



UDC: 373.064.3:159.922.4

THE FUTURE OF SCIENCE ON THE BASIS OF INTER-SCIENTIFIC COOPERATION CONTENT OF THE PEDAGOGICAL PROCESS DIRECTED TO THE PREPARATION OF EXACT SUBJECT TEACHERS FOR INTERNATIONAL COMMUNICATION

Zarifjon Jarqinov Umaralievich
Independent researcher
of Fergana State University
E-mail: alfargoniya@gmail.com

Аннотация: Мақолада фанлараро ҳамкорлик асосида ижтимоий фанларнинг имкониятларидан самарали фойдаланган ҳолда бўлғуси аниқ фан ўқитувчиларини миллатлараро мулоқотга тайёрлашнинг педагогик-психологик мазмуни таҳлил қилинган.

Калит сўзлар: фанлараро ҳамкорлик, ижтимоий-гуманитар фанлар, миллатлараро мулоқот, ўқитувчи, аниқ фан ўқитувчиси.

Аннотация: В статье анализируется педагогическое и психологическое содержание подготовки будущих учителей точных наук к общению на основе научного сотрудничества, эффективно использующего возможности общественных наук.

Ключевые слова: научное сотрудничество, социально-гуманитарные науки, национально-коммуникативные отношения, учитель, учитель точных наук.

Annotation: The article analyzes the pedagogical and psychological content of preparation of future teachers of Exact Sciences for communication on the basis of scientific cooperation effectively using the opportunities of Social Sciences.

Keywords: science cooperation, socio-humanities, nationality communication, teacher, exact science teacher.

Introduction: Today's global processes demand on approach seriously to any issue. The inter-science cooperation becoming actual duty in identifying the object of modern science. The inter-science cooperation forms on a basis on scientific outlook and reveals the inter-science approach, could be base to solve the problem successfully. The inter-science cooperation means the common style based on connection among them, not cooperating in the researching. In the framework of inter-science cooperation, the scientific worldview expanded in the pursuit of an understanding of the laws of society and nature in the middle of the last century. In such a situation, the necessity becomes doing inter-science synthesis on scientific problem.

In our opinion, interdisciplinary cooperation is a complex of purposeful interconnections of several disciplines, the object of which is studied in different ways, in each method of science, in connection.

At the beginning of the third millennium the intensifying global socio-political changes require the training of personnel with deep thinking and a strong mindset, a worldview that can overcome superstitions [1].

The pedagogical process aimed at preparing future science teachers for international dialogue was carried out on the basis of inter-science cooperation. History, philosophy, psychology, cultural studies, theology, civil society and the national idea of inter-science cooperation: the subjects of the development strategy of Uzbekistan were chosen as experimental subjects. On the basis of the interaction of these subjects, the general methodological function, the content of types of formation of interethnic dialogue in teachers of specific sciences were analyzed.

Literature Review: The social and humanitarian sciences not only educate students but also prepare them for social life, help them understand the social process and understand the laws of development. It is important for the future specialist to become expert in his field, as well as to feel the community, the social environment. President of the Republic of Uzbekistan Sh. Mirziyoyev emphasizes, "Today's rapidly changing world opens up new and great opportunities for humanity and young people. At the same time, it also exposes them to various evil dangers that have never been seen before. Malicious forces are turning simple, immature children against their parents, against their country, taking their lives. In such a tense and dangerous situation, we, parents, teachers, the public, the community must be more attentive and alertness in this matter." [2]

According to the opinion of pedagogue-philosopher Mark Natturmo, "we must be avoid blaming others who are around us because we are independent and has conscious. In particular, it is related to tolerance, which can be described as our efforts to overcome religious, ethnic and racial prejudices that have long been an obstacle to freedom." [3]

According to the opinion researcher S.T. Shirmatov, "the educational process organized in higher education institutions plays a special role in the acquisition of a culture of communication by students, who make up a significant part of the youth of the republic" [4].

In the foreign literature, special attention is paid to the fact that "the tolerance of future staffs can be expressed as a mechanism for disregarding, disrespecting, disregarding different opinions, beliefs, cultures, moral values" [5].

The famous scientist I. Gerbart emphasizes that education related to closely upbringing, and writes that without education there is a means in education, but there is no purpose, and without education there is a goal, there is no means. Nowadays, it is becoming clear how true this idea is in the context of socio-political processes, interethnic relations, and religious conflicts. Because if a future specialist has moral, cultural and religious knowledge and does not have faith and trust in him, he will not benefit the society. Moral and religious knowledge should be taught to not only the mind and heart of the student. Tolerance manifests itself as one of the opportunities to change one's point of view with the role of the student's personality, and in it is a factor that allows for the decision of a socially and morally

stable idea [6]. Therefore, tolerance in students develops the ability to freely receive and objectively absorb a variety of information.

Research Methodology: In the course of the research were used scientifically-philosophical principles and methods such as systematics, theoretical-deductive conclusions, analysis and synthesis, history and logic, hermeneutic analysis, inheritance, universalism and nationality, comparative analysis.

Analysis and Results: Scientific research aimed at preparing future science teachers for interethnic dialogue in cooperation with the social sciences and humanities and their moral and cultural development is important. The study of the social and moral development of future science teachers in terms of international dialogue and tolerance serves as an important basis for establishing forgiveness and consensus among members of society.

By preparing future educators for interethnic dialogue, it will be possible to strengthen national unity in their minds, to give society a chance to find suitable place in the world community.

Before describing the content of the pedagogical process aimed at preparing future science teachers for international dialogue on the basis of inter-science cooperation, it is expedient to know what the purpose of the pedagogical process is.

The pedagogical process is also related to social processes, the state of relations. The system of training future science teachers for international communication also includes the laws of teaching, learning and education on the basis of interdisciplinary cooperation, technology of creative education and mechanisms of teaching. "The pedagogical process takes into account the laws of education, the creativity of the teacher and the process of growth of learners" [7].

The purposes of the pedagogical process directed to international communication of future science teachers are as follows:

- To determine the effectiveness of inter-science cooperation in the preparation of students of higher education institutions, especially graduates of specific subjects for international dialogue;

- History, philosophy, religion, culture, law, civil society and the national idea on the basis of interdisciplinary cooperation: describing the role and importance of the subjects of the development strategy of Uzbekistan;

- Analysis of the science of religion and the effectiveness of the pedagogical process based on it in the formation of religious tolerance in future teachers of specific sciences;

- training of future staff to understand the legal aspects of international dialogue by improving the technology of teaching law;

- Analysis of ways for future professionals to understand intercultural relations through the study of cultural studies, to study the conflict of cultures in today's globalization and the formation of skills of intercultural harmony against it;

- to identify ways to form tolerant and resilient behavior and feelings through the formation of a spirit of moral and aesthetic tolerance in future teachers of specific sciences in the field of philosophy, as well as the development of philosophical outlook and perfect conscious;



- The national idea in preparing future science teachers for international dialogue: to show the role of the ideas of international tolerance, interethnic harmony, interethnic equality, solidarity, as well as the importance of national pride, national conscience, freedom of conscience, formed through the science of Uzbekistan development strategy;

- The current state of the social sciences and humanities in higher education, the mechanisms and organizational methods of inter-science cooperation in solving social problems;

In the implementation of these goals, the pedagogical process of future science teachers focused on international communication has identified the following tasks.

- to demonstrate the importance of dialogue, equality and solidarity-based attitudes and activities of nations and peoples living in the country in ensuring the rule of law, justice, freedom and prosperity in society through the education of civil society.

- Systematic analysis of the interconnection, relevance, complementarity, similarity of methods and balanced educational value of social sciences and humanities in the pedagogical practice of preparing students of specific sciences for international communication;

- to study the state of teaching theology in non-specialist areas, in particular in specific subjects, the teacher's approach to teaching and the ability to teach on the basis of a neutral religious attitude and to propose new educational technologies;

- To study the relationship between jurisprudence and religion in preparing students for international dialogue, to analyze the relationship between the interpretation of legal equality and freedom in interethnic relations in religious sources and the justification of religious tolerance in the field of religion;

- Helps to understand the structure, origin, development and crisis of cultures, the content and significance of cultural relations, the clash of cultures and the decline of one culture on its basis, as well as the philosophical essence and further development of intercultural communication on the basis of topics and lessons in philosophy and cultural studies

- National Idea: Based on the development strategy of Uzbekistan and the general goal of civil society, by linking advanced foreign experience in building civil society to interethnic harmony and solidarity, encouraging students to understand their national identity and believe in the path of national development the tasks of analyzing the explanation that the main goal is to build a prosperous society on the basis of sincere interethnic communication in a multinational and freedom of conscience environment in cooperation between the two sciences.

When a problem is analyzed through the sciences of philosophy and theology, they respond to the problem through their own approach. But if the problem is addressed together, in cooperation, students will not have confusion, abstract questions, objections. This means that knowledge is formed in the student on the basis of an inter-science approach to this issue. "While the formulation and solution of problems is compared in philosophy and religion, religious issues take precedence over the spiritual-divine basis, while the philosopher focuses on the role of human

thinking. The monk always forwards the issues of God first, then man and his personality, and the philosopher forwards the issues of man and his place in the universe first.”[8]

The role of jurisprudence in the preparation of students of specific subjects for international dialogue, in the spirit of religious tolerance is high. The law subject serves students to justify the national and universal principles of international dialogue, the legal basis, the attitude of foreign organizations. In the teaching of law, special attention is paid to the study of articles of the Constitution of the Republic of Uzbekistan, which display the relationship between the state and religion and leads to being perfect. The role of jurisprudence in the study of the Universal Declaration of Human Rights, the UN Declaration of Principles of Tolerance, and the legalization of interethnic relations is also high.

It is possible to explain to students of the exact sciences the impact of religious tolerance on world civilization through the study of religion. It is also possible to explain the development of freedom of conscience, the right of every person to believe in any religion in social development from the point of view of theology and theology. The role and importance of this science in educating students of specific sciences in the spirit of religious tolerance is incomparable. This is because the essence, origin, development and role of religious teachings in the life of society are revealed in the science of theology. [9]. The study of the connection of the customs, traditions and rituals of Islam and other religions with religious teachings leads to the improvement of relations between people, the strengthening of their sense of humanity.

The cooperation of philosophy and other social sciences in the preparation of future teachers of specific sciences for international dialogue forms a scientific and philosophical horizon. Because philosophy produces as a link between other sciences. Conclusions comes from the point of intersection of other subjects and forms certain approaches in students "The integrative function of philosophy accomadates to unite the peoples of the world, to unite their heads for the development of society for security and development" [10]. The principle of complementarity of philosophy is used in preparing students for international communication. That is, philosophy unites the conclusions drawn by other social sciences and humanities on international dialogue, tolerance, and completes it using its worldview function and make conclusion. Therefore, it is necessary to establish inter-science cooperation on each issue and use the generalization of the conclusions of the partner disciplines.

The historical roots of international dialogue, cultural exchange, positive and negative features of international dialogue in history, the emergence of religion, its role in society, the impact of religion on historical events, the evolution of religion, world civilization give information about the role of national cultures, peoples, countries, states in development. History, unlike many subjects, considers the development of society as a whole, analyzes the events of social life, their kinds of aspects. The analysis of historical events is based on the view of the "human factor". That is why “in order to approach history correctly, to understand it correctly, to study it correctly, we need to attach ourselves to the historical destiny, to live in it. Only then will we understand its vitality, its integrity, its full scope, its essence.”[10,

-P.19]. It is clear from the above that the possibilities of philosophical-historical approach in the preparation of future science teachers for interethnic dialogue in cooperation with history and philosophy. use allows you to fully achieve the expected results.

It is suitable to mention the criteria that New Zealand educators rely on to perform their duties:

- The teacher must admit that they accept him as a role model;
- have the ability to resolve conflicts peacefully and engage in dialogue and implement it;
- encourage a creative approach to problem solving;
- lack of support for aggressive behavior and fierce competition;
- organization of cooperation between parents and students in the development of joint action programs;
- use all opportunities in the implementation of curricula, be vigilant against public opinion and needs;
- teaching to feel and appreciate the situation of others, while clearly defining their attitude to controversial issues;
- Assess the diversity of cultures and their readiness to meet during life activities. Therefore, in preparing students of physics and mathematics for interethnic communication, the humanities teacher should create a friendly environment in communication, set an example by being tolerant with students.

Conclusion/Recommendations:

The content of the pedagogical process aimed at preparing future science teachers for international dialogue on the basis of inter-science cooperation is an activity aimed at educating professionals who meet today's requirements, based on a new approach and using it on education. Numerous studies have been conducted on preparing students for international communication, but research on such a coherent, common-purpose process of social sciences in the humanities on the basis of inter-science collaboration is insufficient. Therefore, the role of such subjects as philosophy, history, cultural studies, religion, civil society and the national idea: the strategy of development of Uzbekistan in preparing young people for international dialogue remains relevant.

In the pedagogical process of preparing future science teachers for international dialogue on the basis of inter-science cooperation, it is important to address the following:

- a) pedagogical conditions for the preparation of future teachers of specific sciences for interethnic dialogue;
- b) the positive aspects of the theory and practice of modern pedagogy in the methodological training of future teachers of specific sciences in interdisciplinary cooperation;
- c) the role and ways of using innovative pedagogical and information and communication technologies in the methodological system of preparation for interethnic dialogue;



g) methodical system of teaching on the basis of inter-science cooperation: purpose, content, form, means and methods and technologies.

References:

[1].Jonathan Matusitz. Relationship between Knowledge, Stereotyping, and Prejudice in Interethnic Communication. PASOS. Vol. 10, № 1, 2012, -rr.89-98. <https://doi.org/10.25145/j.pasos.2012.10.008>

[2].Mirziyoev Sh.M. We will resolutely continue our path of national development and raise it to a new level. Tashkent: Uzbekistan. 2017, Volume 1, - B.125.

[3].Mark Noturno. Tolerance, freedom and truth: fallibalism and the opening of "closed society" // Social thought. - 1998. - № 2. –B. 81

[4].Shirmatov S.T. Selection of forms of education in the development of students' communication culture // Journal of Modern Education, 2016, issue 12. – B.40.

[5].Fields, Doris J. Dr. Chapter 2-Imagine the Possibilities: Content Analysis of an Interracial / Interethnic Communication Course. The Scholarship of Teaching and Learning at EMU: Vol.3, Article 6. –rr. 10. Available at: <http://commons.emich.edu/sotl/vol3/iss1/6>.

[6].Harris T. M. Impacting student perceptions of and attitudes toward race in the interracial communication course. Communication Education, 2003, 52 (3/4), -rr.311-317. <https://doi.org/10.1080/0363452032000156271>.

[7].Jonathan Matusitz. Relationship between Knowledge, Stereotyping, and Prejudice in Interethnic Communication. PASOS. Vol. 10, № 1, 2012, -rr.89-98. <https://doi.org/10.25145/j.pasos.2012.10.008>

[8].Philosophy and culture. Scientific journal RAN. 2009, № 11 M. Note Bene 2009. –S.120.

[9].Roth Ch., Sumarto S.Does Education Increase Interethnic and Interreligious Tolerance? Evidence from a Natural Experiment. Oxford University, SMERU Research Institute 21 May 2015. <https://mpr.ub.uni-muenchen.de/64558>

[10].Shermammedov C. Philosophy and social development. Tashkent: 2005.- P.38.