NATIONAL-SPIRITUAL VALUES OF THE UZBEK PEOPLE AS BASIS OF STUDENT’S SELF-AWARENESS

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Abstract. The given article is dedicated to the problems of forming self-awareness and self-esteem by in student’s means of mastering national – spiritual values. It considers peculiarities of educational-cognitive process directed to the development of the adolescent – student’s creative abilities as well as an aptitude to self-change, and forming the skills of usage of acquired values in practical activities. At the worst, one can observe capriciousness, indifference, irritability in the pupil. Intellect and self-awareness of the student serve as a basis for self-esteem and sources of self-awareness are considered to be national – spiritual value. Only in such a psychological state a man is capable for changing and learning creative activity.

Keywords: mastering national values, self-awareness self-esteem creative abilities, intellectual development, cognitive activity, adolescent-student, needs, components of self-awareness.

In put forward by us didactical conception of forming needs of mastering national values in student’s is foreseen mastering. National values and realization of them in the student’s activities as well as student’s development. The given process is realized in 2 directions:

• In the activity of mastering values occurs the development of the student’s personality, I, e, his spiritual – moral development which is fulfilled on the basis of mastering values and activities for applying them.
• In organizing activities directed to acquiring values by the student is necessary to take into consideration the level of spiritual- moral development of the student’s personality. On the basis of indicated objective laws in modern didactics there have been worked out active, personal and individual approaches to education and bringing up.

The process of spiritual – moral development is multi – aspect, for each personality has its way of development, in conformity with individual nature. To begin with, for spiritual-moral development of a personality is necessary to develop an intellectual aspect. This feature of adolescence is performed in the educational – cognitive process in which an intellectual activity plays the leading role in a student’s activity. However, it doesn’t mean that moral and aesthetic developments stay beyond the boundaries of the teacher’s attention. It is necessary for a teacher to determine correctly the parameters of comprehensive development and forming cognitive needs of adolescent-student’s. Taking into consideration psychological features of the student of this age, the teacher must be very careful in choosing approaches, necessary general sources, national- spiritual and common- human values, which he’ll base himself on.

Besides, it is important to foresee the student’s acquaintance with analytical process, contradictions and difficulties in respect of spirituality, and different situations. The basis of setting mutual understanding with adolescents is cultivating a sense of self-esteem in them, as personal positive experience of the student is based on self-esteem. The positive experience of intellectual development is saved in the process of educational activity and serves as a good fundamental for obtaining national – spiritual values.

Our research confirms (shows) that, unfortunately, most students have no such type of an activity. They are not satisfied with their own activities, consequently, there is no basis for self-esteem.

If intellectual development of the student corresponds to his personal needs, then there appears a sense of self-esteem. So, the formation of the positive experience of the activity is of great significance in working out the needs of mastering values among students. That’s the very aim we set in our research. Besides, a sense of self-esteem is an analytical feature. The aspiration to knowing values, to their practical realization is regarded as component parts of self-esteem that helps subjective perception of the real-world and confirming one’s own position. At the same time, a sense of self-awareness is formed in student’s mistakes and faults in their own activities might cause emotional stress among adolescents.
In our research we paid much attention to the problems of intellectual development of the student in the process of forming in them the needs for mastering national values. With that end in view, we aspired to organize an educational cognitive process that would help the students obtain the experience of creative activities. The results we tried to reflect in theoretical conclusions and recommendations, particularly, ones about interconnection of components of creative activities. It’s established that self-esteem as component part of personality leads to realizing one’s own place in objective reality, i. e. to understanding of the subjective role in a society. On mastering the values, a man applies them in the process of surrounding reality for determining his status. In determining a sense of self-awareness we relied on the principle “an aptitude for an activity” it is known that aptitude and needs are not connected with definite stage of development of a student, they are shown in generalized form. The analysis of scientific literature and our own observations shows that in the structure of self-awareness we can distinguish the following components:

a) Interest in perceiving the values,
b) Educational aims (goals),
c) Emotions: personal anxiety, stability of feelings,
d) Aspiration to success, communicativeness, needs for learning values,
e) Intellectuality. Ability for entering into communications,
f) Personal experience: knowing national values, relying on them.

In the process of pedagogical analysis by using valid methods we strived to diagnose each element which formed in student’s self-awareness relying on the characteristics of the component parts. At the same time we ascertained the display of such features as industry, tolerance, truthfulness, objectiveness, availability of moral ideals, During the revealing the difficulties, arising in the process of learning values we used the method of analysis of the components which formed the feeling of self-analysis among students. The results of educational activity concerning the student’s mastering the values were determined with the help of methods of questionnaire, conversation and questioning answering.

Our observations and analysis show that most students don’t combine educational aims with mastering values and generally they try to choose passive – forms of educational – cognitive activity. The teacher’s aim is to direct the educational – bringing up process to perceiving and realizing the values by the students and in this connection to create necessary conditions and cognitive environment, For instance you can organize a conversation to explain the essence of the values, during the conversation carry on a dialogue individually with each student and conduct a test questionnaire. It’s expedient to involve in such conversations subject teachers + form + masters, school –psychologists and parents, as a result, students will strive  to choose active forms of educational – cognitive activities, the process in which adolescents , self-awareness will form. The realization of that idea in the 1st stage suggests:

1. Diagnosing of all component parts included in the structure of the skills of a student’s self-esteem.
2. Supporting by a teacher to form the aim of the education which is directed to master values, important for a student.
3. Creating conditions for interconnection of all component parts of self-awareness, depending on educational aims.

The process of forming the student’s self-awareness during educational – cognitive activity should not be urged and intensified as in that situation “defence mechanisms of intellectual possibilities of the student start to act , a moment may come when a student makes up his mind: “I don’t want to do this work ” then all the efforts of the teacher will be useless. The second stage of the teacher’s activity directed to bringing up self-esteem in a student, suggests forming basis of the values and its inclination to a student’s mind. An important significance in this stage acquires the usage of definite methods of organizing the main types of educational – cognitive activities, the basic aim of that remains mastering the national values by a student as a result the student’s intellectual possibility widens and forms the experience of creative activity. Enrichment of the experience, in its turn leads to the improvement of heuristic level of the student. They acquire a great many ways of knowledge and have an opportunity to choose more appropriate method to solve the problem in that situation. The process of cognition may be carried out in various forms:

• Acquaintances with scientific principles of the activity, directed to mastering national – spiritual values; it is important that this activity should acquire constant character and accompany educational – bringing up process.
Mastering national – spiritual values must be in high cognitive level and in some cases motivated. The important significance has psychological settings like: “I’ll learn national spiritual values”. “I’ll independently learn the legacy of our ancestors”, “I’ll travel in the times when my grandparents lived”. “The legacy of the ancestors will stay in the memories of future generation”.

A teacher chooses more effective method for introducing the values to the students. It should be noted that for achievement of the educational aim in mastering values recommended – heuristic method and the method of algorithm. As they are more effective. In creative stage of the usage of the national values might arise some difficulties. In the course of our investigation we tried to reveal the types of difficulties discovered in the period of creative activity. In the 1st stage of the most component parts we distinguished one didactic task and submitted different methods to it. To organize various in dependent creative activities. It was important for us to determine the causes of changings in the activity.

We formed the basis for bringing up the feeling of self-esteem built on the principles of algorithm. In heuristic stage appeared an opportunity to consolidate achieved results. The diagnostics of the components of self-esteem confirmed the legitimateness of the results.

In the changes in the student’s self-esteem to a positive side, you can trace contradicts and clashes of real and ideal nations. The real and ideal notions of a man about himself seldom coincide and such in coincidences are naturally reflected in the degrees of self-esteem. Chording to teachers and psychologists such disparity becomes a stimulus for intellectual development, widening creative abilities of a person, namely, owing to mastering the values. It’s important to determine correctly the directions of educational cognitive process. The higher the levels of disparity, the more effectively a student’s intellect and creation develop. To develop the student’s creative skills is necessary to form lively, constructive thinking that in its turn demands to form ability to use national values and development of thinking which is able to change on the basis of contradictions between its own real and ideal appearance. In this case there appears a principle to confirm self-esteem in a pupil. At the worst, one can observe capriciousness, indifference, irritability in the pupil. Intellect, self-awareness, irritability of the student serve as a basis for self-esteem and sources of self-awareness are considered to be national – spiritual value. Only in such a psychological state a man is capable for changing and learning creative activity.

References