

**PEDAGOGICAL ASPECTS OF TEACHING PHILOSOPHY IN THE FORMATION OF
INTELLECTUAL CULTURE IN STUDENTS**

Kurbanov Jasurbek Akmaljonovich

Associate Professor, Doctor of Pedagogical Sciences, Kokand State Pedagogical Institute

Annotation: The article states that scientific and technical development requires paying serious attention to education and the higher education system, that the future perspective of any country depends on the high intellectual potential of its competitive personnel, that the formation of the intellectual and creative activity of future personnel on the basis of intellectual culture is the most important condition and basis for the future. In the book, the pedagogical aspects of the rational use of philosophy in the formation and development of intellectual culture are discussed.

Keywords: intelligence, global problems, intellectual culture, mechanism of intelligence, intellectual capital, future personnel, innovative ideas, intellectual abilities, structure of intellectual culture, functions of intellectual culture.

The science of philosophy is a field that develops the teachings about life, its lexical meaning is interpreted as "love wisdom". Various philosophical observations about the universe and man have been made by philosophers, both in antiquity, where phalles, Epicurus, Anaximander, Aristotle lived, and in the Middle Ages, when the Phorobians, Ibn Sina, Berunians lived. Ulughfaylasuf scholar Ibn Sina believes that the main issue of philosophy is to take the existence as a basis the principles of the cause of reality, the necessary opportunity to comprehensively examine the origin, order, interaction of all existing things, the transition from one to another [1].

French existentialist philosopher A. In Kamyu's interpretation: "to solve the question of whether life is worth living or not, it means to find an answer to the main issue of philosophy" [2]. For example, pragmatism focuses on the concept of reality and the problem of its definition. According to representatives of this direction, philosophy must first deal with this same problem and bring practical benefits to a person. As can be seen from the above, the role of philosophy in educating the representative of every younger generation growing today as the owner of a high intellectual culture is incomparable.

Scientific research in the field of modern pedagogy puts forward various theoretical approaches, scientific concepts, approaches, and debates regarding the intellectual culture of students. In order for a future specialist to have a high intellectual culture, it is necessary, first of all, to educate himself, to know the content of social skills and use them effectively, to organize his internal skills and abilities to a high level. Education is a force and a means of advancing the development of society. Education contributes to the formation of a nation's worldview, education and upbringing, the creation of moral norms, and the upbringing of a spiritually mature person. The power and effectiveness of education are explained by the acquisition of high knowledge. Because, as the President of the Republic of Uzbekistan Sh.M. Mirziyoyev emphasized, "if we pay attention to the realization of the abilities of our children from childhood and mobilize all our resources for their development, our country will produce many more Berunis, Ibn Sina, Ulugbeks" [3]. It is precisely the difficult life path that our great ancestors walked on the path of science that should serve as an example for us. In the formation of the cultural aspects of scientific activity in future specialists, the importance of social and humanitarian sciences, in particular philosophy, is incomparable. It should be noted that the formation of a high intellectual culture of future specialists through effective teaching of philosophy plays an important role in

finding solutions to the complex economic and social problems facing them and in getting them out of the spiritual crisis during development, and even in strengthening their faith in God.

Without a full understanding of the content, structure, and mechanisms of formation of intellectual culture, it is impossible to understand the essence of the intellectual culture of students. From this point of view, the psychological, pedagogical, and socio-philosophical analysis of studies devoted to the formation of intellectual culture in students through the discipline of philosophy has shown the absence of a single idea of the problem. Often, researchers are limited to studying and describing individual components of intellectual activity within the framework of the problem. For example, D.B. Bogoyavlenskaya studied intellectual initiative in the pedagogical process [4], Ya.A. Ponomarev - intellectual activity or "search dominant" [5], S.A. Kornilov - the process of developing and making intellectual decisions [6]. L.M. Mitina's scientific research is devoted to intellectual flexibility [7].

The researcher E.Z. Usmanova explains the guidelines for opening up wide opportunities for the development of intellectual culture in students as follows:

- 1) the emergence of a problem and the formation of a mental task;
- 2) searching for an answer to the problem and finding it;
- 3) perceiving the found answer as the discovery of subjective novelty;
- 4) proving the correctness of the obtained answer, substantiating it to another person, explaining it [8].

Some researchers consider the intellect and the individual in the process of teaching philosophy as interconnected, while others do not recognize such connections. Within the framework of the problem, the possibility of implementing "the integration of all isolated systems" such as the individual, activity, psyche, nature and society, based on the modern understanding of the systemic pedagogical approach, and "representing the products of their interaction and interaction, which determine the further development of a holistic integrative system" is also of particular importance [9].

1. Intellectual culture indicates the level of development of the future specialist and represents a clearly organized symbiosis of knowledge, the ability to think independently, the ability to distinguish priority areas of one's activity, as well as the desire to study and acquire new knowledge, evaluate and systematize them, a creative approach to any task and the ability to act in accordance with the situation and implement one's plan in accordance with a clearly targeted goal. In this regard, the future specialist's broad worldview, philosophical thinking, and deep understanding of the true essence of the processes taking place in the world are of great importance. Naturally, these are skills and qualifications that are formed through effective teaching of philosophy. This article examines the pedagogical aspects of the rational use of philosophy in the formation and development of intellectual culture in students.
2. Intellectual maturity and the education system are in a dialectical relationship. In the formation of intellectual culture skills in future teachers, it is advisable to develop dialectical thinking based on the discipline of philosophy.
3. In this regard, it is advisable to pay attention to the following:
4. 1. Induction, deduction, Socratic debate, dialectical, synergetic, hermeneutic, analytical analysis methods in philosophy education are innovative methods for improving the intellectual culture of future teachers, which determine the most general rules of thinking, the main strategy,

Today, it is urgent to improve the intellectual culture of future personnel in an innovative way based on philosophy education, but it should be based on conscious critical thinking, not blindly, dogmatically.

5. It is necessary to constantly conduct comparative and analytical work on the current state and results of training based on the technologies of philosophy education, on the level of knowledge of future teachers in basic sciences, logical thinking and scientific and philosophical knowledge, on the state of studying scientific and artistic and philosophical works and literature in the educational process and in independent education.

6. It is necessary to study and popularize foreign and national experiences in innovative technologies for the development of intellectual culture in future teachers. It is necessary to create an environment of national methodology and certain conditions, taking into account the positive and negative factors affecting the development of intellectual culture of future teachers.

In performing such tasks, a teacher of philosophy education should have the following qualities:

- The teacher must be able to see the good and bad sides, achievements and shortcomings in each of his students, to believe in them, to instill a positive spirit in their circle, to tame the hearts of his students. In other forms of presenting philosophical material, the author does not have such a direct connection with his audience, to enter directly into the hearts of the student;
- The teacher's task is not only to give knowledge to his students, but also, and primarily, to direct their newly formed consciousness to the highest spiritual values – love, justice, truth, beauty, etc. This aspect of it is especially relevant today. Because in times when philosophy was considered only as a science, the teacher's task was limited only to imparting knowledge, and therefore a number of younger generations were deprived of the opportunity to enjoy deep spiritual values for a long time. Directing the human mind to the highest spiritual values is possible only when there is a two-way, lively dialogue between teacher and student;

A teacher who educates future teachers must first of all be able to separate his personal ego from selfishness, be able to control his every action. He must also have clear, clear views on the main issues of life, develop the desire and ability to understand others, and in this way acquire great patience and endurance.

Based on the above considerations, it is not an exaggeration to say that the workload of a philosophy teacher is several times greater than that of other special subject teachers. Accordingly, in previous periods, the workload of philosophy teachers was two times less than that of special subject teachers, and the number of teachers was several times greater, and it is not without reason that more time was allocated for scientific-creative, organizational-educational, political-ideological and other extracurricular activities.

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