PEDAGOGICAL OPPORTUNITIES FOR ORGANIZING INDEPENDENT EDUCATION IN PHILOSOPHY

Samatov Dilshodbek Toxirjonovich
Associate professor of the Department of Social Sciences of
Andijan State Pedagogical Institute
doctor of philosophy in Pedagogical Sciences (PhD), associate professor
E-mail: dilshodbek.samatov.86@mail.ru

ABSTRACT

This article will talk about issues related to the application of advanced pedagogical technologies in the process of teaching philosophy in the pedagogical higher education system of our country and their solution. Alternatively esse, its forms, conditions of writing condition, structure and importance.

Keywords: education, essay, ABSTRACT, philosophy, pedagogy, methods of education, modern education, pedagogical higher education, innovative education, didactics.

INTRODUCTION

Many innovative forms and methods of teaching philosophy it is necessary to take into account the features of the content of philosophical knowledge in teaching philosophy. Among the forms of the course, it is distinguished by Universal views, the difference and commonality of teaching philosophy from teaching other subjects,tolerance and creative approach to teaching philosophy, the formation of an understanding of the importance of philosophy in the formation of a scientific and philosophical worldview in students. Alternatively, the use of experience in the higher education system of developed countries in the teaching of philosophy leads to a number of positive changes.

Students can not only increase their philosophical culture in classes, but also awaken and develop creative thinking skills [1]. Essay, ABSTRACT work writing and conference classes are very important in this. Essay is a work in which a person expresses his individual attitude on a particular issue. Esse is a written work in our native language during school, which received the name "essay", as opposed to the effect of creative search, which requires a much higher level in higher educational institutions and the further creative development of a person, and it is artistic-publicistic, philosophical, private-scientific, etc.takes the field in the forms.

MATERIAL AND METHODS

To advance philosophical ideas, ulubi wrote Very High philosophical essays in contrast to the early Western Renaissance thinker, the French philosopher M.It is believed that Monten (1533 - 1592) gave it as [2]. In pedagogical higher education institutions, usually an essay can be written with different goals in mind, and they look like this:

First, essays written for the purpose of application in training. They can be used by the student as a doclad in the coverage and discussion of questions from seminars of the classical type.

Second, academic essays. Such essays are written for the study of an expert, that is, a teacher acting as an examiner, in order to demonstrate to him his knowledge and independent thoughts.

Third, special and argumentative i.e. provable essays. Such essays are written in connection with problematic issues, in order to try to solve them. In doing so, the author puts his point forward and brings his arguments to justify it.

It seems that the essays of the later Hill are of a much higher level of SA'viya and scientific inquiry. The previous two types of essays, on the other hand, serve as stages of preparation for the formation of the next. The last type of essay can also be called a scientific article if it is a good Saivite. The structure of the essays to be proved is usually made up of at least four parts:

The first part is the introduction.

The second part is the presentation of evidence.

The third part is thoughts that express readiness for objection.

The fourth part is the conclusion.

In the introduction to the essay, the content of the baxs object is illuminated and the author's own solution is put forward. In the second part, the author cites arguments that prove his opinions. The third part adds material that takes into account the possibility of opinions against these arguments. Then a corresponding conclusion is drawn.

RESULTS

The use of referential forms of work in independent teaching in philosophy has long revived the educational process. The phrase "Referat "is Latin for" refero" – meaning as I know [3]. In modern times, referential work usually refers to a written or oral statement of a summary of scientific works published in the relevant literature on a specified topic. The person who wrote or verbally stated the ABSTRACT is called the referent. Referential works, like essays, are divided into a back type according to the purpose of writing.

The first type is ABSTRACTs used in the educational process, which serve to assimilate the educational material.

The second type is ABSTRACTs, which are intended for the work of a candidate, PhD, for example, a completed scientific work. Unlike ABSTRACTs used in the

educational process, a scientific work ABSTRACT should contain analyzes and conclusions of scientific work on the subject of the researcher's own research, new ideas, discoveries that he will put forward.

The third type is ABSTRACTs prepared for participation in scientific conferences. These ABSTRACTs represent a summary of a scientific article and allow the author to briefly publish his ideas at a large scientific conference or scientific conference. They are commonly referred to as "theses" rather than "ABSTRACTs", and are published as "conference theses". The concept of" thesis "expresses the meaning of" thought " in Latin. In such a thesis, the author, that is, the docladist of the conference, describes a summary of his thoughts and claims, ideas that he is pushing forward in his research.

The fourth type are ABSTRACTs designed to highlight specific political problems or problems. Referrals of the next kind are prepared for the purpose of broad discussion of pressing political problems, hearing a nationwide vote, that is, holding referendums. For example, a referendum was held for the adoption of a new Constitution in determining the progress of the renewed Uzbekistan. The Referendum material (ABSTRACT) was published in the press [5].

DISCUSSION

We need, that is, for the course "methodology for teaching philosophy" ABSTRACTs of the first type, of course. But it cannot be said that the work on this matter is currently satisfactory. After all, in some cases, students, as ABSTRACTs, copy any part of their desired book approximately and without understanding. However, ABSTRACTs in the educational process should serve as the earliest and most important milestone that will bring the student to the next scientific work: first to the graduation work of The Bachelor, then to the dissertation of the master and candidate of Sciences, as well as to the Republican and international conferences.

In teaching and explaining philosophy in pedagogical higher education, it is necessary to pay special attention to conference classes, methodology for their organization. By conference lesson we mean not a truly scientific conference, but a course in the style of a conference "game". That is, here the training is given the form of a scientific conference, and the main goal will be the appropriation of the educational material intended by the student in the curriculum. The fact that the conference lesson is in the form of a game enhances the student's interest in the lesson, eliminates the monotony of classes, boredom. But this game cannot be used all the time and in all groups. To take such classes, students must first be able to imagine well, having seen what a truly scientific conference will be like.

CONCLUSION

The term "Conference" is derived from the Latin "conferentia" meaning to gather together, and now refers to a discussion gathering experts for the purpose of discussing

specific issues when the conference is called [1]. Conferences are scientific and non-political, social, etc.k. may be in characters. For example, the UN trade convention. If a conference is gross international, it is called a Congress. The fact that students know these also adds seriousness to the conference classes. In general, it is permissible for a student, like any intellectual, to have a sufficient idea of these. The annual confliers of gifted students are also of great importance in this sense.

To hold conference classes, the teacher must clearly visualize and adhere to its structure. The conference lesson begins with the introduction of the conference Leadership (organizer), that is, the teacher, as in other conferences. This formed the first part of the structure of the conference in etadt. In this, the teacher in his speech announces the topic, purpose and main tasks of the conference and introduces the participants of the conference to the main group of docladist "scientists". To do this, the teacher must have separated a group of "scientists" a week or 10 days before the conference lesson and guided them to prepare their own doclades on various issues of the conference lesson, as well as set the order of the doclades and made the "scientists" aware of this [4]. The conference program, the order of the doclades, the doclades and the discussion regulation, as in the actual conference, is even better if "published", that is, removed from the printer.

The next, second part of the structure of the conference is the doclades of the "scientists" in the order formed by the teacher. After the doclad of the" scientists " (perhaps after the doclad of each scientist), that is, in the third part of the structure of the conference, the discussion of the doclad takes place. The regulations of doclades and discussions must be within the course time, of course. At the end of doclades and discussions, that is, in the final, fourth part of the conference, it is permissible for the teacher to fill in and correct the doclades made and advance the relevant conclusions. Near the end of the conference lesson, that is, in the fifth (plenarny) part of the lesson, the teacher evaluates the work of "scientists" and and the participants of the conference and congratulates them on their achievements.

Acknowledgement. Thus, conference classes are "games", an imitation of a scientific conference in the original sense, which is not just a game, but one of the lesson forms of deep theoretical, educational and spiritual significance. This provides for the goal of the student to independently, deeply and actively master the educational material. Zero independent mastered science is robust, well stored in memory. On top of this, students awaken an interest in theoretical ideas, a tendency to scientific research, the discipline and culture of participation in scientific conferences are formed.

Doclad order is very important in conference classes. After all, this is not actually a conference, but a topic of a lesson that the student is supposed to master in a logical consistency.

Conference classes are an early stage that prepares students to attend truly scientific conferences. Such a game will stand out talented students during conferences. In the future, the teacher will be able to prepare them to become truly conference Dockers.

Conference classes can and are permissible not only among the students of the Faculty of philosophy themselves, but also in the manner of Inter-Faculty Students Conference classes. This is what the character of universal science of Zero philosophy assumes. This will be very useful both for students of the Faculty of philosophy and for future philosophers. Because those in the sphere of private Science get the opportunity to go beyond the scope of their specialties, to master a wider culture of thinking. Philosophers, on the other hand, master the concrete thinking of those in the sphere of private science.—

REFERENCES:

1. Jorge Angel Livraga. The illustrated smiley face of life. Volume-1. Moscow.2012.

2.Achinstein, Peter (1967) Concepts of Science, Baltimore, MD, Johns Hopkins University Press. P.12

3.Q.Nazarov [va boshq.]. Falsafa asoslari. o'quv qollanma / - Toshkent: O'zbekiston faylasuflari milliy jamiyati, 2018. - 380 b.

4. Wittgenstein L. Philosophical research. - Moscow: there is 2019. - S 352.

5.Innovation of teaching technologists / Muslims N.A., Usmonboeva M.H., Saifurov D.M., Turaev A.B. - T.:"Sano Standard " publishing house, 2015.- 81-B