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DIDACTIC SYSTEM AND PEDAGOGICAL-PSYCHOLOGICAL POSSIBILITIES OF USING THE HISTORICAL VALUES OF OUR GREAT FIGURES IN HIGHER EDUCATION INSTITUTIONS

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Abstract

We will create all conditions for the study of ancestral heritage, the creation of great literature, - said Shavkat Mirziyoyev. In the art of speech, especially in Uzbek literature, spiritual beauty is interpreted as an important quality that determines human perfection. Through literature, young people understand the need to know the history of the homeland, and achieve their goals through the study of the didactic system, pedagogical and psychological possibilities of using the historical values of great figures. Therefore, the reference to history in fiction is always relevant, and in the period of independence in literature there is a great opportunity to acquaint the younger generation with their past, to cultivate a sense of pride in it. No matter what field of science our ancestors were engaged in, they paid special attention to the formation of human spirituality, education and upbringing. In particular, the issues of spiritual and moral education are widely covered in Yusuf Khos Hajib's "Kutadgu bilig", Kaykovus' "Qobusnoma", Ahmad Yugnaki's "Hibat ul-haqaiq", Alisher Navoi's works. How to evaluate the didactic system of teaching our great figures in higher education institutions. What pedagogical and psychological opportunities should be used in the use of these values.

Key words: ancestral heritage, great figures, pedagogical and psychological opportunities, didactic system, historical values.

Independence has ensured the national revival of our people, unites the masses and unites them around the idea of national independence as a people - said the head of state, as we conduct new creative and scientific innovations and research for young people. The idea of national uplift reveals the importance of reforms for whom and why. One of the main tasks of the modern education system, which helps to modernize the didactic system and pedagogical-psychological capabilities of the use of historical values of our great figures in the higher education system, is to develop and develop the qualities of initiative, independence in students. From this point of view, the modernization of the system of training specialists, one of the main conditions for ensuring the effectiveness of

pedagogical activity - is to develop in them a creative approach to professional activity. What is the didactic system itself? We can answer the question as follows. Didactics (theory of education: Greek word "didactics" means "teacher", "didasco" means "learner") Theoretical aspects of education (essence, principles, laws of the educational process, the content of teacher and student activities, educational goals, forms, methods, results, ways to improve the educational process, and so on). The subject, functions and tasks of didactics. The science of pedagogy studies the process of education and upbringing on the basis of their integrity and unity. In order to clearly explain the essence of each of the two activities, they distinguish between didactics (theory of education) and the theory of education.

What new scientific innovations should we make today in improving the didactic system of teaching the scientific and pedagogical views of great figures in higher education institutions or in future teaching. To further develop their potential, working on the basis of these systems is becoming one of the main goals and objectives of education. In the current period of growth and development, it is important to study the human nature of oriental education, its educational and cultural role and directions of development on a scientific basis and to inform the general public. The great figures of our country create the basis for further development of the system of education and expansion of normative and methodological support of the rich cultural and spiritual heritage of our people. The content and pedagogical significance of the forms, means, methods of teaching that emerged at different stages of development, as well as the scientific and practical significance of the pedagogical heritage of the Uzbek people are explained by the pedagogical description of the centuries-old development of Uzbek pedagogy. It is emphasized that the comprehensive study and application of the rich scientific and educational cultural heritage created by our ancestors is of special importance in revealing the true picture of our history. In recent years, the main directions of pedagogical and psychological observations are the humanization of education, person-centered education, individualization of teaching, optimization of forms of education, increasing the cognitive activity of students, improving the professional training of teachers in this process. Although pedagogical research has been conducted by pedagogical scientists on the use of innovative educational technologies in the formation of professional training of students, increasing the effectiveness of teaching, the study of pedagogical and psychological aspects, counter-aggressive, thesaurus and interaction factors in developing students' creative abilities; Improving pedagogical mechanisms for the development of creative abilities of students through interactive educational technologies and methods, the development of creatively oriented educational

programs; The development of prognostic and qualimetric methods of the level of development of creative potential in students is one of the most important issues of scientific, theoretical and practical importance. Indeed, at the current stage of development of society and science and technology, when analyzing the educational process, its content, form, methods and tools, its impact on the training process, we found that the need for creative activity in future teachers is determined by:

First, socio-economic development requires a radical overhaul of the education system, methodology and technology of the educational process. In such an environment, the teacher's job is to create pedagogical innovations, master best practices and acquire skills to use them. This necessitates the development of creative abilities in future educators.

Second, the humanization of educational content requires the search for new organizational forms of teaching, technologies, that is, the introduction of innovations in education. One of the important conditions for the introduction of innovations in the educational process is characterized by innovative training, creativity and creative activity of the teacher.

Third, the development of active tendencies in future teachers in relation to the mastery of pedagogical innovation and its application in practice, reflects the social, pedagogical and psychological relevance of the research problem. Today, there are significant discrepancies between the requirements for the personality and activities of the teacher and the level of preparation of graduates of higher education institutions. At the same time, there are discrepancies between the current system of teacher training and the professional and creative characteristics of future teachers. As a result, there were barriers and gaps between teachers and learners, and the teacher's sole dominance in the learning process was decided. At the same time, they were mostly tied to curricula and textbooks, with insufficient attention paid to the development of their creative activities. This, in turn, undermined the social status and prestige of the teaching profession. Because the system of training future teachers was far from the needs of society and its acute problems. In this context, the formation of a free and person-centered interactive learning environment is considered to be one of the priorities of pedagogical research today.

General conclusions

Assessing the didactic system and pedagogical-psychological possibilities of using the historical values of our great figures in higher education institutions, the

following conclusions are drawn. As the head of our state noted, "Awakening and rising depends on every citizen. To do this, we must begin to change, to awaken ourselves. To ascend, "What will be my contribution?" that we should make the question a motto for ourselves. That is, each of us must be in an effort to add a sense of belonging. Only when we understand this and work together will we achieve the goal faster. After all, the development of technology of scientific and pedagogical development is based not only on the characteristics of the information society, the culture of teachers, respect for great figures, but also on the acquisition of personal culture and skills. , also implies media creativity. This means that the content of the teacher's media competence is linked to professional pedagogical activity and the implementation of media policy; introduction of media concepts in curricula; use of media technologies in the educational process; creates the basis for improvement on the basis of trends in the development of modern information and communication technologies.

The stages and levels of development of media competence of students of pedagogical higher educational institutions were defined, the level of media knowledge and its application, the level of media analysis, media creativity were scientifically and methodologically substantiated.

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