



METHODOLOGICAL AND CULTURAL FOUNDATIONS OF THE USE OF SCIENTIFIC TEXTS AND LITERATURE IN THE EDUCATION OF MODERN PHILOSOPHY

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<https://doi.org/10.5281/zenodo.17774527>

Annotation: this article analyzes the need to use scientific texts and literature in the education of modern philosophy. In particular, in the context of the expansion of the informative environment, the role of scientific texts in the formation of philosophical thinking of students, methodological approaches to the process of their teaching and existing problems are studied. The article is based on the philosophy of language, text Stylistics, pedagogical innovations and the need to harmonize historical-theoretical approaches. It also shows the role of philosophy as a cultural-spiritual filter for protection from extremist and superficial views.

Keywords: philosophy education, modern methods, scientific texts, philosophy of language, educational materials, author's text, information technology, philosophical thinking, educational innovations, the fight against extremism.

Introduction. In the current period, the question of applying innovative techniques, their effective use, as in teaching all subjects in the teaching of philosophy, is put on the agenda. Today, a lecture from philosophy cannot be like a reading from 5-10 years, or even 2-3 years ago. After all, in previous times, the teacher has focused his attention on giving more information, while now such media as the press, radio, television, the internet provide such a lot and variety of information that the philosophy teacher has lost this task and instead has to focus his attention on the task of how to philosophically generalize, evaluate, analyze this information. Accordingly, the working notes of the last year, last month, even the last day of the lesson, either entering with the text of the lecture itself, not taking into account new information, put the teacher in an uncomfortable position. After all, the current student is more educated than last year.

Literature analysis. We must never forget that each of us is in charge of their educational upbringing, protecting our youth from various threats coming in the form of "mass culture", troubles such as drugs, religious extremism, missionary work, as the head of our country noted¹.

The renewal of the life of society is positively influenced by the penetration of new information technologies into all aspects of life, reforms in the field of education and the manifestation of the ideas of both positivity and postmodernism in this area of \ u200b \ u200bThe human worldview. The relevance of the modernization of the educational sphere is being analyzed in depth in scientific and pedagogical circles, and the debate on this issue gives good results. The introduction of the third generation of state standards in the field of education

¹ Мирзиёев Ш.М. Миллий тараққиёт йўлимизни қатъият билан давом эттириб, янги босқичга кўтарамиз. 1-жилд. – Тошкент: Ўзбекистон, 2019. – Б. 89.

and the introduction of new working programs, educational, methodological and control materials on its basis pose many questions.

The issue of supplying highly qualified people and personnel with professional potential to higher education was put before our state. In the strategy of modernization of the content of the general educational sphere, which forms its basis (cognitivism, operational technological, motivity, morality, sociability)

In such conditions, the debate on the question of whether philosophy is a science or not, its place in culture, how to organize classes in philosophy is still ongoing. Should Historical, Cultural Studies and theoretical techniques be used in teaching philosophy or C.L. There is still a problem now whether it is necessary to apply methods based on values, organizing specific philosophy courses in the "Socratic conversations" method proposed by Katrechko².

Professor T.Artikov in the opinion, "since philosophy is a leading factor in the formation of a worldview in future specialists, students, it should drink water from the world of philosophical thought embodied in the history of mankind. But when studying this or that method of thinking, it is useless to look for a universal template, but not to forget that their templates are only suitable and specific to themselves."³ asserting that.

It is worth mentioning that problems in the organization of philosophy classes lead to the appearance of shortcomings in the assimilation of material by students. As a consequence, students have difficulty understanding philosophical texts. In solving the problem, in addition to the methodology for organizing philosophy classes, attention should be paid to the problems of the language, stylistics of philosophical texts. In this regard, the problem of philosophy of language remains as an independent and significant problem. But there are no studies devoted to the problem of the language of philosophy. Russian scientist N.M. In Azarova's monograph " linguists (V.Z.Demyankov, L.M.Granovskaya, B.L. Borukhov, L. L. Shestakova, Ye. V.Sergeeva, S.N.Starodubes, and others) whose research mainly focuses on the types of metaphors, symbols, and some concepts, except",⁴ says.

N mentioned above.M.Azarova's monograph was the first to focus on the study of typological signs of Russian philosophical texts. It explores the issue of the science of Russian philosophical texts of the 20th century. Azarova draws from her research to conclude that " philosophy is considered such a specific type of spiritual activity, that is, a separate form of culture, in which the text articulated also requires a separate language. The language of philosophy is different from the language of science. In the framework of linguistics, it is wrong to include philosophical texts in the composition of a scientific language"⁵. From these views, it can be said that philosophical texts have an independent status, are stylistically considered close to the texts of fiction.

The philosophical text in which the concept of authorial philosophy is stated is perceived by the author as the text of philosophy. Such texts revise the system of linguistic relations. Although philosophical phrases are considered outside the composition of scientific phrases,

² Катречко С.Л. Специфика философского дискурса // Философия в современном мире: опыт философского дискурса. – Москва, 2003. – С. 230-233.

³ Ортиков Т. Фалсафа фанми ёки... / Мулокот. 1994. № 11-12. – Б 31-32.

⁴ Азарова Н. М. Язык философии. Типологический очерк языка русских философских текстов XX в.: монография. – Москва: Логис/ Гнозис, 2010. – С. 7.

⁵ Азарова Н. М. Язык философии. Типологический очерк языка русских философских текстов XX в.: монография. – Москва: Логис/ Гнозис, 2010. – С.18.



there is also harmony between them⁶. Such texts appear in different forms depending on their orientation⁷. For example, we can cite Gegel's authorship texts. Examples are his book "phenomenology of the Soul" (authorship is a philosophical text), his book "lectures from the history of Philosophy" (authorship is a teaching text), his work "who thinks abstractly" (authorship is a popular text).

Research texts close to the author's philosophical texts are found in large numbers. For example, M.K. Mamardashvili these works: the scientific philosophical text "forms and content of thinking (criticism of Hegel's forms of cognition)"; the philosophical teaching text "lectures on ancient philosophy"; we can cite the research popular texts "The Devil plays us when we do not think correctly"⁸. It is worth mentioning that one of the main directions of German philosophy was the question of popular enlightenment. The main focus of German philosophy of the age of the Enlightenment is many philosophers considered popular philosophy, in particular Mendelsohn, Nicolai, X. Harvey, T. Abt et al have paid special attention to the issue of the dissemination of psychological, philosophical and moral teachings among the public⁹.

Among the popular texts of modern research D.A. It is possible to include Gusev's scientific popular guide "philosophy". The annotation to the manual states: "the author did not put the question of philosophical teachings, of conveying ideas in a planned way, of conveying philosophical teachings from thread to needle, but of conveying basic concepts about philosophy to readers, trying to give them an account of interesting aspects of philosophy." This guide is aimed at students of higher education institutions and high school seniors and ordinary readers¹⁰.

Philosophical texts in themselves also combine author and research texts. The dissertation texts, in turn, have philosophical foundations in terms of subject and content, and acquire in themselves the property of communicativity, that is, binding. And is expressed using a specific genre and language. Among the scientific philosophical texts can be included dissertations, articles written from the philosophical Sciences. They are required to have aspects such as logic, provability, accuracy, intelligibility and compliance with certain standards. And as scientific teaching texts, guides, lectures selected by the associations of philosophers are recommended. In them, philosophical teachings are systematically stated. Popular Science philosophical texts authorship differs from philosophical texts in its uniqueness, rigid systematization. The system of philosophical texts used in the organization of philosophy classes for students of non-specific directions for the fields of social science is prohibited.

Research methodology. Today's leading modern Uzbek philosopher in teaching philosophy is N. Shermammedova, I. Saifnazarov, B. To'raev, J. Goodilikov, F. Yuldasheva, T. It is advisable to use textbooks, teaching aids of our other famous scientists, such as Aftov and others.

⁶ Азарова Н. М. Язык философии. Типологический очерк языка русских философских текстов XX в.: монография. – Москва: Логос/ Гнозис, 2010. – С. 212.

⁷ Жижек С. Гегель в подключенном мозге. – Санкт Петербург: Скифия-принт, 2020. – С. 264.

⁸ Подорога В. А. Топология страсти. Мераб Мамардашвили: современность философии. – Москва: Канон+ 2020. – С. 352.

⁹ Маркелова Е. В. Стилевая классификация философских текстов и ее использование в методике преподавания философии. / Сибирский педагогический журнал. № 8, 2012, – С. 86.

¹⁰ Гусев Д. А. Философия. Популярное учебное пособие. – Москва: МПСИ: НПО «Модек», 2004. – С. 304.

For example, doctor of philosophy, professor I.Saifnazarov's programs developed for students, such as "my philosophy of life", "my family – my happiness", "my teacher – the light of my life", "the neighborhood is my pride", become an important basis in students' interest in philosophy. Their philosophical thinking serves to form. In particular, in the program "My philosophy of life" "how much do you like your current specialty? What other additional specialty do you want to master later, why not? Do you have mentors who have influenced your life path, deserve the attention of respect? Which philosophers' views do you like or dislike, why not? What is your philosophy of life?" were asked.

And in the program "the neighborhood is my pride" forms a complete database of scientists, intellectuals in its residential neighborhood by students. It forms the skills to expand the philosophical worldview of young people, further elevate the culture of their knowledge and legal and philosophical communication, make scientific observations and conduct independent research. In the future, interesting assignments will be given, which consist in directing students to find their worthy place in society and in various areas of our national economy.

Analysis and results. Independent work is prepared in the form of text and presentation, with pictures, diagrams, an album-presentation in a beautiful design. It is necessary to prepare an answer to all the questions posed in it, in full, with evidence, based on its position. The presentation is initially sent in electronic form to the teacher, after the discussion the presentations that are considered the best are submitted in album form and shown to all listeners.

Through the use of such techniques that develop the student's philosophical thinking, it is achieved that students studying in any specialty realize that the science of philosophy is necessary in their minds.

Analysis of the practice of teaching philosophical education in higher educational institutions and specially conducted research in the process of teaching philosophy, the following shortcomings were identified in the theory and practice of forming the values of students of higher educational institutions: for example, an important part of the preparation of the future engineer for professional activity and the formation of his system with knowledge and

Another important aspect of teaching philosophy that differentiates it from teaching other subjects is that there is no such possibility in philosophy, as it is possible to use the experimental method in teaching other subjects. Therefore, in the teaching of philosophy, it is mainly forced to be content with the logical observation itself. That is why Aristotle called the science of logic not philosophy, but philosophy, in general, an important preliminary stage, that is, propedeutics, that prepares any knowledge for study.

Conclusion. In conclusion, it can be said that in philosophy there is a national interpretation of every concept and principles, such issues as space, time, knowledge, logic, people's life and fate also always have a clear meaning. In this sense, the outstanding scientist I.Hegel's statement that "philosophers do not rain from the sky or sprout from the Earth like a post-rain mushroom, creating them a people" expresses precisely the nationalism of philosophy.

Accordingly, today the philosophy teacher should familiarize his students with both the basics of advanced knowledge and good upbringing, and the examples of high creativity at the same



time, and at the same time take care of the secrets of their creation. In this way, the philosophy teacher serves society at the same time as the cultivation of a harmonious generation with a developed ability to think logically, both with high morals and the owner of a pure and Noble elitist culture, that is, with the ability to creativity and initiative.

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