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TEACHING AND EXPLAINING PHILOSOPHY HERMENEUTICS: FOREIGN EXPERIENCE AND PRACTICE

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Abstract: This article will talk about a number of problems related to the application of advanced pedagogical technologies in the process of teaching philosophy in the pedagogical higher education system of our country and their solution. At the same time, in recent years, the current problems of applying innovative educational technologies on a global scale in the pedagogical higher education system of Uzbekistan have been described. The main goal of innovative education is to highlight the pedagogical aspects of the formation of a sense of responsibility and self-confidence in the future in educators. It was also in this modern society that the scientific assumption was made about the urgent need and importance of teaching philosophy in the higher education system of our country, which is constantly being updated, and the need to study the subject of philosophy was revealed.

Keywords: education, philosophy, globalization, pedagogy, educational methods, modern education, pedagogical higher education, innovative education, innovative technologies, pedagogical technologies, blis-survey method, fsmu technology, written debate (debate) method.

Introduction. In the last years of the 20th century, the development of "innovative" education on a global scale has become an urgent problem. Currently, the following general aspects are vividly manifested in its manifestation in different states in a different form:

1) development of social practice to ensure the compatibility of needs and the level of real training of Higher Education graduates;

2) the imposition of new goals in higher education institutions and the complication of organizational structure and forms of management;

3) increased interest and opportunities of subjects of the educational process.

The main goal of innovative education is to build a sense of responsibility and self-confidence in the future in educators. J.A group of scholars led by Botkin characterized innovative education as the main type of knowledge acquisition as an alternative to traditional, i.e. "normative", education in the "club of Rome" lecture.[1] while normative education is "focused on the assimilation of the rules of behavior of activity in repetitive situations", innovative education provides for the development of the ability to move together in new situations.

Innovative technologies are aimed at the formation of active life relationships of students. They include new forms of intreactive methods in the learning process. These technologies are widely used today in the organization of educational and educational

processes in higher education institutions of developed foreign countries, including the United States, Germany, Japan and Russia [2].

The creation of a science and work program in philosophy and the development of texts of lectures, in addition, is determined by the fact that the methodology of teaching philosophy is completely different from the methodologies of teaching in other disciplines. Philosophy has its own character and its own social functions in society, and it is necessary to take this into account in classes. In addition, traditional forms of teaching, such as lecture and seminar exercises, also cover the forms and methods of conducting classes developed within the framework of modern pedagogy and critical thinking theory. This type of program has not been there so far.

Innovative methods of teaching and explaining, interactive forms of conducting classes serve to fully meet the requirements and needs of students and teachers, make it possible to conduct zero lessons based on a critical approach and controversy, take into account the psychological and neurophysiological features of remembering and expressing information. Interactive methodologies promote the formation in students of skills for discussion and discussion in a group, a critical approach to the perception of material, as well as teaching them the art of oratory, which is considered an important structural element of the philosopher's profession [3].

Many innovative forms and methods of teaching philosophy it is necessary to take into account the features of the content of philosophical knowledge in teaching philosophy. Among the forms of the course, it is distinguished by Universal views, the difference and commonality of teaching philosophy from teaching other subjects,tolerance and creative approach to teaching philosophy, the formation of an understanding of the importance of philosophy in the formation of a scientific and philosophical worldview in students. Alternatively, the use of experience in the higher education system of developed countries in the teaching of philosophy leads to a number of positive changes.

Reform and improvement of the educational system in Uzbekistan in the 21st century is one of the main tasks. This, in turn, is due to our philosopher scientists to update the educational literature in the relevant academic disciplines, taking into account the demand of the current period and the latest achievements of science, to introduce innovation and educational technologies into the educational process.[4]

The rapid development of Science and development is laying the groundwork for the pooping of Indigenous people in the context of social relations in qatop, as well as the economic transformation of society. Also, as in the economic sphere, great importance is placed on the implementation of a technological approach in the field of social, including education. Man, his harmonious maturation and well-being in all respects, the creation of conditions and influential mechanisms for the realization of the interests of the individual, the transformation of the templates of outdated thinking and social behavior are the main goals and driving force of economic reforms carried out in the Republic. The formation of a perfect system of training of personnel on the basis of rich intellectual heritage of the people, universal values, achievements of modern culture, economy, science, technology and technology is an important condition for the development of Uzbekistan.[7]

Material and Methods. Serious attention to the conditions that determine the quality of education associated with the educational process, in which it consists of teaching at a high pedagogical level, reading problematic lectures, interesting organization of classes in question and answer, putting in front of them thought-provoking problems that encourage the use of advanced pedagogical technologies and multimedia tools, demanding, individual work with students, engaging in[5].

Today, the following innovations and educational technologies are used in developed foreign countries. These are:

1) work in small groups;
2) mental cell method;
3) role-playing games;
4) "Bliss-request" method;
5) fsmu technology;
6) written debate (debate) method;
7) take the position;
8) Diskussia;
9) case-stadi method, etc.

The practice of Real education fully confirms that the widespread introduction of advanced pedagogical technologies into practice serves to improve the quality of Education. However, there are a number of problems associated with the application of advanced pedagogical technologies to the higher education process, the consideration and solution of which serves to improve the quality of Education. Among such urgent problems, the following can be attributed:

First of all, there is not enough classification of interactive methods intended for use in higher education and educational and methodological manuals that shed light on their content and essence.

Secondly, it is necessary for professors to fully adhere to methodological rules when applying interactive methods. Interactive methods should be carried out taking into account the peculiarity of Science, the goals and objectives of the topic, the age characteristics of students.

Thirdly, in order to create educational technologies, professors and teachers must have the ability to transform educational goals into pedagogical tasks, to identify it in accordance with the expected result.

Fourth, the application of pedagogical technologies to the higher education process should serve as an alternative to the traditional teaching system.

Results. Modern society has its own rapidly and deeply changing description, such changes are evident in the processes of public structures, including the relations between independent states, the individual and society, demographic policy, urbanization. Education, as a separate component of the global general community structure, is also necessary to take into account all the changes taking place in society, to change its structure and content of activities on this basis.

Today, the issue of the fact that education is lagging behind the pace of society's development, that the technologies used in the educational process do not fully meet modern requirements, is often recognized by the world community. Because education,

as an acting socialization, must also follow changes in society and influence its development. [8] however, the relationship between the development of society and the educational system has a complex appearance and is distinguished by a high level of enthusiasm. Education does not accept the influence of all active and sluggish changes, it has its own influence on what is happening in society. From this point of view, changes in education are not only a result, but also a prerequisite for the further development of society.

Discussion. When designing philosophy, it is necessary to use the following basic conceptual approaches.

1) personality-oriented education.
2) systematic approach.
3) activity-oriented approach.
4) dialogical approach.
5) Organization of collaborative education.
6) problematic education.
7) modern means of providing information.
8) methods and techniques of teaching.
9) forms of Organization of training.
10) teaching tools.
11) methods of communication.
12) methods of communication.
13) methods and means of feedback.
14) management methods and tools.
15) Monitoring and evaluation.

Personality-oriented education this education, in its essence, provides for the full-fledged development of all participants in the educational process. This implies that when designing an education, of course, it is not the identity of a particular learner, but, first of all, an approach based on the goals of study related to the activities of the future specialty.

Systematic approach this educational technology should embody all the signs of the system: the logic of the process, the interconnection of all its branches, integrity.

An activity-oriented approach represents an education aimed at the formation of the process qualities of the individual, the activation and intensification of the activity of the learner, the disclosure of all his abilities and capabilities, initiative in the educational process.

Dialogical approach this approach indicates the need to create educational relationships. As a result of it, the creative activity of an individual, such as self-activation and self-expression, increases.

The organization of collaborative education indicates the need to focus on the introduction of joint work in the formation of the content of this democratic, egalitarian, educational and educational activity and the assessment of the results achieved.

Problem education it is one of the ways to activate the activities of the learner by presenting the content of education in a problematic way.[6] in this, independent creative activity is ensured by the objective opposition of scientific knowledge and methods of its treatment, the formation and development of dialectical observation, their creative application to practical activities.

The application of modern means and methods of providing information - the application of new computers and information technologies to the educational process.

Conclusion. Methods and techniques of teaching are Lecture (introduction, thematic, visualization), problem Education, case-Stade, pinboard, Paradox and design methods, practical works.

The forms of Organization of training are the frontal, collective and group, based on dialogue, polylog, communication cooperation and mutual learning.

Teaching tools are along with traditional forms of teaching (textbook, lecture text) - computer and Information Technology.

Communication methods are direct interactions based on operational feedback with the audience.

Methods and means of feedback are observation, blis-survey, intermediate and diagnostic of training based on the assumption of current and final control results.

Control methods and means it is the planning of training sessions in the form of a technological card that determines the stages of training, the joint movement of the teacher and the listener in achieving the poured goal, the control of independent work, not only audience training, but also from the audience.

Monitoring and evaluation it is a planned monitoring of the results of training both in the training session and throughout the course. At the end of the course, the knowledge of the audience is assessed using test assignments or written work options.

Acknowledgement. At the moment, philosophy classes are being mastered by our students at very short intervals, such as a 30-hour lecture and a 30-hour seminar session. During this time, we will have to look for ways to have time to deeply acquaint students both with the National philosophical values of their past, with major changes in the content of World philosophy, with their own main themes of the new philosophy, which began to take shape, and with the content of our national idea-ideology.

The study of philosophy it had expressed in remote times “to speak with human beings in an empty language”, and while serious study of it, on the one hand, was a serious necessity for the practice of governing the state, on the other hand, learning it had become a means of understanding the meaning of life, of being a harmonious person. And now we are teaching philosophy in the process of the laborious formation and birth of our national philosophy.

Modern information and pedagogical technologies in the teaching of science. The discipline "philosophy" is built on the basis of new pedagogical technologies that stimulate the independent thinking of students, diligently study and master philosophical works, cultivate the ability to freely think about issues and problems in the spiritual sphere. In the process of teaching” philosophy“, it is advisable to use the tools of modern pedogogical technology, such as” mental attack“,” fsmu“,” Keys-stadis“,”

Boomerang“,” cluster", controversy, presentation, following the principles of science, historicism, objectivity.

In the process of teaching” philosophy", computer technology is used. Assessment of student knowledge on certain subjects is carried out on a test basis and with the help of a computer. From the official sites on the” Internet " network, handouts are prepared, final controls are carried out based on the test system and base words and phrases.

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