component is mobile and dynamic. A new way of thinking, suitable for modern social and human sciences, causes the following changes in the nature of cognitive activity: unity of methods and processes of scientific knowledge, diversity and organization of thinking, harmony of the intuitive, emotional, visual, -figurative and logical thinking. Only a specialist with active creative professional thinking will be able to realize highly developed social relationships. The purpose of the social and human sciences was not only to study society, but also to regulate and reform it. A retrospective (look into the past) approach to the formation and composition of the social and human sciences shows that in the East, social and human sciences were formed on the basis of the ideas of Islamic culture and were introduced into practice, for example, poetry and jurisprudence.

In the late 19th and early 20th centuries, it became clear that the social sciences and humanities must have their own conceptual and methodological basis. In the West, this idea was greatly influenced by the ideas formed by the neo-Kantian school. Rickert considered socio-humanitarian

science as a science related to culture, and, analyzing its features, identified the following main qualities: - the subject of socio-humanitarian science is the content and systemic relations of culture, expressed through a set of generally accepted values. ; - the direct object of research in the social and human sciences are phenomena specific to cultural values; - description of individual cultural phenomena, texts based on written sources; - the main method of social and human sciences - has an idiographic description, the essence of which is to describe the basic historical facts. At the same time, Rickert emphasizes that culture as a spiritual phenomenon cannot be completely dependent on the natural sciences; on the contrary, natural science perspectives are subordinated to cultural and historical values. Although more than a century has passed since the appearance of Rickert's ideas aimed at defining the subject and methodology of the social and human sciences, which are generally considered to be the "science of culture," from the point of view of modern social and humanitarian thinking, especially in the social and human sciences, the question of creating a methodology remains relevant.

March 2, 2022, on the occasion of the 30th anniversary of the establishment of diplomatic relations between Uzbekistan and Russia, in offline and online format "Main priority directions in the development of social and humanitarian disciplines" and the humanities") Director of Uzbek State Scientific-Research Institute of Pedagogical Sciences named after T.N. Qori Niyazi , Dsc. prof. Kh.I. Ibraimov took part in the International Scientific Seminar with the lecture on the topic "Priority tasks of modern socio-humanitarian education" The report noted that the priority task of the social and human sciences is the development of critical thinking among students, and the educational function of social and humanitarian education was emphasized.

In the article by Z. Kasimova "Use of didactic games to improve the effectiveness of social and human sciences", published in the journal "Modern Education" (pp. 42-48, 2014, number 7), "the main role of social and humanities education is to the student's positive attitude towards reading, the most needed reading and writing literacy today, working with various information, mastering basic knowledge and the ability to apply them in everyday life, logical and the formation of skills such as creative thinking, self-control in a team and society, mastering the rules of written and oral communication culture, organization of educational activities. In our opinion, the sphere of influence of socio-humanitarian education is even greater, in which, along with what Z. Kasimova pointed out, it is as high as the formation of philosophical-aesthetic, artistic-creative, spiritual-ethical thinking in society. goals are implied. Thinking is the highest form of human mental activity; the process of reflecting objective reality in consciousness, a tool for cognition of the environment, social events, reality, and also the main condition for the implementation of human activity. This is a process of higher knowledge, more fully and clearly reflecting reality than intuition, perception and imagination.¹.

Also, one of the main goals of the social and human sciences is to educate a person with a healthy ideology. A healthy ideology is a system of ideas that serves the progress of society, reflects the fundamental interests of the majority of citizens, and is recognized as an achievement of education and culture. The following comments by the President of the Republic of Uzbekistan Shavkat Mirziyoyev are of great importance for understanding the role and significance of the national idea and ideology in education: There are not enough people, there are those who wonder whether spirituality is needed or not. Many people think of the old Soviet ideology when they think of the national idea. This is also true. But if ideology is humane, if it serves to glorify human rights and freedoms, his dignity, then why should we be afraid of it? The basis of all our actions is to please our people, what we do from the point of view of humanity is the basis of everything. In this regard, I would like to emphasize that the ideology of the New Uzbekistan we are creating will be the idea of goodness, humanity and humanism. When we say "ideology," we mean, first of all, the education of thought, the education of national and universal values. Of course, these lofty ideas

¹ <https://uz.wikipedia.org/wiki/Tafakkur>

did not fall from the sky. They are based on the life concepts and values of our people, which are thousands of years old,” says the head of our state.²

Therefore, in the process of social and humanitarian education, it is necessary to instill in students such a system of ideas as values. An important theory underlying the modernization of socio-humanitarian education and the widespread application of educational technologies to it is the theory of pedocentrism, which, unlike the traditional concept of education, is based on the student’s age, his interests, and needs. The needs are fully justified. The introduction of innovations in education is an equally pressing issue at all times. In particular, today in Uzbekistan the issue of technologization of education is becoming urgent. After all, the rapid growth of scientific and technological development, the colossal growth of information and the need to use it in the educational process require exactly this. Within the framework of existing educational concepts (see Figure 1), the basic educational concept of modern socio-humanitarian education is the concept of pedocentrism.

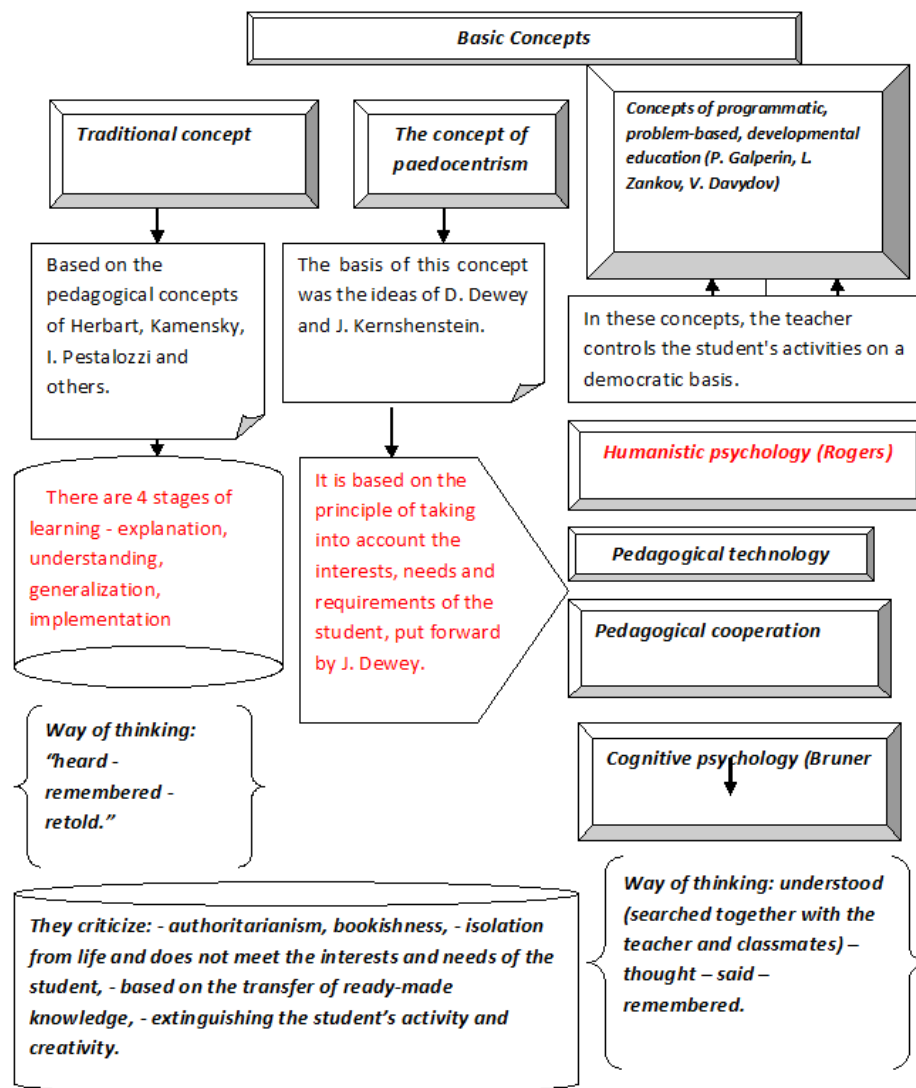


Figure 1. Modern educational concepts

² Shavkat Mirziyoyev: “When they talk about the national idea, many imagine the old Soviet ideology.” <http://daryo.uz/k/2021/01/20/shavkat-mirziyoyev-milliy-goya-deganda-eski-sovet-mafkurasini-tasavvur-qilib-labiga-uchuq-toshayotganlar-ham-yoq-emas/> 11:35, 20.01.2021

Principles such as mobility, compactness, technological convenience, didactic diversity, and the availability of opportunities for the effective use of computer technologies occupy a leading place in conveying information to students in social and humanitarian education.

The task of humanitarian subjects is to form in students ideas and ideas about society based on historical and everyday values, to be able to argue, to express their own independent opinion, and not within the framework of a specific humanitarian subject. by memorizing volumes of scientific and literary materials, and by understanding and analyzing them, educating young people who think on the basis of different scientific schools, trends and traditions. Independent reasoning, high cultural maturity, high personal competence in cultural and philosophical issues - all this requires free thinking, reading, studying, understanding, thinking. If, with the help of new methods, it is possible to develop creative abilities in students, if they are motivated to conduct scientific research in the field of science, then the search and use of new methods of teaching the humanities is considered ineffective. A new way of life, a new information space require the formation of completely different skills and abilities compared to those skills that were considered extremely necessary 10 years ago. But no matter how the external environment changes, the main goal of the humanities is to teach us to understand the essence in the way that was required of previous generations. Teaching social sciences and humanities plays a key role in shaping a student's worldview. In particular, literature is a powerful tool for influencing the younger generation. Literature helps young people understand life, people, their thoughts, feelings, enriches speech, and develops communicative competence. This affects morals and worldview. The satire of A. Kakhhor and N. Aminov teaches young people a lot and develops critical thinking in them. One of the main objectives of the Literature subject is the development of critical thinking in the younger generation. That is, let them be critical of themselves and life relationships. Let him strive to develop and decorate himself and the environment as a whole. To do this, it is necessary that the content of literary education and teaching methods correspond to it.

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