

Philosophical Trends Underlying Educational Methodology Aiming at Creative Development of Elementary Students

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Abstract: This article provides information to junior students of general secondary schools on the semiotic approach, the areas of semiotics and their boundaries and types, the importance, history and application of semiotic aspects, necessary pedagogical conditions, scientists and their views, branches, directions and applications of semiotics. in our everyday life. How we use it is described.

Keywords: Semiotics, education, education system, philosophy, semasiology, pragmatics, syntax.

Introduction: Taking into account the idea that education and upbringing aimed at the creative development of primary school students is an important component of the pedagogical process, the main rules for determining its main components and stages as a process, choosing methods, forms and means of organizing education that allow the emergence of elements of creativity are determined based on the general methodology of the pedagogical process.

P.V. Kopnin, V.A. Lektorsky, V.I. Sadovskoy, B.C. Shvirev, G.P. Shedrovitsky, E.G. Yudin and a number of other prominent scientists and specialists devoted to studying the structure of the methodology of teaching general subjects show that it is necessary to separately identify four levels in this process. These levels are:

- philosophical;
- general;
- oriented scientific;
- technological (specific methodologies and research methods) [5].

It is important that any of these levels can be a component of a certain educational and upbringing process organized at the same time and have such features as complementarity and development.

The first - philosophical - level of the educational

methodology aimed at the creative development of younger students in the structure of general subject teaching involves identifying approaches to the process of cognition and understanding of existence aimed at forming a worldview in the learner.

At this level of the methodology, philosophical teachings aimed at studying the inner world of man - existentialism, pragmatism, dialectical materialism, neopositivism - are taken as the basis, and their essence is reflected in the content of all subjects studied in primary grades (in this case, the fact that one of the main goals of modern education is to develop the learner as a person is taken into account as an important factor) [4].

We will briefly touch upon the important philosophical approaches that serve as the basis for the philosophical level of the methodology of teaching academic subjects.

Existentialism focuses on problems related to the individual. As is known, the nature of the individual has social and individual aspects: in existentialism, the social (i.e., collective) features of the nature of the individual are denied (or partially limited), and this feature is opposed to individuality.

According to this doctrine, “individuality” is a concept that expresses the spiritual and spiritual self-realization (existence) of a person, considered integral (whole) in

natural and social aspects. That is, a person is free in the sense of “discovering” himself, choosing his own path, striving to have what is acceptable for him, and in this he relies only on his own subjectivity, the essence of which is manifested in the fact that a person does not depend on any of the surrounding subjects [1].

The introduction of the most important principles of existentialism into education implies placing greater emphasis on the abilities of the learner that are not included in the thinking process (feeling, self-control, will, etc.). R. Steiner, Sh. Amonoshvili, B.C. According to Bibler and many other scholars, from the point of view of the teacher as the main subject in creating an environment of two-way communication in the educational process, this, on the one hand, creates opportunities for organizing teaching (i.e., the educational process) taking into account the individual characteristics of the learner, and on the other hand, creates opportunities for the widespread introduction of humanistic ideas and principles (humanity, freedom, democracy) into education [5].

One of the philosophical teachings that can serve as the basis for the educational methodology aimed at the creative development of the child is pragmatism. The main principle of pragmatism, aimed at improving educational activities related to knowledge, worldview and understanding of existence, is to enrich the personal experience of the learner in order to adapt faster and more “comfortably” to a particular society. This is based on the idea that one of the main goals of education and upbringing is to “teach the child to live properly”. It should be noted that the ideas of pragmatism in some places deny the need to form systematic knowledge, skills and abilities, and, consequently, to scientifically substantiate educational programs and curricula. Pragmatism places more emphasis on practical methods as the main mechanism and means of acquiring the knowledge necessary for “learning to live properly” [8].

In this context, practical methods are understood as methods and techniques that involve “learning by doing” practical (or having a practical nature) tasks and tasks (for example, the design method). When using such methods, the role of the teacher, rather than teaching and conveying information, comes to the fore.

In the doctrine of neopositivism, abandoning the tendency to generalize scientific knowledge, the subject of research is more the analysis of linguistic forms of knowledge, that is, acquired through speech. The prevailing opinion is that the rather complex problems of modern methodology and semiotic analysis should be considered from the perspective of conventionalism. At the same time, the analysis of the

language of the subject used directly in the educational process (that is, knowledge conveyed through speech) plays a positive role in solving theoretical problems of pedagogy related to methodology.

Conclusions and logically based ideas on this subject are given by G.P. Shedrovitsky, Yu.V. Gromyko and other works on educational methodology. The neopositivism rules of educational methodology are covered from the perspective of cultural semiotics in the works of such scientists and specialists as Yu.S. Lotman, A.Ya. Danilyuk, V.A. Uspensky, while G. Frege, A. Carnap, A. Church and others approached the problem from the perspective of logical semiotics [9].

The manifestation of neopositivism in modern education in foreign countries, in particular in Russia, can be observed in the introduction of theological concepts into the education system. In the dialectical materialist approach to the study of knowledge, the view that any form (and appearance) of knowledge and understanding is realized in the course of active creative and transformative activity of a person prevails. In the course of such activity, a person forms certain ideological objects, and these objects serve as a convenient means for his assimilation of the objective world around him. As a person's cognitive capabilities expand and the means of cognition become more diverse, his ability to be creative and transformative improves, and consequently, the ideological objects he forms become more qualitatively and quantitatively perfected (elaborated). In this way, a personal and socio-historical experience of cognition is formed: this experience is not only the basis and goal of cognition, but also one of the important criteria for evaluating knowledge about existence.

The formation of personal and social cognitive experience begins, first of all, with the initial sensation received from the object of the environment: first, an elementary object (one of the elements of being) is introduced, its properties are studied, and over time, the acquired knowledge is generalized and systematized based on certain laws.

The first cornerstone of didactics, the golden rule discovered by Ya.A. Komensky, is based precisely on the idea cited above. That is, if several different sensations arise during the initial acquaintance with an object (an arbitrary element of the environment), the possibilities of cognition expand. However, the introduction of the rule that implies the mutual adaptation of knowledge and object properties into education and upbringing aimed at the creative development of the child requires some corrections, and therefore, special research:

- this requirement is explained by the fact that the main objects of knowledge of primary school students are

objects that are real,

- elements of the surrounding world, as well as the product of human intelligence.

The educational process is one of the manifestations of knowledge with special characteristics, a process that requires the study of the properties of the object of knowledge and the manifestation of regular movement and dynamism for this purpose, and it consists of absolute contradictions. In this place, we will also have the opportunity to clarify our point through the substantive difference between the concepts of "teaching process" and "educational process" used in educational terminology. The absolute dominance of the teacher in the teaching process forms the fundamental basis of the process: in this case, the "teacher-learner" relationship becomes almost one-sided, that is, the teacher "shows", "explains", "multiplies information and data" of the properties of the object of knowledge, and in this way expands the learner's ideas about the object of knowledge.

As can be seen from the explanation, in this process, there are almost no contradictions in the properties of the object of knowledge, moral contradictions, therefore, according to the idea contained in the "golden rule of didactics" discovered by Ya. Komensky, the number of emotions that arise during the initial acquaintance with the object of knowledge is almost the same for all learners, which leads to a limitation of cognitive capabilities. In the educational process, due to the dominance of the "subject-subject" relationship, the teacher introduces (or "introduces") the object of knowledge, and the learners have different feelings during the initial acquaintance with this object: these feelings can sometimes be contradictory.

The teacher does not completely deny the conclusion that any learner has drawn about the object of knowledge as a result of his initial feelings. If we also rely on the above idea, the possibilities of knowledge expand as a result of the abundance of feelings arising from the initial acquaintance with the object of knowledge. We have already mentioned the idea that the educational process consists of absolute contradictions. There are studies on the characteristics of these contradictions and their influence on the process of knowledge as a factor.

For example, M.A. According to Danilov, the main contradiction is manifested in the correspondence between the method of organizing the educational process and the properties of the object of knowledge: that is, the cognitive and practical tasks set should have a stable harmony with the methods, forms and methods aimed at solving them. In this case, it is desirable that the method of setting cognitive and

practical tasks (tasks), the level of complexity, and the intended properties of the object of knowledge should be higher than the knowledge, skills and abilities of the learners, their educational and cognitive capabilities, and the level of mental and intellectual development, and in some cases, be contradictory [2].

This condition is especially important in primary education. The objects of knowledge of education aimed at the creative development of primary school students differ in content from the objects of knowledge of traditional primary education, and the properties of the objects of knowledge are invariably "deeply hidden". That is, the child (younger student) must "find", "discover" the properties of the objects of knowledge through the implementation of educational and cognitive (psychomotor) actions such as thinking, reasoning, reasoning, analysis and generalization.

This idea is expressed in the following way in the comments of M.A. Danilov: if the contradiction is purposeful, that is, a necessity that is intended to be eliminated by the students, then such contradictions become the driving force of the educational process and a mechanism for the intellectual development of the students [3].

Within the framework of materialistic dialectics, C.J.I. Rubinshteyn, A.N. Leont'ev, V.V. Davidov, A.B. Brushlinsky, G.P. Shedrovitsky, and a number of scientists have developed the theory of activity, and this theory, while determining the direction of research aimed at solving theoretical and methodological problems of pedagogy, has a positive impact on pedagogical practice in all directions.

The fact that theoretical pedagogy has a philosophical orientation is not new, since this has been considered natural since the time of the famous pedagogue Ya.A. Comenius, however, the emergence of new tasks and complex issues in modern educational practice requires the introduction of the theory of knowledge and the theory of communications as important structural elements in the theory of activity for research in the field of pedagogy.

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