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Use of The Scientific Heritage of Thinkers in The Process of Primary Education as A Factor in Shaping the Competence of National and Universal Values

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Abstract: This article analyzes the possibilities of forming the spiritual and cultural maturity of primary school pupils using the scientific heritage of thinkers in the process of primary education, as well as the formation of their competence of national and universal values.

Keywords: Spiritual and moral maturity, national traditions and values, intellectual potential, education.

Introduction: The Eastern countries has been a center of science, spirituality and enlightenment for a long time. The ideas of humanity, the spirit of education and science have always been at the forefront of the social, spiritual and philosophical views of the people of the East. The priceless treasure Avesto [2], filled with the ideas of Zoroastrianism, humanity, humanism, pays special attention to the issues of human spiritual maturity, social development, education, research and study. The issues of human maturity, humanity, patriotism, family, spirituality and enlightenment, kindness, sincerity, appreciation of good deeds lie at the heart of the content of the laws and categories of modern pedagogy. Like many peoples of the East, the Uzbek people are justifiably proud of their national, spiritual and enlightenment values, scientific and enlightenment heritage.

During the years of independence, extensive work has been done on the preservation of ancient manuscripts, works of art, artefacts, which are integral parts of the

rich history and culture of our people and has been of vital importance to our spiritual development, their scientific research, promotion among our country and the world community. In accordance with the Presidential Decree on the establishment of the Center for the Study of Uzbek Cultural Heritage in Abroad [1], in the direction of identifying and studying the monuments of cultural heritage stored in museums and archives of different countries of the world, bringing them to our country as much as possible, creating a complete database about them, and gaining the recognition of the peoples of the world, the organization of a number of scientific and cultural forums, such as the project "Cultural Heritage of Uzbekistan in the World Recognition", testifies to the potential of our invaluable history, its high prestige and value in world civilization. In the education system, this issue requires special attention to "…providing our youth with such a priceless spiritual wealth, an in-depth study of the unknown pages of our history and culture" [1].

It is a key element of continuing education, which aims to develop the society, as well as to develop the intellectual potential of the individual, to ensure physical health, to build cultural and spiritual maturity. The essence of the content of primary education is also to identify the individual's personal potential, to create the conditions for the realization of abilities and their development.

In shaping the spiritual and cultural maturity of the primary school student, historical materials on the development of the science of mathematics, the life and work of scientists, the history of discoveries, as well as the role of science in human life in connection with literature, art and other sciences can also be important factors.

In math, ideas are mutual. They are very close, friendly and interdependent. Every action is the same as the action against itself. Addition, subtraction, multiplication, and logarithmization complement each other. A negative number deals with a positive number only through zero. Meaning is the beauty of mathematics. A good study of mathematics is one of the opportunities to feel the inner beauty, to humanize science.

The use of historical information in mathematics lessons increases students' interest in the material being studied and helps them gain a solid grasp of knowledge. There are two main ways to use historical material. The first is the use of historical information in the classroom, and the second is the use of historical information in the organization of extracurricular activities. Comparing mathematical facts with contemporary facts or applying historical information may not be appropriate for every lesson, but it is important to refer to historical data frequently during the course. It is important to note that the historical data used should not distract students from the main topic of study. It is a good idea to use historical questions at the beginning and end of the lesson. If the teacher is confident that the lesson plan is complete, it can be used throughout the lesson.

Students are not required to memorize all historical facts, names, and years when using historical data. In the course of the lesson, it is enough for students to get acquainted with a brief history of the problem or issue, to remember the time of the discovery, to hear the name of the mathematician who made the discovery, and to show a portrait, if any. Not all of this will be remembered, but some will.

Historical materials can also be used in 4th grade math teaching. Elementary school teaches the basics of math and history. The main task of studying the history of mathematics is to increase the scientific interest of students and to provide them with excellent knowledge. Elements of the history of mathematics should be included in the course complex.

The famous French mathematician, physicist and philosopher Jules Henri Poincaré said, "History should be the main source in the choice of mathematical methods. If this is done, every science will have a bright history. In order for students to be well-attended and to have a high level of interest in the classroom, it is important to include elements of the history of mathematics in the classroom so that the subject is not a dry, uninteresting subject." Many educators prefer to apply their knowledge of the history of mathematics in the classroom, and many in field trips.

The work of highly qualified teachers shows that the introduction of elements of the history of mathematics into science has a great positive effect on children's creativity and helps them to master them quickly.

In elementary school, children can learn about the history of numbers, the history of the pen, the history of major and minor symbols, the history of the clock and its origin, the history of the addition (+), subtraction (-), equality (=), multiplication (*), division (:) characters. It also tells how people learned to write numbers in ancient times and how the ruler came into being. In addition, you can use the history of units of measurement, the history of the appearance of numbers, the history of time units, the history of the compass, the history of the concept of perimeter, and so on.

Teaching the subject of "length measurement" in primary school, teaching students the history of the

origin of the unit of length, the definition of length in ancient times using elbows, arches, palms, etc shows that mathematics is related to life shows. In this way, when students are introduced to the unit of length, they are also given the unit of time. The unit of time can be taught through analytical work. Here is a brief description of the origin of the clock.

Historical information can also be used to teach addition and subtraction. In ancient times, wine sellers used the "-" sign to determine how much they sold. This is followed by the minus sign. The seller then used a "+" sign to identify newly delivered wines. That's how pilus came to be. And sometimes the facts change. Therefore, many scientists have suggested that these symptoms have completely different roots.

It is important to note that the historical data used should not distract students from the main topic of study. It is a good idea to use historical questions at the beginning and end of the lesson. If the teacher is confident that the lesson plan is complete, it can be used throughout the lesson.

Using historical information does not require students to remember all the historical facts, names, and years. Every educator needs to be able to use ways to increase the effectiveness of the lesson so that students can quickly understand what they are learning. We need to give the young generation, who is building our future, the opportunity to learn about the innovations of modern science, its complexities, as well as our past heritage.

It is worthwhile to give an idea about the contributions of Al-Khorazmi, Abu Ali ibn Sino, Abu Rayhan Beruni, Abul Vafo Buzjani, Giyosiddin Al Kashi, Umar Khayyam, Nasriddin At-Tusi, Mirzo Ulugbek and other famous Uzbek mathematicians to the science of mathematics. Comparing mathematical facts with contemporary facts or applying historical information may not be appropriate for every lesson, but it is important to refer to historical data frequently during the course.

The study of the scientific heritage of Central Asian scholars develops primary school students' ability to work on the basis of historical heritage and universal and national values, the ideas put forward in them, in the formation of spiritual and moral education.

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