

FORM, METHODS AND TOOLS OF DEVELOPING STUDENTS' AXIOLOGICAL ATTITUDE TO HISTORICAL AND SPIRITUAL IDEALS

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Abstract

This article presents some opinions on the form, methods and means of developing students' axiological attitude to historical and spiritual ideals. Also, the article presents some views on the concept of axiological attitude to historical and spiritual ideals.

Keywords. historical and spiritual ideals, axiological attitude, student, knowledge, development, skill, learning.

Of course, students learn the main content of the educational material during the class. However, not all of the knowledge and skills that students need to learn in the history program can be accommodated within the scope of classroom activities. On top of that, in the conditions where the volume of historical knowledge, scientific and political information is rapidly expanding and constantly increasing, it is extremely necessary to organize extracurricular activities so that students can constantly improve their knowledge.

History is a science to be read. In the process of studying it, students' desire to know the past increases, and extracurricular activities are of great importance in realizing this desire. The content, appearance and methods of extracurricular work on the subject of history are classified differently in methodological literature.

Methodist V.N. Bernadsky based the sources of knowledge on extracurricular activities and divides them into the following types. It is known that if students are limited to reading textbooks, their scope of knowledge and vision of the past will be narrow. Taking this into account, V.N. Bernadsky recommends additional reading as the main form of extracurricular activities.

1. Read additional books. He divides the books to be read in history into three groups: a) scientific and popular books, b) historical fiction, c) fiction related to the historical period.
2. View more photos.
3. Going to theaters and movies as a team and discussing them together.
4. Organizing historical nights.
5. Historical staging or staging.



6. Organization of school historical exhibitions.

7. Organizing excursions to distant historical places.

According to V. N. Bernadsky, students will achieve their goal only when they combine their knowledge and imagination with practical activities by reading additional books, watching movies, listening to radio, lectures, and developing independence, initiative, and creativity. In the next 10-15 years, the scope of extracurricular activities expanded, became richer in content, and became more visible. The theoretical aspects of these works were also developed.

Extracurricular activities are organizationally divided into public and group activities. A.F. Rodin, who developed the theoretical issues of extracurricular activities in his research works, based on his school experience, proved that the main initial form of extracurricular activities is public activities. It includes holding meetings with participants of historical events and leading people, watching movies, plays, organizing excursions, organizing educational conferences, parties, contests, participating in Olympiads, organizing regional and school exhibitions, etc. Another valuable aspect of A.F. Rodin's research in the field of extracurricular activities in history education is that they combine extracurricular activities with socially beneficial activities of students (protection of historical monuments, helping the participants of the Second World War, people in need of social protection, organizing roundtable discussions with them, reading newspapers, magazines, etc.) is emphasized.

Methodist A.A. Vagin summarizes the advanced experiences gained in recent years in the field of extracurricular work methods in history education and divides them into three groups.

1. **Oral method.** This group of extracurricular activities includes the teacher's storytelling, reading aloud, and in the upper grades, the teacher's lecture after the lesson. In order to increase the activity and independence of students in extracurricular activities, students also use the oral presentation method. Pupils participate in club meetings, historical evenings, with brief information, documents and abstracts among lower class students and residents, participate in debates, theoretical conferences, discussion of historical materials (books, films and essays).

2. Method of working with written and printed sources.

This type of extracurricular work includes reading additional books, studying historical-literary - collections, chrestomies, documents in archives, etc., establishing a circle of contemporary press researchers, a "circle of young archivists" studying manuscripts and archival documents, "The book and its history" the topic



includes activities such as organizing a party, studying various books and articles on the past and present life of the country, manuscripts, collecting materials on folklore, recording the stories of witnesses and participants of historical events, correspondence with them, studying historical documents.

3. Method of working with instructional materials.

Work started in class, such as showing illustrations and slides, watching films, studying excursion materials, is continued outside the classroom. In addition, reproduction of materials collected during excursions and expeditions, taking pictures, making and displaying models based on these materials are among the works of this group. These activities are also conducted in connection with classroom activities. The fact is that students develop and improve the skills and competencies acquired during the course of the lesson in extracurricular activities. Content, forms and methods of extracurricular activities.

Depending on the age, knowledge and skills of students, their individual inclinations and interests, the content, appearance and methods of extracurricular activities in history education vary. Currently, the school has the following basic, organizational forms of extracurricular activities.

1. History circle (or historical-local studies circle).
2. History (or historical-local studies) society.
3. Extracurricular historical or historical-local history excursions, going to the theater and cinema as a group.
4. Historical and local history excursions to distant places.
5. Participation in an archaeological expedition.
6. Historical or local history corners, museums.
7. Historical, historical-local studies, thematic evenings or reporting evenings (about historical society, circle work, archaeological work organized in distant places).
8. Report or thematic exhibitions.
9. Seminars and talks for high school students.
10. Historical (historical-local studies) conferences, debates and discussions.
11. Meetings of schoolchildren with participants and witnesses of historical events, writers and social figures.
12. Historical or historical-local history games.
13. Wall newspapers and handwritten magazines dedicated to historical topics.
14. Extracurricular studies.

It can be seen that the forms of extracurricular activities are diverse, rich in content, and may even deviate from the subject of the school history course. It should be said



that no matter how rich and diverse the content of extracurricular activities are, they serve one purpose: to fulfill educational tasks. The history club (or society of historians) organized at school is the center of organizing all public activities outside the classroom and its most compact form.

The successful performance of responsible tasks observed from extracurricular activities depends on the ability of the teacher to concentrate students in this center and properly lead its activities. Extracurricular activities are an important form of extracurricular activities. This work begins with promoting reading to students, explaining its importance, and making them interested in books. The age, knowledge and skills of students should be taken into account when organizing extracurricular activities. First of all, the teacher introduces the students to the works of art and science and popular works shown in the textbook and tells them how to use them, informs them about newly published books, organizes book reading.

Advanced teachers use the following method to make 5-6th grade students interested in reading books in school experience: the teacher tells the students what books to read, shows them to the students, and even reads the most important and interesting parts. However, it is not good to prolong the study, it should not exceed 15-20 minutes. In organizing additional reading, it is necessary to be able to organize independent reading along with making students interested in books. Books that students need additional reading are recommended in a timely manner. As shown in some methodical works, it would not be correct to recommend at once a large list of books to be read by students in all grades within a quarter or half of the academic year, and experience has also rejected it. In this matter, it is necessary to take into account the age, level of education and skills of the children of each class. For example, in the 5th-6th grades, it is recommended what book to read after studying the topic of the book that students should read independently in the lesson; In the 7th-8th grade introductory lesson, if the volume of the book recommended for reading is large, it is better to recommend it 2-3 weeks before studying the topic, and in the 9th grade, it is better to recommend it at the beginning of the year, even at the end of the old year, because some of the recommended books are read by students during the summer vacation. they can study on time.

Meetings of students with writers play an important role in increasing their enthusiasm for reading. Events such as parties and conferences devoted to historical topics, discussion of the books read are also important. The teacher always monitors the students' activities outside the classroom, including how they use the recommended books. In this way, the teacher increases the students' motivation to



read additional literature, teaches them to read books with understanding, and teaches them to be able to connect and use the knowledge they have read in additional books with the knowledge they have acquired in class, in the history class, and on excursions. Already in the 5th and 6th grades, students develop the ability to understand what they have read, to be able to evaluate them and draw conclusions from them. In order to educate students to have a conscious and correct attitude to the books recommended for independent reading, they should be taught to record the books they read in a special notebook and write their own brief reviews for each book. Naturally, although the grades of the students of the 5th and 6th grades are superficial, the grades of the students of the 7th and 8th grades will be richer in content. In the 9th grade, the content of the given grades deepens. Nights on historical themes are an important organizational form of extracurricular activities, and their main task is to convey the meaning, essence and significance of historical facts, events and incidents to students using various art tools (art reading, music, singing, dramatizations). Currently, evenings and mornings on historical themes are widely used in school experience.

Summary. Revealing the content of the spiritual ideal and the forces that move it is an important problem in social philosophy. It is important to determine the concepts that make up the content of the spiritual ideal and reality, to create a clear system based on the regulation of relations between them, to consider the evolution of separate concepts, to analyze the forces that move the national ideal, and their nature. The national ideal is a phenomenon that develops along with the historical development of the nation

The spiritual ideal is a product of the subject's attitude to the outside world, society, development, its expression in his mind, subjective views, epistemological experience of a person, spiritual and spiritual research. A spiritual ideal is only a product of the processes of the subjectivization of the object and the idealization of simple ideas, as well as the relationship between man and society.

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