

INTEGRATION OF EDUCATION WITH CULTURE IN COMPREHENSIVE SCHOOLS

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Abstract

This article provides information on ways to teach students to think creatively and how to use them in the development of the cultural-educational environment, heuristic methods of teaching students independent creative thinking and research. Also, various creative activities were recommended to develop creative thinking and creative research among students.

Keywords: general education schools, cultural environment, students, creative thinking, creative activity, heuristic methods, cognitive methods.

УМУМТАЪЛИМ МАКТАБЛАРИДА ТАЪЛИМНИНГ МАДАНИЯТ БИЛАН УЙГ'УНЛАШУВИ

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This article provides information on ways to teach students to think creatively and how to use them in the development of the cultural-educational environment, heuristic methods of teaching students independent creative thinking and research. Also, various creative activities were recommended to develop creative thinking and creative research among students.

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Introduction

As a result of the formation of the educational and cultural environment in general secondary schools, students gradually begin to enter the world of creativity. This helps students live in an



educational environment, use words more, that is, increase their vocabulary. As a result, students start asking questions to themselves and others. They are able to perceive, understand and see the existing reality within the framework of their feelings. Thoughts and feelings born in this process are the result of the student's education. Such exercises form the ability of students to think about reality from different perspectives and understand them. The student will have the opportunity to integrate not only intellectual but also emotional results into his learning process.

The way of creative thinking of students requires taking into account their individual development, which, in turn, requires the differentiation of the educational process based on the capabilities, interests, and inclinations of learners. In this process, it is important for the teacher to be able to apply an individual approach to students within the scope of his professional skills.

Heuristic methods are used in harmony with cognitive methods. Cognitive methods of teaching, like heuristic tasks, encourage the student to think independently and creatively.

Among such methods:

- methods encouraging students to be creative;
- methods leading to intellectual activity;
- methods that attract students to work with figurative and symbolic signs;
- method of asking heuristic questions;
- comparison method;
- the method of distinguishing evidence from evidence;
- heuristic observation method;
- heuristic research method;
- concept design method;
- method of drafting rules;
- the method of putting forward hypotheses;
- prediction method;
- method of working on errors;
- including the method of designing theories.

We will dwell on some of them in detail below: Empathy, that is, methods that inspire students to creative activity, help the student to feel the state of people, things and objects around him. With the help of emotional imagery, students are able to understand the studied object, feel and understand its internal characteristics. By successfully using this method, teachers are able to determine the state of students and feel their feelings. Initially, this method is implemented in a game style. In this process, students feel joy and pleasure. After the learning results are obtained and its essence is understood, students begin to approach this method seriously as a teaching method. With the help of this method, students understand the world, the world of animals and plants, and a fundamental change occurs in their outlook. They look at nature with special love. This prepares the ground for them to weave fairy tales. Children gradually enter the world of creativity. This helps students live in an educational environment, use words more, that is, increase their vocabulary. As a result, students begin to ask questions to themselves and others. They are able to perceive, understand and see the existing reality within the framework



of their feelings. Thoughts and feelings born in this process are the result of the student's education. Such exercises form the ability of students to think about reality from different perspectives and understand them. The student will have the opportunity to integrate not only intellectual, but also emotional results into his learning process. This method is rarely used by teachers, but it is an effective method of heuristic education, which serves to realize the untapped potential of students. One of the characteristics of primary school students is to feel the realities they observe, to enrich their experiences based on them, to know and feel the environment around them.

The method that encourages students to be active through visual visualization helps them explore objects emotionally and figuratively. The teacher instructs students to look at the signs and shapes of objects, draw the images they see, and describe what they resemble. Or assigns students the task of listening to pieces of Uzbek classical music. After they complete these tasks, the teacher asks questions. "What did the composer want to say through this music?", "What did you feel when you listened to this music, what appeared in your imagination?", "What is the tone of this music: fast or quiet?". In addition, the teacher gives the students a task to draw what kind of image is embodied in their imagination after listening to the music.

The methods leading to intellectual activity allow to attract the student's visual and thinking activities to the studied object at the same time. On this basis, they are able to understand the thought embodied in the object, its uniqueness. In this process, the teacher should create a mood of activity in the students. This happens as a result of active emotional and cognitive activity. In order to create intellectual activity in students, the teacher can ask the following questions: "Tell me the signs or reasons for the origin of a certain phenomenon or object?" "Is it?". As a result of the application of this method, students acquire non-traditional knowledge qualities. The method of symbolic vision is a unique method of deep understanding of reality. This method embodies the content of the process of observing and knowing the truth. The method of symbolic vision allows students to understand the relationship between objects and their symbols. After explaining the nature of the relationship between symbols and its objects, the teacher gives tasks related to observing a specific object and describing its characteristics using drawings, symbols, and words.

The method of heuristic observation allows students to acquire knowledge and construct it with the help of observation. Observation as a goal-oriented activity sharpens students' perception and prepares them to acquire theoretical knowledge about objects of various directions. Observation is a source of knowledge, a way to learn it, and a way to understand reality in life. Students who perform observation activities can obtain personal results. Among such results:

- information acquired in the process of observation;
- includes a set of personal actions and feelings.

The level of the student's creative activity is determined on the basis of mutual comparison of the results obtained in the process of his observations. In addition to the information given by the teacher, most students will acquire a lot of additional information about certain objects during their observations. Based on this, they acquire new information through observation and gain the opportunity to design their activities.



In the "World Around Us" lessons, during the excursion, students will be able to observe animate and inanimate nature. Observation is the most convenient method of assimilating information and conducting small research on it. For example, you can have a heuristic conversation with 2nd graders on the topic "Why do birds fly to warm countries in winter?" First, a trip to the school garden is organized with the students based on a specific plan. A follow-up plan may include:

- What birds did you see?
- Write what you know about them?
- What do these birds eat?
- Why did not one bird among them fly?
- Which birds flew?
- How to take care of a bird that cannot fly? such as.

In the next exercise, students will be given the task of collecting information about birds from special encyclopedias or the Internet. Such tasks serve to ensure coherence and continuity between trainings and their stages. According to the teacher's task, students find riddles about birds or weave them themselves. As a result of observing and analyzing objective reality, students begin to see problems.

The method of asking heuristic questions is also important for the mental and intellectual development of students. With the help of this method, students' competences such as communication, self-development, and working with information are gradually developed in a certain coherence. In order for students to find and analyze information about certain realities, objects, teachers ask the following questions. "Who takes care of the birds?", "How are the birds protected?", "What do the birds eat?", "Why do they fly to warm countries in the winter and to Uzbekistan in the summer?", "Birds when do they reproduce?", "What tasks do birds perform in nature?". To find answers to these questions, students think logically, search and perform analytical activities.

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