



APPROACHES TO THE FORMATION OF STUDENTS' SKILLS OF STRUGGLE AGAINST "POPULAR CULTURE" AND THEIR IMPACT ON THE TEACHER'S WORK

Djuraev Risbay Khaidarovych

Head Of Department Of Scientific Research Institute Of Pedagogical Sciences Of
Uzbekistan, Doctor Of Pedagogic Sciences, Academic, Uzbekistan

ABSTRACT: - This article analyzes the approaches to the formation of students' skills of struggle against "popular culture" and their influence on the teacher's work, and it is discussed how to harmonize the views of our ancestors in the field of spiritual education with the pedagogical approaches being promoted today.

KEYWORDS: Student, mass culture, philosophical-anthropological approach, humanistic approach, personal-active approach, synergistic approach, approach based on cultural studies, ethnopedagogical approach, individual-creative approach, principle.

INTRODUCTION

Modern culture is integrated. The new content of education and the principles of its selection should be focused on the formation of a person's culture. Formation of culture in the members of the society should be the basis of raising the spirituality of the individual. Thinking about spirituality also requires

learning about cultural assets and thinking about different systems in society.

In a society without spirituality, there is no freedom, nor the desire to continue life, nor in the activities of an individual. On the basis of mastering spirituality, a person develops a sense of self-awareness. On this basis, the

**“APPROACHES TO THE FORMATION OF STUDENTS' SKILLS OF STRUGGLE AGAINST "POPULAR CULTURE" AND
THEIR IMPACT ON THE TEACHER'S WORK”**

possibilities of ensuring continuity between educational stages and social and cultural development of the individual will expand. Development of personal culture is becoming a priority issue of pedagogy.

In the concept of development of national culture, the main directions of improvement of his cultural worldview are determined based on the development of individual culture [1].

RESULTS AND DISCUSSION

Cultural relations between teachers and students should be the basis for the development of personal culture. Various forms of mutual cultural relations are expressed in the educational and educational processes that take place between the teacher and the students in the daily activities of the pedagogue. To ensure the effectiveness of the pedagogical process, it is important to ensure the unity of education. In this process, knowledge about spirituality and culture is presented to students as the main tool that ensures the maturity of a person and determines his cultural level.

The rapid development and wide spread of mass information and communication media has led to an increase in the coverage of "mass culture". Among them, it is possible to include: radio, television, cinema, multi-copy newspapers, photo magazines, social sites on the Internet. This, in turn, increased the need for young people to acquire foreign culture and spiritual views, and alienation from spiritual views occurred in the minds of society members. This situation, in turn, creates a negative atmosphere among young people and causes an increase in the desire for "popular culture" and foreign culture. Due to the spiritual crisis, the members of society, including the subjects of the continuous

education process, feel the need for spiritual and moral renewal and improvement. As a result, to approach one's national history and culture, intellectual and spiritual potential, which is the greatest wealth in the world, with deep respect, to preserve and enrich it, and on this basis to educate the young generation in the spirit of national and universal values is essential for the material and spiritual development of every country and society in the world. It was concluded that it will undoubtedly play a decisive role.

Pedagogical approaches to the development of personal culture should rely primarily on anthropology. Because a person will have the opportunity to develop himself and gain independent knowledge based on the acquisition of cultural resources. Each culturally developing individual strives towards a goal in order to satisfy his life needs and the needs of society. A person's social activity gives him a sense of joy and satisfaction with his achievements.

Our ancestors created the concept of spiritual, moral and cultural development of a person. Sufism teaches a multi-stage way of developing a perfect personality. In it, honesty, purity, striving for beauty, respect for teachers and parents, hard work, striving for a goal, finding honest food, determining the real life path of a civilized, enlightened person are shown through various hadiths, wisdom, and narrations. For example, "Go and learn the science even if it's in China", "It is obligatory to study science." The importance of social behavior and activity is perfectly explained in hadiths such as "Allah loves a person who sneezes, and hates a person who yawns".

They paid special attention to the purity of spirit and conscience while determining the path of spiritual and cultural advancement of a person. They believe that mental health

“APPROACHES TO THE FORMATION OF STUDENTS' SKILLS OF STRUGGLE AGAINST "POPULAR CULTURE" AND THEIR IMPACT ON THE TEACHER'S WORK”

determines the path of human perfection. The views of our ancestors in the field of spiritual education should be harmonized with the pedagogic approaches being promoted today. When the education of hard work put forward by them is combined with the idea of preserving nature today and encouraging aesthetic enjoyment of it, a unique national concept of the development of individual spirituality and culture is created. Proportion and harmony between these ideas makes it possible to form a creative, culturally rapidly developing person. This mobilizes students to love nature, respect it, and increase the material and cultural wealth of the society.

The educational process requires combining national cultural traditions with innovative, promising, productive technologies. This approach encourages students to develop continuously in the pedagogical process based on cultural studies. First, in this process, young students will be able to search for natural reality and get acquainted with its unique aspects. Secondly, students themselves actively participate in cultural and creative events and processes.

In the process of education, conditions are created for regular cultural formation and development of the student-personality. The educational system will achieve its goal only when the process of personal culture formation becomes a real pedagogical process. Planning of spiritual and moral work occupies an important place in the work of teachers. A well-thought-out planning ensures the precise implementation of such activities. As a result, work to be done in the future, specific measures are determined. In the educational process, various forms of training are used. In this, the specific characteristics of the academic subject and the development levels of students are clearly taken into

account. It is appropriate to pay special attention to the acceleration of students' cognitive activities.

The student as the subject of the educational process takes the central place in the activities aimed at spiritual and moral education. In the process of spiritual and moral education, pedagogues should take into account the main approaches. Philosophical-anthropological approaches require taking into account specific aspects of the formation of students as individuals. Clear disclosure of aspects of students' lifestyles related to various historical processes serves to ensure their progress. Philosophical approaches determine the place of a person in material existence, show what he should do, what profession he should become. It makes it possible to determine the role of biological and social factors in human life with an in-depth analysis. The content and directions of spiritual and moral development of a person change in different historical periods.

Humanistic approach is the main tool that ensures the democratic character of education. This, in turn, allows for the expression of valuable directions. The systematic approach allows to organize the process of spiritual and moral education in a certain consistency and in a continuous manner. The best and most useful part of the spiritual and cultural heritage created by our ancestors should be presented to students. The synergetic approach serves to evaluate a person as a self-developing system. It is manifested in directing the process of its formation from education to self-education, from development to self-development, from education to independent learning.

The individual-activity approach directs students towards independent development

“APPROACHES TO THE FORMATION OF STUDENTS' SKILLS OF STRUGGLE AGAINST "POPULAR CULTURE" AND THEIR IMPACT ON THE TEACHER'S WORK”

as individuals. Such a person develops in the process of pedagogical activity.

The approach based on cultural studies requires each individual to acquire cultural resources within the framework of the universal national culture, for this, the knowledge of cultural studies should be inculcated in the block of educational subjects.

Ethno-pedagogical approach requires to reveal the possibilities of spiritual and moral development of students, taking into account the specific aspects of folk pedagogy. Taking into account the traditions of folk pedagogy, moral standards in the education of a person is also carried out based on this approach.

The individual-creative approach implies taking into account the psychological uniqueness of a person. The socio-pedagogical approach requires integrating the experiences of the Uzbek people in the field of spiritual and moral education with innovative technologies and international experiences.

In order to ensure the effectiveness of the process of morally and morally educating the young generation, it is necessary to take into account the following:

organizing activities of pedagogues together with students on the basis of mutual cooperation;

within the framework of the principle of pedagogical communication, forming a positive attitude of students towards spiritual and moral knowledge, cultural achievements, and traditions;

to combine the interests, needs, and aspirations of each student to acquire cultural resources with the interests and aspirations of the class team;

directing the activities of pedagogues in cooperation with students to eliminate the individual difficulties they face;

spiritual and moral development acquires full importance only when it is connected with the problems of social life and serves students to make moral choices.

In the concept of development of the system of public education of the Republic of Uzbekistan until 2030, the formation of strong motivation to study in students is defined as the priority directions of the education system [3].

CONCLUSION

The team and its creative environment have a significant impact on the spiritual and moral development of students. As a result of such an environment, personal qualities and cultural outlook are formed in students. A personal creative approach plays an important role in students' acquisition of cultural worldviews. All approaches that serve to develop students' cultural outlook allow creating an effective pedagogical environment. The pedagogue's motivation towards the educational process and perception of the students' feelings are also important in forming the cultural worldview of the students.

The teacher's motivation is the development of professional creativity, the ability to model his own work, and his initiative in making decisions. Stimulating actions arise in the pedagogical process, it creates and supports the motivation of the pedagogue. The result of pedagogical activity depends on the direct attitude of the teacher and students to the educational process. That is why it is of particular importance to develop a positive, active attitude of the teacher and students

“APPROACHES TO THE FORMATION OF STUDENTS' SKILLS OF STRUGGLE AGAINST "POPULAR CULTURE" AND THEIR IMPACT ON THE TEACHER'S WORK”

towards the process of spiritual and moral education.

REFERENCES

1. Ўзбекистон Республикаси Президентининг 2018 йил 28 ноябрда “Ўзбекистон Республикасида миллий маданиятни янада ривожлантириш концепциясини тасдиқлаш тўғрисида”ги ПҚ-4038-сон қарори. <https://lex.uz>
2. Педагогика: энциклопедия. III жилд. Жамоа // Тошкент: «Ўзбекистон миллий энциклопедияси» Давлат илмий нашриёти, 2017.
3. Ўзбекистон Республикаси Президентининг 2019 йил 29 апрелдаги “Халқ таълими тизимини 2030 йилгача ривожлантириш Концепцияси” тўғрисидаги ПФ-5712-сонли Фармони. <https://lex.uz>