

FUNCTIONS OF THE SOCIAL SCIENCES IN PREPARING FUTURE SPECIAL TEACHERS FOR INTERNATIONAL COMMUNICATION

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Annotation: The article outlines the functions of the social sciences in preparing future science teachers for interethnic communication.

Key words: History, national idea, philosophy, humanities, sociology, integration, human

In the current period of interdisciplinary integration, the integration between the social sciences and humanities and information technology is developing rapidly. It is known that the science of national ideas is taught at the stages from high school to higher education. It would be expedient to cooperate with other social sciences and humanities in the formation of interethnic harmony in future specialists, which is one of the main ideas of the national idea, and to organize education using their coordinating function. Today in higher education institutions the subject of National Idea: the subject of basic concepts and principles and the subject of National Idea: Strategy for the Development of Uzbekistan are taught to graduate students of all directions. These disciplines play one of the main tasks in preparing students for interethnic communication, especially students of specific disciplines. On the basis of interdisciplinary cooperation, the science of national ideas strengthens students' sense of patriotism based on the ideas of interethnic harmony, solidarity, common space and common goal. He argues that several nations and peoples living in one state can live in peace and prosperity on the basis of the idea of a single homeland. Therefore, it is necessary to inculcate in students of specific disciplines the need to believe in the national idea, to form beliefs, to follow them and to work together towards the highest goal.

The historical roots of interethnic dialogue, cultural exchange, positive and negative features of interethnic dialogue in history, the emergence of religion, its role in society, the impact of religion on historical events, the evolution of religion, world civilization and information about their role in the development of national cultures, peoples, countries, states. National and religious tolerance serves as an important factor in the development and strengthening of society, social cooperation, interethnic harmony, cooperation and solidarity between different social groups, strata, religious denominations.

The function of the formation of national and universal memory of this subject can be rationally used in the preparation of future teachers of specific sciences for interethnic dialogue on the basis of cooperation between history and other sciences. It will be possible to shed light on the historical manifestations of interethnic dialogue and tolerance, the stages of gradual development and its place in historical development. This allows students of specific disciplines to assess the historical roots of interethnic communication, its social significance. At the same time, the science of history teaches to draw conclusions from the impact of interethnic dialogue on our national statehood, intercultural relations, foreign policy of the world. "History is a precise science that requires accurate knowledge of the

chronology of events. 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.” The use of a philosophical approach, the use of dialectical, synergetic or skeptical methods in objectively explaining to students of specific disciplines what inter-ethnic dialogue with historically fraternal peoples and other nations is, its importance for today, is highly effective.

History, unlike many disciplines, considers the development of society as a whole, analyzes the events of social life, their various aspects. It is based on the view of the "human factor" in the analysis of historical events. 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.” From the above considerations, it is clear that the use of the opportunities of the philosophical-historical approach in the cooperation of history and philosophy in the preparation of future science teachers for interethnic dialogue will fully achieve the expected results. The basis of this approach is the reliance on the human person as a value that reflects the whole way of life in all its scope and essence. The process of searching for the reality of human life leads to the experience of ancestors, today's reality, life, interaction with the world, and on this basis to understand the purpose and meaning of life. The philosophical-historical approach in its research and educational function is focused on the spiritual world of the pupil. For this reason, this approach, unlike other existing scientific or epistemological approaches in pedagogy, requires the organization of the educational process on the basis of communication and mutual understanding.

The task of the science of history is not to teach future students of exact sciences dry numeracy, chronology, but to help students to independently understand social phenomena, to get to the essence, to understand their social significance by mastering its content. This task, by its very nature, requires the development of thinking, the student's ability to independently understand the events being studied and the phenomena of modern society. Without it, it is impossible to evaluate them correctly, to direct their relationship to the necessary actions. That is why the formation of independent thinking is a prerequisite for teaching history

It is noteworthy to list 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;
- to use all opportunities in the implementation of curricula, to be vigilant against public opinion and needs;
- to teach to feel and appreciate the situation of others, while clearly defining their attitude to controversial issues;
- Assess the diversity of cultures and be prepared to meet them throughout life. 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.

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