



## THE ORIGIN OF PSYCHOLOGICAL SITUATIONS IN THE HISTORICAL FORMATION OF UZBEKISTAN AND THEIR IMPACT ON PEOPLE

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**ABSTRACT:** - The objective coverage of contemporary social and humanitarian sciences and their methodological problems, socio-political relations between peoples and states, based on sources, awakens the need to approach the process of historical development from the point of view of civilization (social approach) and spiritual-intellectual comparative analysis. shoots This article highlights some considerations and suggestions of the scientific approach to such processes.

**KEYWORDS:** Modern worldview, self-directed education, critical analysis, comparative approach, digital history, classification, systematization.

### INTRODUCTION

The path to independence of the Republic of Uzbekistan is chosen based on the historical traditions and spiritual heritage of our

ancestors. Indeed, the path to independence is a path that restores the historical traditions and spiritual wealth of the peoples of

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Uzbekistan and enriches them with new content. This means building history teaching on a national basis, deeply studying the traditions of our people such as hard work, friendship, hospitality, enlightenment, and noble qualities such as faith, honesty, kindness, respect, honor, loyalty to the country and the people. . , makes it his main task to take care of them, inculcate them in the hearts and blood of young people, help them to realize themselves, and cultivate activists who will serve diligently for the independence of our republic. To study the history and culture of the peoples of Uzbekistan, to acquaint the students with the cultural and spiritual heritage of our generations, their great contribution to the development of world scientific thinking and culture, to mention with respect the names of the outstanding scholars of our culture, it helps to be proud, to realize national pride education.

Uzbekistan have great potential in developing national consciousness, self-awareness, political culture, and educating socially active and morally mature people of our independent republic as real people and patriots. Nevertheless, until now, these opportunities have not been used sufficiently. Therefore, along with other sciences, the socio-humanitarian field needs to develop on the basis of its own special approach, according to the characteristics of the era.

Social and humanistic sciences are specially interactive for the independent-minded young generation with a modern outlook and historical consciousness. Today's globalization processes show once again that it should be done through gradual methods. In particular, teaching hours in higher educational institutions have been significantly reduced this academic year. The true essence of such sciences as religious studies, foundations of spirituality, philosophy, cultural studies, and sociology lies in the preparation of mature

personnel with competitive, thoughtful and critical analysis in socio-spiritual processes such as globalization and religious processes. The period showed that it is not necessary to allocate a lot of time to achieve the goal, that is, if the teacher can skillfully arouse the necessary motivation in the students in a short period of time, the inquisitive staff will independently learn from the literature base with interest. . This process not only develops the method of independent self-development (self-study) in the young generation, but also develops critical-comparative (critical) skills of the learner. thinking) also develops worldview. This requires very good teaching skills and knowledge from the teacher (speaker). It will not be easy to arouse interest in science unless the teacher has good knowledge of the subject, the ability to develop the learner's learning skills, and the ability to use specific techniques from interactive methods.

The fact is that we often consider the concepts of "educational content" and "subject content" to be the same. Actually it is not. the previous concept is broader, that is, the content of the academic subject includes only knowledge related to this subject - understanding, judgment, conclusions. In addition, the content of education includes the methods, methods and practices of scientific knowledge, i.e. methodological knowledge (definition, proof, analysis, synthesis, induction, deduction, classification, systematization, generalization, etc.) contains z. In this regard, modern approaches in pedagogy are needed.

Pupils should have a desire to learn and a desire to learn, learning goals should become an internal necessity. In order for the student to enter real life and take an active part in it, he must consciously understand the need to acquire knowledge, skills and abilities, as well as scientific knowledge methods. Because the

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main sign of an open society is a free search for understanding the world and finding one's rightful place in it.

In addition, the student should be familiar with the sources and have the ability to use them. Because historical documents clarify the teacher's statement, deepen its content, add clarity to it, make it believable and meaningful, activate students' cognitive activity, thinking, help their knowledge to be thorough and solid, new methods of acquiring knowledge, scientific research introduce the components.

It is known that the teaching of social and humanitarian sciences consists of the process of organizing teaching and learning. Traditional priority methods (reproductive, explanatory-showing, developmental education, problem-based education, creative; programmatic education, dialogue, game education, self-teaching education, informational education) modern developed forms are emerging. And their rational use in practice is adaptive develops reproductive (gradual efficiency) stimulus.

Summarizing the above points, directions for updating the existing traditional systems (on the basis of humanization and democratization of relations; on the basis of activation and acceleration of children's activities; on the basis of the effectiveness of organization and management; methodical and didactic use of educational materials on the basis of reconstruction; inherently monadic, alternative technologies; there is a suggestion that it would be appropriate to use scientific-basic materials of social and humanitarian sciences as a flexible object. Non-traditional teaching methods of historical sciences based on traditional teaching methods are considered to be today's requirements - "teaching technologist", "historical informatics" and "digital history" ("

digital We hope that it will be effective to transfer it to electronic science courses where methods such as "humanity" are used. In teaching such special online courses, first of all, it would be desirable for the representatives of the social and humanitarian sphere to have the skills themselves.

After all, in the 21st century, when science and technology are rapidly developing, our identity, history, nationality and traditions are being modernized. It is very important that we are able to train personnel who can use the available resources in a modern way so that they are not absorbed into the process of globalization.

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