

SOME ASPECTS OF HUMANISTIC EDUCATION OF SCHOOL CHILDREN

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Abstract

The article discusses some aspects of humanistic education in school. The author considers the problem of instilling humanism in students in the era of globalization to be especially relevant.

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Modern school education involves the implementation of education in accordance with universal, national, regional cultural values, and all these levels should be harmoniously correlated and contribute to the formation of a humane, tolerant and spiritually rich person. Humanistic education can be based on such values as the fatherland, family, health, school, partnership, knowledge, work, etc. Whatever the system of basic cultural values, in accordance with the principle of the humanistic orientation of education, its content is primarily there must be a value "Human" - "the absolute value, goal, means and result of education," believed V.A. Karakovsky.

In the modern world, the concept of "humanity" is actively used, when talking about the human factor, its rights, capabilities, needs and interests. Humanity means being kind and caring to others, treating them with respect, being diligent, being liked by them, promoting good ideas among them, caring about them. A humane person always rushes to help and supports when he can. Contempt for others, disappointment, hatred, indifference, envy, injustice - these are vices that contradict the behavior of a humane person.

The history of humanistic teachings divides the concept of humanism into ancient, ancient Eastern, European and Islamic. Humanism includes humanistic worldviews that reflect the ancient humanitarian ideas put forward by ancient Roman and Greek scientists - Socrates, Platon, Aristotlel, Marcus Tullius Cicero, MarcusFabius Quintilian. Ancient Eastern humanism includes the ideas of Confucius and Buddha, who put forward the first humanitarian ideas in China. The ideas of European humanism are manifested mainly in such principles as each person has the opportunity to self-develop, acquire knowledge, acquire professional skills, ultimately aimed at benefiting himself and society; each person bears personal responsibility for his decisions, choices and actions to others and society; as a social being, a person needs to create and bring something new, positive for a culturally developing world; the principles of morality and spirituality, as well as a conscious approach and common sense, should be a priority in everyone's actions; every human life is unique and inimitable; every person has the right to complete physical and moral freedom; every person should strive to be happy, relying on his own strength; everyone is considered beautiful both inside and out.

The principles of Islamic humanism are reflected in the holy book of Islam, the Koran, which has a

peaceful, tolerant, humane and humane character, and the hadiths of the Prophet Muhammad Mustafa (peace and blessings of Allah be upon him). They are based on views of a person, his state of mind, social position and status. Humanistic ideas expressed in both sources affirm sincerity, politeness and tolerance in relations with others.

And also use lies only with the goal of leading people to a compromise, putting an end to hostility between them; take care of the people around you, taking into account their social status; value neighbors and have positive relationships with them; strengthen and not break family ties; help each other in difficult situations; to establish relations of mutual brotherhood and solidarity between people of different races, religions, nationalities or nationalities.

School education is considered a favorable period for the formation of humane feelings in students. During this period, students become familiar with moral and ethical norms that have social significance and begin to understand their benefits for both the individual and society. It is during this period that students develop a sense of responsibility in connection with their studies.

This feeling is gradually strengthened by the involvement of students in household chores in the family and socially useful work in an educational institution.

In addition, with the acceleration of the process of globalization, the propaganda by radical groups, including economically developed countries, of destructive ideas that do not correspond to national values, such as “democratic principles” that contradict national approaches to education, the growing aspiration of the individual becomes especially relevant to mastery of consciousness, familiarizing students with general humanitarian ideas that have been formed and recognized over the centuries.

Forming a sense of humanity in schoolchildren is the content and process of specific purposeful pedagogical activities aimed at teaching students, taking into account their age and individual capabilities, their unique psychological characteristics, to respect the dignity, honor and rights of every person. This process acquires a systemic, integrative, complex character.

When analyzing the capabilities of the academic subject “Russian language” in the formation of humane qualities in students, topics related to the formation of humane feelings in students of Uzbek classes were selected: 5th grade - “A person is beautiful with upbringing”, “Compassion is a human virtue”, “Friendship is the highest virtue”; 6th grade - “Wisdom to do good”, “Happiness begins with family”, “Uzbekistan is a multinational country”, etc.

In the process of effectively developing humane feelings in students on topics chosen in the “Russian Language” lessons, concepts such as patriotism, openness, politeness, good manners, mutual assistance, respect for other people, not causing harm to others, love of nature, care for nature, frugality, the ability not to harm the environment and people, respect and care for the elderly, prudence, protection of public property, respect for women, kind attitude towards the disabled, sympathy, mutual assistance, attentiveness, goodwill, courtesy, brotherhood, philanthropy, solidarity, friendship, tolerance, hard work, nobility.

The problem of the formation and development of a humane feeling in a person is of a classical nature in its essence and social significance. As a social being, a person at all times must show mutual assistance, hard work, support each other, understand each other, sympathize in problem situations, share the joy of others when they achieve success, help older people, have such spiritual and moral needs as respect for elders and reverence for the young.

In the modern era of globalization, the need for the formation and development of humanistic qualities in a person is of particular relevance. Familiarizing students of different ages with general humanistic ideas that have been formed and recognized for centuries, instilling in them humanistic principles of behavior and attitude to life will help to resist destructive ideas that are incompatible with national values

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