

FORMATION OF THE SCIENTIFIC WORLD VIEW OF PRESCHOOL CHILDREN

Saparniyazova Aygul Qutlimuratovna*

*Assistant Teacher,
Department Of Preschool Education,
Nukus State Pedagogical Institute named after Ajiniyoz,
UZBEKISTAN
Email id: torebekovag1973@gmail.com

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ABSTRACT

A person's worldview is shaped by a number of things starting in childhood (family, kindergarten, media, cartoons, books, films, etc.). This approach to worldview formation is, however, regarded as stixial. The process of upbringing and rearing intentionally shapes the individual's worldview. Children, teenagers, and young men are intended to develop a dialectical-materialistic worldview through the local educational system. The process of developing a worldview is lengthy and complex, and it differs depending on the age of the students and students due to the different ways that children, adolescents, and men perceive the world around them. In relation to this age, it is appropriate to discuss the emergence of a worldview. In this article, feedback and feedback on the formation of the scientific world view of preschool children are kept.

KEYWORDS: *Preschool Age, Education, Children, Scientific, World View, Formation, Tools, Fiction.*

INTRODUCTION

It concerns a child's perspective on the outside world and how to teach a child to live in it. The child initially sees reality as a whole before learning to draw attention to and differentiate between details. The activity of the crumbs and their interaction with adults and peers play a significant impact in this. A preschooler is introduced to the world by their parents and instructors, who also help them develop reflective thinking skills and cause-and-effect linkages. Look for approaches to problems. The child learns to form relationships with others, play social roles, and adhere to rules by interacting with friends. In order for a preschooler's worldview to develop, fiction is crucial. Under the dialectical-materialistic worldview is understood the recognition of:

- The world is material;
 - Everything in the world exists independently of our consciousness;
 - Everything in the world is interconnected and develops on the basis of certain laws;
 - a person can and should receive reliable knowledge of the world.
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The development of a worldview happens at this age both within and outside of the classroom. Through active cognitive activity, schoolchildren learn about the outside world. At this age, kids are able to independently locate relevant information on the internet or in libraries, analyze it with the assistance of adults, and develop conclusions. A worldview is developed during program study through the process of forging interdisciplinary linkages and sticking to historicism.

Work is already underway to form a worldview with preschool children. At the same time, it is still impossible to talk about beliefs, values, ideals and the scientific picture of the world in relation to primary school age. Children are introduced to the phenomena of nature and social life at a representative level. This creates the basis for the formation of a stable worldview at the later stages of human development. Scientists interpret the worldview as views, principles, ideas that determine a person's understanding of the universe, what is happening and their place among people. A properly formed worldview regulates life, the absence of such (the "devastation in the mind" of the famous Bulgakov) turns the existence of a person into a mess, which, in turn, leads to psychological problems. The structure of the worldview includes the following components.

Even if a person stops learning, they continue to learn throughout their lives. Truthfully, knowledge might be straightforward, scientific, religious, etc. Simple knowledge develops through experience acquired in daily living. For instance, they burned themselves when they gripped the hot iron surface and recognized it was best to refrain from doing so. A person can navigate the world around him with the help of basic knowledge, but the knowledge acquired in this way is frequently false and contradictory.

Scientific knowledge is logically substantiated, systematized and presented in the form of evidence. The results of such knowledge are repeated and easily checked. Possession of scientific knowledge is possible thanks to theoretical knowledge, which allows you to rise above the situation, resolve contradictions and draw conclusions. Religious knowledge consists of dogmas (about the creation of the world, about the earthly life of Jesus Christ, etc.) and understanding of these dogmas. The difference between scientific knowledge and religious knowledge is that the first can be confirmed, and the second is accepted without evidence. In addition to these, there are intuitive, declarative, parascientific and other types of knowledge.

This element is based on an individual's values, ideals, and beliefs as well as the customs and laws that control how people interact with one another. Values are an object or phenomenon's ability to satisfy human needs. Values might be national, universal, material, or spiritual. A person or a group of people can ensure that their actions, attitudes toward one another, and perceptions of the outside world are accurate through their beliefs. Contrary to what is implied, beliefs are meaningful because they are derived from logical conclusions.

You may be aware that the body is strengthened by hardening, that seniors cannot be treated disrespectfully, that the street moves at the green light, and that stopping the interlocutor is harsh. But if a person does not embrace it or does not make an attempt to put it into practice, all this knowledge may be for nothing. If you don't start acting after realizing how important particular tasks are, you won't be able to accomplish your goal. The practical aspect of the worldview also includes the capacity for situation analysis and action plan development.

The choice of components of the worldview is carried out somewhat arbitrarily, since none of them exists by itself. Each person thinks, feels and acts according to the situation, and the

proportions of these components differ significantly each time. Along with the self-realization of a person, his worldview began to take shape. Since throughout history people have perceived and explained the world in different ways, over time, the following types of worldview have been formed: myths arose due to the fact that people cannot intelligently explain the reasons for the phenomena of nature or social life (rain, thunder, change of day and night, disease, death, etc.). At the heart of the legend lies the superiority of fantastic explanations over rational ones. At the moment, moral and ethical problems, values, awareness of goodness and evil, the content of human behavior have found expression in myths and legends.

Hence, the study of myths plays an important role in the formation of the worldview of people. Unlike myths, the human religion contains dogmas that all followers of this doctrine must follow. At the heart of any religion is compliance with moral standards and maintaining a healthy lifestyle in every possible way. Religion unites people, but at the same time can distinguish representatives of different religions. This type of worldview is based on theoretical thinking, that is, logic, system and generalization. If the mythological worldview is more based on emotions, then in philosophy reason is assigned a leading role. The difference between the philosophical worldview is that religious teachings do not imply alternative interpretations, philosophers have the right to free thinking.

Modern scientists believe that there can also be the following types of worldview:

- This type of worldview is based on common sense and the experience acquired by a person throughout his life. A simple worldview is formed as a result of self-test and error. This type of worldview is rare in its pure form. Each of us forms our views on the world based on scientific knowledge, common sense, myths and religious beliefs;
- This is a modern stage in the development of a philosophical worldview. In addition, there is logic, generalization and system. But over time, science is increasingly moving away from the real needs of man. Today, in addition to useful products, weapons of mass destruction, tools for controlling people's minds, etc. are actively developing;
- According to the ideas of Humanists, a person is a value for society - he has the right to development, self-realization and satisfaction of his needs. No one can be discriminated against or exploited by another person. Unfortunately, in real life this is not always the case.

In Conclusion, The social growth of an individual and many aspects that affect how secondary school pupils create their scientific worldview are represented as an integrated system. The article focuses on the unity of two interconnected building blocks of the "internal" structure of the person: consciousness and activity, as well as the function of personality. It also discusses the holistic nature of how the world reflects in the human mind. Factors: a collection of internal, significant, required motivating forces that are objectively inherent in a person and define him as having integrity, as well as his unique life activity, the development of his spiritual world, and techniques for changing an object. behavior-altering actions. The article examines the personal-activity approach to the formation of a worldview, which makes it possible to adapt the influence of pedagogical education to the characteristics of students, their activity, potential and abilities.

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