



## THEORETICAL BASIS OF FORMING SCIENTIFIC AWARENESS COMPETENCES IN STUDENTS

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### ABOUT ARTICLE

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**Abstract:** The objective characteristics of a person's judgments can be different. In the history of human development, the main points of the worldview are distinguished depending on the content of the worldview and its connection with scientific knowledge and people's life knowledge.

In the article, the main ways of forming the competences of scientific awareness among students in modern educational institutions are determined, and the definition of knowledge, views, beliefs and ideals that make up the essence of scientific awareness is given.

### INTRODUCTION

A worldview is a set of ideas and views about the world around us, our definition in this world, our relationship with reality. It is a system of philosophical, scientific, political, legal, ethical, aesthetic ideals and beliefs of people. And scientific awareness connects the general direction of human activity and behavior. Scientific awareness is a set of views, concepts and ideas about the world around us, that is, nature, society and thinking.

The formation of scientific awareness competencies in students is formed during lifelong learning, as students learn more and more about the real world over the years, their educational activities and socially useful work become more and more versatile and have their place. Excursions of students to manufacturing plants provide them with great knowledge. This is noticeable in the fact that students not only try to do something themselves, but also like to learn how this or that object is made. The formation of scientific awareness competencies in students should be based on their desire to get acquainted with the work of people, because work is a large sphere of the surrounding world, the basis of social life.

Issues of improvement of students' professional competences are reflected in the researches of M. Usmonboeva, O'. Tolipov and others [6].

D.Alijanov, I.Zokhidov studied the issues of development of students' scientific awareness competence by teaching chemistry [1].

A person with a scientific mind will have flexibility and independence. He objectively perceives what is happening in the world around him, acquires basic knowledge willingly, assimilates new information and is ready for any changes.

Scientific thinking is characterized by fundamentality. In contrast to ordinary mental activity, it is characterized by universality, reasonableness, purposefulness, a high level of generalization of knowledge, the ability to formulate problems and create hypotheses, logical consistency and evidence, objectivity and reliability of the obtained information.

During the formation of scientific awareness competencies in students, they are given elements of a scientific worldview, in accordance with the perspective of forming a holistic worldview, the foundations of realistic views on the phenomena of nature and social life are created.

Today, the formation of worldview is closely related to the competent promotion of our historical achievements. The most important task of the teacher is to develop and improve the spiritual interests of his students, to actively influence their political and moral qualities. The basic knowledge that students receive in higher education institutions helps them to understand natural phenomena and important relationships and connections in society, to master a number of basic ideas that determine the requirements for their activity, behavior and spirituality at this stage of knowledge.

In the conditions of modern approaches to the educational process, the main goal of forming the competences of scientific awareness in students is to form a creative thinking person.

Therefore, the main task of educating students is formulated as follows:

- organizing and developing the internal culture of a modern student, the cognitive motives of his activity;
- formation of students' mental activity skills and their dialectical thinking;
- to improve the students' skills of rational organization of educational work;
- formation of students' scientific outlook.

The following factors are the main factors in the main stages of the formation of scientific awareness competencies in students:

- a) our environment;
- b) mass media;
- c) the latest achievements of science and technology;
- d) development of all types of art.

In modern educational institutions, the main ways of development of the formation of scientific awareness competencies in students have been identified, which include:

- 1 - systematic training of students based on the principles of developmental education;
- 2 - extracurricular activities to develop mental abilities.

The theoretical foundations of the formation of scientific awareness competencies in students are related to the formation of their scientific outlook. The main role is played by worldview skills, which are:

- summarizing theoretical facts and making worldview conclusions;
- the ability to determine the content of worldview ideas, to evaluate natural and social phenomena;
- to be able to defend and argue one's position, to prove the unfounded opinions of the interlocutor.

According to I.F. Kharlamov, the worldview in pedagogy is a characteristic form of human consciousness that includes the system of knowledge, views, beliefs, ideals, expresses the attitude to

nature and society, determines its social, moral and aesthetic positions and behavior, and develops the competences of scientific awareness in students. can be formed [4].

The objective characteristics of a person's judgments can be different. In the history of human development, depending on the content of the worldview and its connection with scientific knowledge, people's life knowledge, the main points of the worldview can be distinguished:

- mythological - non-existent ideas of people about the world due to the lack of scientific knowledge about natural phenomena;
- religious - ideas about the origin of life and the world from the point of view of different religions; belief in the existence of God, the immortality of the soul, etc.; at the same time, using physical, historical, philosophical and social knowledge to explain certain phenomena;
- every day (daily) - spiritual experience; reasonable meaning; a person's spontaneous and not always classified ideas about the world;
- to understand the cause-and-effect relationships that explain the development of scientific, natural and social phenomena.

Different disciplines serve as a source for the development of worldviews and beliefs in the formation of scientific awareness competencies in students.

The theoretical foundations of the formation of scientific awareness competencies in students have a complex and multifaceted structure. Taking into account the definitions given by scientists from a philosophical, pedagogical and sociological point of view, it can be concluded that the essence of scientific awareness is knowledge, views, beliefs and ideals.

Knowledge is a set of scientific facts related to the understanding and mastering of the essence of natural and social phenomena. In order for knowledge to contribute to the development and formation of scientific awareness, it must have an individual meaning for a person.

Attitudes are concepts related to the explanation of natural and social phenomena and show his attitude to these phenomena, an individual conclusion of a person.

Beliefs are a complex of deeply conscious and widely experienced ideas that determine the stability of a person's life positions, the nature of his activities and actions. Belief is a person's insistence on the correctness of his views, which he achieved as a result of his life experiences.

Academician B. T. Likhachev also adds intellectual feelings and theoretical thinking to these elements, classifying them as a subjective component [3]. At the same time, B. T. Likhachev considers intellectual feelings as organic features of beliefs in the form of joy of knowledge, belief in truth, social optimism and determination. He expresses theoretical thinking as the ability of an educated person to creatively perceive knowledge and real phenomena, to form the competences of scientific awareness in students, to improve the worldview and to guide the implementation of beliefs.

Moral feelings are the subjective perception of moral norms, principles, ideals expressed in the student's attitude to himself, to the people around him, to nature, to the happenings, to the entire surrounding reality.

Ethical behavior is a person's adherence to moral principles and norms in his actions and actions (B.T. Likhachev).

Criteria of moral education of a person (N. Gorojankina):

- deep understanding of ethical rules;
- level of development and formation of moral abilities, moral behavior skills and habits;
- character of moral direction in complex moral situations;
- level of integrity;

- dimensions of moral requirements towards oneself and people;
- the nature of solitary and group behavior;
- existence of humanitarian character and behavior;
- level of respect and friendliness towards people;
- level of self-esteem development;
- level of development of conscience, honor, shame.

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