

Role Of Philosophy Education In Forming Intellectual Culture In Future Teachers

Kurbanov Jasurbek Akmaljonovich

Kokan State Pedagogical Institute independent researcher, Doctor of Philosophy in Pedagogical Sciences (PhD)

Abstract. Improving the intellectual culture of future teachers through philosophy education is very different from teaching other subjects. This difference comes from the fact that philosophy is a branch of spiritual culture. In this article, opinions on the importance of teaching philosophy in the development of the intellectual culture of future teachers, in the development of the ability to analyze any information freely, freely and independently in the context of globalization, are presented.

Keywords: future teachers, interdisciplinary integration, integrative-differential approach, philosophical education, intellectual potential, intellectual culture, philosophical criticism, innovative method, pedagogical methods and tools.

Introduction. Modern scientific research in the field of philosophy promotes various theoretical approaches, scientific concepts, and debates about the content, essence, and purpose of human intellectual culture. In order for a person to have a high intellectual culture, first of all, it is necessary to know the content of social skills and to use them effectively in social life, and to organize his abilities to maturity at a high level. It should be noted here that a person's high intellectual culture plays an important role in finding a solution to the complex economic and social problems facing him and in improving his spiritual world during development, and even in strengthening his faith.

A person reflects by summarizing the information about nature and society obtained through his sensory organs and epistemological capabilities. This process is the interpretation of the epistemological task of human intellectual culture in a broad sense, but in a narrow sense, it means having solid knowledge about reality, subject or event through one's intellectual culture, approaching the existing situation critically and drawing necessary conclusions based on imagination, perception, thoroughness and mental ingenuity. Includes [12:41-42].

In philosophy, there are scientific researches conducted on the intellectual potential of a person, intellectual coefficient [5:202-227]. Due to the fact that attention is paid to researching the intellect and

mental abilities of a person during philosophical research, scientific research within the problem has also identified enough learning tools in their teaching [8:153]. Social, economic, political and professional activity of a person confirms that his intellectual potential is not enough to find his place in society, family, social groups. For this reason, along with the mental abilities and capabilities of a person, it is necessary to realize and develop his social capabilities. This creates the need to conduct research on the social activity of a person along with his intellect.

References and methodology. In the world, a number of philosophical studies are being conducted to improve the socio-philosophical aspects of the formation of the intellectual culture of young people, to determine the axiological attitude to scientific research activities. Our centuries-old history shows that the role of enlightenment, especially social sciences, is incomparable in the formation of human worldview. Whether it is social science, history, philosophy, political science, psychology or economics - all of them have a great impact on a person's intellectual development [11:504].

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D. Shipunova, D. A. Rostovkykh, R. V. Shutov, A. E. Nikitin, N. Yu. Popova, O. S. Novikova, D. V. Mitrofanov, V. P. Ivanova analyzed the philosophical and pedagogical problems of intellectual culture development .

The Result. It is worrying that in today's human civilization, the "creator-man" is increasingly becoming a "consumer-man". This process, in turn, is increasing the need for creative thinking, intellectually developed individuals. In the field of information wars, it is possible to control and mislead people through any information or message. Because today's people are very credulous, simple and believe only fake news to be true. From this point of view, the education of philosophy is very important in developing the intellectual culture of future teachers, the ability to analyze any information freely, independently and independently in the conditions of globalization. Arne Duncan, who is the secretary of the United States Department of Education, says: "I want to gradually improve the education system, because the 21st century will be an age where critical thinking and creativity are valued" [4]. For this reason, the scientific justification of the theoretical and methodological factors of the formation and further improvement of intellectual culture in future personnel is the spiritual and cultural basis that determines the future of the entire human society, including the development of independent Uzbekistan. It is of urgent importance that philosophical sciences are taught at a high level in the system of higher education institutions. In this process, it is necessary to develop the rational critical thinking of the graduating students, relying on the task of philosophy to form a worldview, to arm them with accurate knowledge of modern science, technology and technology. In this sense, in the conditions of globalization, social sciences are the most active participants in the crisis recovery. Especially by teaching the science of logic, there are opportunities to educate young people's intellectual abilities and turn them into an encouraging factor of social development. First of all, it is necessary to further improve the thinking of students and their legal and moral level. The formation of a new view and thinking is only the task of the science of philosophy.

Philosophical education, which has the most ancient history of development, embodies the socio-political views of different eras and teaches future teachers to understand the essence of events and phenomena, not only to understand, but also to react to them. As long as this is the case, today it is important to further develop philosophy, to arm the young generation with a deep worldview and philosophical knowledge based on the achievements of modern science.

Philosophy education forms the following functions in the formation of intellectual culture in future teachers.

First, in the process of philosophy education, the future teacher develops a unique philosophical criticism skill. Criticism, on the other hand, teaches graduate students to neither blindly accept nor reject ideas, perspectives, or approaches. Importantly, it teaches logical analysis, not unreasonable doubt, and most importantly, not accepting the opinion of authorities directly. Future teachers should take Aristotle's idea as a motto: "Plato is my friend, but truth is higher for me."

Therefore, the most important aspect of philosophical criticism is to seek the truth and increase the possibility of finding it. The skill of critical thinking developed by philosophy education can be considered a virtue, and it is of incomparable value in educating future personnel with independent thinking, reliably protected from various ideological threats, and a specialist with high intellectual potential. In the words of the American philosopher W. James, "philosophical thinking awakens us from dogmatic slumber" [9].

Secondly, philosophy education teaches the teacher to be tolerant of different views. Violence, vandalism, and extremist behavior caused by ideological conflicts serve to replace relationships with arguments based on mutual respect. "What is the relationship between philosophical thinking and tolerance?" Tolerance is a concept characterizing a social attitude that gives way to a religion, worldview, idea, national value, lifestyle that is not accepted by the subject and does not correspond to his beliefs. This concept is based on the belief that "he" has the right to live along with "I". Tolerance is a passive form of dogmatism, i.e., being able to defend a certain opinion, they do not oppose other ideas, but it completely denies its

active form - an intolerant, radical attitude towards different opinions, especially extremism, while sticking to one's own opinion. Through its critical function, philosophy replaces passive dogmatism, and actively fights against active dogmatism by strengthening tolerance" [9].

Discussion. What is the role of philosophy education in developing the intellectual culture of future teachers in an innovative way, what does philosophical thinking give, in general, what is the benefit of philosophy to future personnel? In the course of answering these questions, the effectiveness of teaching philosophy and its impact on the development of students' intelligence will be highlighted. "As each person strives to take his place in society, how he reacts to this influence with his negative behavior becomes decisive for the destiny of this person and for the community he belongs to. In this, the knowledge, skills, and professional experience acquired by a person during adulthood play a key role. Let's turn to examples to explain this. In conditions where people lived as a tribe, the knowledge or skills of an average person was almost unimportant - the task of one member of the tribe was performed by another. In the recent past, in the system based on the slogan "there will be no unemployment in socialism", there was not much difference between the salary of a lazy and a passionate farmer, a teacher who tells a lesson with anecdotes and a teacher who raised an international Olympiad winner. In such conditions, naturally, neither knowledge nor skills played a decisive role in the fate of a person, people tended to "work less and earn more".

The current situation requires a person to be independent, active and proactive. In this regard, let's pay attention to the words of the great English logician and philosopher Bertrand Russell: "Philosophy is not studied to get clear answers to specific questions. Because, as a rule, such questions cannot be given a definite answer that can be considered reliable. Philosophy should be studied in order to learn to ask questions. Because questions expand our understanding of what is likely to be true, enrich our intellectual imagination, and reduce the limitation that hinders thinking, fanatical self-confidence» [9].

Therefore, the education of philosophy offers the future specialist not knowledge of himself for labor marketing, but skills and competencies formed on the basis of knowledge. Undoubtedly, such skills are very necessary for every industry expert.

The science of philosophy is a science of the nature of worldview, encouraging to understand the truths of life, and it is a field that studies the unique relations between the world and man. Philosophy tries to find the basis of any conscious attitude towards the world. Therefore, philosophical knowledge appears not as a logically ordered system, but as an evaluation of ways to solve an existing problem, a critical comparison and a careful discussion of the analyzed process [7:121].

The main problem of philosophy is the necessary opportunity to comprehensively investigate the origin, order, interaction of all existing things, the transition from one to the other, reality is based on causal principles. In order to understand causality, critical thinking, analytical analysis, and a creative approach to events and phenomena are needed. The science that forms these characteristics is, of course, philosophy. Also, according to the young philosopher Hurshid Yoldoshev, "Philosophy is a unique type of human intellectual activity, through which the mind examines itself, strives to control the complex and often confusing, even conflicting relationships between will, feelings and inclinations." "Why?" asking questions like "really?" and followed by "what is the real truth?" arouses curiosity. In conclusion, it can be said that philosophical thinking is a kind of background for knowledge, belief and willful aspirations, so to speak, it performs a function similar to "nervous system" for human intelligence. And philosophy is a systematic, higher form of philosophical thinking that has been formed and developed for many thousands of years, and if philosophical categories, philosophical problems and speculative analysis are its important elements, the more important aspect is the organization of the function of coordinating, directing, and, if necessary, interesting, mental activity. enough" [9]. In fact, the impetus that develops the intellectual potential of future teachers is "why?", "what is the real

truth?" are not the skeptical and critical approaches? Because it is necessary to teach thinking, not thoughts, to high-potential personnel, to form methods of acquiring knowledge, not knowledge.

Therefore, the role of the science of philosophy in educating every representative of the young generation growing up today as a possessor of high intellectual culture is incomparable.

Through philosophy education, future teachers first of all educate themselves, know the content of social skills and can use them effectively, their internal skills and abilities mature. The pedagogical task of philosophy education is to realize the ability of graduate students by teaching them to think deeply. After all, as the President of the Republic of Uzbekistan Sh.M. Mirziyoev stated, "if we pay attention to the realization of the abilities of our children from childhood and mobilize all our opportunities for their maturity, many more Berunis, Ibn Sinas, and Ulugbeks will come out of our country" [2:76]. The arduous life path of our great grandfathers in the path of science should be an example for us. Social and humanitarian sciences, in particular philosophy, have an incomparable importance in shaping the cultural aspects of scientific activity in future teachers. At this point, it should be noted that the formation of a high intellectual culture of future specialists through effective teaching of philosophy plays an important role in finding solutions to complex economic and social problems facing them, and even strengthening their confidence in the process of bringing them out of the spiritual crisis during development. In such a situation, "in order to develop scientific and innovative activities in our country, first of all, young, talented personnel are needed" [1:173].

Through in-depth teaching of philosophical sciences - philosophy, ethics, aesthetics, logic in higher educational institutions in an innovative way, future teachers will develop the ability to think independently, the ability to distinguish the priority directions of their activities, creative approach to any task and act according to the situation in accordance with clearly directed goals. worldview and creativity skills are formed to implement the plan. Because the science of philosophy teaches young people to think

critically, to have an analytical approach, and to think logically. 2,500 years ago, Socrates and Plato's critical thinking style, which arose during logical discussion, is the basis of higher schools today [3:38]. In this, the future specialist's broad outlook, philosophical thinking, and the ability to deeply understand the true essence of the processes taking place in the world are important. Naturally, these are skills and competencies that can be formed through effective teaching of philosophy. Also, the aphorism "...mathematics is mental gymnastics" is widespread. This is true, of course, but exercising the mind only with mathematics is probably as one-sided as exercising the muscles alone. In order for a person to become perfect, he must exercise in order to train all the elements of his body. In this respect, philosophy is a proven means of mental gymnastics. There is also the fact that an athlete engaged in lifting stones can achieve physical fitness, but does not produce anything of social value. And the "gymnastics" of the mind, like engaging in philosophy, it is permissible to repeat once more, besides sharpening the thinking, it is extremely important for the individual, society and humanity"[9]. Philosophy emphasizes the need to look at graduate students as a phenomenon of social importance, not just as future personnel. As a result, an individual "I" is formed in the future teacher. Therefore, researching the pedagogical aspects of the rational use of philosophy in the formation and development of intellectual culture among young people is an urgent problem.

According to Bertrand Russell, the effectiveness and practical importance of philosophy's mainly logical observation method is great in raising the intellectual level of future personnel in new ways. That is why Aristotle called the science of logic an important preliminary stage that prepares for the study of philosophy and any knowledge in general [6:69]. In general, logic is a practice that increases the intellectual thinking of a person, increases his intellectual potential, and increases his mental capacity. Therefore, it is necessary to expand the teaching of logic in higher education institutions and to increase the scope of thinking of students, to raise the level of mental observation.

Today, the renewal of the philosophical thinking of young people is not only the general

spiritual environment, but also the gradual change of the social image, spiritual world, goals and needs of each member of society. As I.A. Karimov said, "Philosophy is the father of all sciences." A person who does not know philosophy - regardless of whether he is a representative of the field of medicine or education, art or culture - does not understand the meaning of life and his profession. For example, in order to analyze history, it is necessary to have a philosophical view of each event and process, to be able to draw the necessary conclusions by summarizing them. Therefore, in order to become a historian, it is necessary to have the ability to think philosophically" [10:27]. Only then can a person make a worthy contribution to the formation and improvement of the perfect qualities of virtuous people dreamed of by great scholars. "In a word, arming our youth with philosophical thinking is the need of the times. Why, in today's time, in order to enter into a debate with any opponent and opponent, we should know more about his views, ideas, and philosophy, and if necessary, we should acquire it more thoroughly than he himself" [10:28].

Improving the intellectual culture of future teachers through philosophy education is very different from teaching other subjects. This difference comes from the fact that philosophy is a branch of spiritual culture. Because we know that the original philosophy is not only a science, but the highest form of elite culture that looks at existence with the eyes of a sage, a unique historical type of worldview. Therefore, philosophy education is not limited to imparting knowledge to the future teacher and enriching his thinking, but also teaches him the secrets of looking at life with the eyes of a sage. Based on this aspect, philosophy education, unlike other forms of science, first of all takes on a lot of tasks. These are mainly the high tasks of philosophy, such as the formation and development of a high and deep worldview in a person, that is, an elite culture, showing and justifying the universal laws and regularities underlying the most general moral, aesthetic, social, political, legal and other norms, and thus educating humanity. For example, in exact sciences; In the teaching of mathematics, physics, chemistry, biology, geology, geography, etc., it is enough for the teacher to master the method of

imparting the knowledge related to his field to the student, while in the teaching of philosophy, both aspects - imparting knowledge and educating are complementary and integrally involved. This is the main difference between philosophy education and other sciences. Accordingly, it is necessary for the philosopher-pedagogue to always focus on how to implement all his tasks together in the teaching of philosophy education. Teaching the great Greek philosopher Aristotle's philosophical heritage, dialectic, logic and other works, applying the Aristotelian way of thinking in the educational system brings a new look to the listener's intellect [6:62-88]. In fact, philosophy is also a method, knowing how to apply it in its place serves the development of education.

Another peculiarity of pedagogical methods and tools in philosophy education is that it is not one of the special fields of science, but a worldview. As a worldview, its content must be inextricably linked not only with all areas of science, but also with all areas of spiritual culture and practice. So, if it is enough for teachers of other subjects in their lessons to rely on the knowledge that is included in the content of their subjects, even narrow areas of their subjects, it is necessary for the teacher of philosophy to rely on all areas of knowledge and take into account all aspects of practice. This shows how philosophical education improves the intellectual culture of future teachers and prepares them for real life.

Conclusion. In short, the formation of intellectual culture in future teachers is more related to the combination of knowledge, social activity, thinking and intellectual development. Therefore, in the development of a future teacher as a person, it is necessary to foresee their abilities and talents and to be able to direct them accordingly.

Intellectual culture is formed on the basis of the future teacher's understanding and evaluation of himself and the world, with the help of which he develops his creative mind and expands his thinking. an opportunity is created to educate potential, politically conscious.

In the conditions of globalization, scientific study and philosophical analysis of national and universal values, achievements in modern science, techniques and technologies will be a solid

scientific and pedagogical basis for expanding the intellectual culture of future young specialists.

Regularly developing the intellectual potential of future teachers is one of the urgent tasks of civil society. Raising the intellectual culture of future personnel based on philosophy education in an innovative way is urgent, but not blindly, dogmatically, but on the basis of conscious critical thinking. The role of rationalist philosophy is incomparable in educating young people who can resist the introduction of foreign ideology and ideas of "mass culture" that are harmful to our society.

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