

REPUBLIC OF AZERBAIJAN

In the rights of manuscript

ABSTRACT

of the dissertation submitted for the degree of Doctor of Philosophy

**JOINT WORK OF FAMILY AND SCHOOL IN FORMING
THE WORLD VIEW OF PRIMARY CLASS STUDENTS**

Specialty: 5804.01 – General pedagogy, history of
pedagogy and education

Field of science: Pedagogy

Applicant: **Abilova Lala Arif**

Baku - 2024

The dissertation work was carried out at the department of “Pedagogy” of Baku State University.

Scientific supervisor: Doctor of pedagogical sciences, professor
Gasimova Lazifa Nagi

Official opponents: doctor of pedagogical sciences, professor
Shahla Gasim gizi Aliyeva

doctor of pedagogical sciences, professor
Vidadi Jamil oglu Khalilov

Ph.D. in pedagogy, associate professor
Vidadi Pasha oglu Bashirov

FD 2.15 Dissertation Council of Supreme Attestation Commission under the President of the Republic of Azerbaijan operating under the Azerbaijan State Pedagogical University

Chairman of the
Dissertation council: Doctor of historical sciences, professor
_____ **Jafar Mammad Jafarov**

Scientific secretary of the
Dissertation council: Doctor of philosophy in pedagogy,
associate professor
_____ **Malak Alislam Zamanova**

Chairman of the scientific seminar:
_____ Doctor of pedagogical sciences, professor
Rustamov Farrukh Abbas

GENERAL CHARACTERISTICS OF THE WORK

The relevance and development degree of the theme. The modern era is deeply rooted in the memory of the Azerbaijani people with its national characteristic features. During this period, the Azerbaijani people attach special importance to returning to their origins by restoring their independence and drawing conclusions from the lessons of the past.

For more than thirty years, our people, having faced bloody tragedies without any justification, fought a life and death struggle against cunning Armenian enemies, won over the enemy in forty-four days and became the owners of their lands again. All this increases human feelings in the people of Azerbaijan based on their ancestry, makes the concern to consciously adopt the sacred qualities of children from an early age, such as holding hands to those affected by the disaster, sharing their grief and sorrow, their most sublime, sacred duty, referring to the preservation of the sacred traditions of humanity left by our ancestors. This work initially starts with the family and expands and develops in the school.

The way of life in the republic proves that if people's culture, education, and awareness level are not high, it will not be easy to fulfill the tasks arising from the demands of the society. This is primarily due to the fact that during the transition to a market economy, as the level of awareness of people increases, their worldview expands, the development of new relations between people and their creative activity increases and develops.

A person who has mastered the worldview, first of all, relies on the strength of his mind, has a firm belief in life, the future, in building and creating, actively fights for his convictions, and is able to determine his place in society. That is why the need to form the worldview of the growing younger generation from the first day requires us to educate a new person who is morally pure and clean, able to draw the right conclusions from the events taking place in nature and society. Such a person lives with advanced and progressive ideas, cherishes everything that serves the well-being of society, deeply respects and loyalty to the interests of his people and

his homeland, and the practical demonstration of all this reveals his sense of awareness, his way of thinking and maturity. The issue of worldview formation in the younger generation has always been relevant from the point of view of the interests of the current society. The issue of worldview formation in the younger generation has always been relevant from the point of view of the interests of the current society.

1. The Azerbaijani state feels a great need to educate democratic-minded citizens, loyal to their homeland, state, people, customs and traditions, capable of protecting their wealth from the enemy at any time and standing on the position of a high civilization and introducing its own set.

The renewal of the essence and content of the worldview, which is important in the education of the young generation due to the social, economic and political changes taking place in our society today, makes it a necessity by asking us once again.

2. The creative application of modern scientific knowledge in practice, its deep and conscious understanding and assimilation make it necessary to form a worldview in younger schoolchildren from the first day. because our education system today requires building the level of education of modern schoolchildren on complex principles, developing the thinking of each schoolchild, including achieving the development of mental surgery in them.

3. At present, the formation of the worldview of the younger generation from an early age directs them to a conscious understanding of their responsibility for the security and prosperity of the state and nation to which they belong.

4. Forming the worldview of younger school-aged children - creates the habit of directing them consciously and actually to take an active part in solving current and prescriptive tasks of the state, to manage their work, to perform the function of hard work and entrepreneurship.

These actualities, which we mentioned above, make it necessary to involve the formation of worldview in younger schoolchildren in research in a new direction. This problem can be realized at a high

level at that time, so that the family can become a close assistant to the school in this matter.

The relevance of the problem we are involved in the research also lies in the fact that it is able to guide children and young people from the first day to understand the essence of various nature phenomena occurring in society and nature, to determine an effective way out of individual situations, to evaluate their place in society and vital issues and draw conclusions from it, to correctly determine their future life path.

One of the reasons for turning the problem called “The system of joint work of the family and school in shaping the worldview of young schoolchildren” into research is the renewal of the nature and content of this problem, the day-by-day expansion of economic, political, ideological factors, family relations, reforms in the field of education, the need to generalize the work experience of advanced teachers and parents at the level of students' knowledge.

The need to implement such tasks once again confirms that a more favorable environment has now emerged for the formation of the problem involved in the study in younger schoolchildren. So, today, the vast majority of parents engaged in raising children not only have higher education, but also have a lot of life experience. By joining a socially useful activity, comprehending its meaning and content, children in the process learn to jointly complete tasks, treat people with care, fulfill their irreconcilable duty towards violators of the principles of equality, correctness.

The success of forming the worldview of younger schoolchildren students in the process of joint work with the family and the school also largely depends on its reference to the scientific and pedagogical and psychological foundations. We believe that familiarization with research works in this direction can help us a lot in effectively solving the problem.

When considering the pedagogical-psychological literature on the problem, it becomes clear that research work devoted to the system of joint work of the family and school in the formation of the worldview of younger schoolchildren in our republic has not been carried out. That is why we consider it appropriate to first express our

attitude to research works, monographs, books, pamphlets and articles related to the problem in one area or another.

The available literature on the formation of students' worldview can be divided into several groups. The first group can include the ideas expressed in the works, articles and books, speeches of classical educators on the problem. A.Komensky, I.H.Pestalotsi, K.D.Ushinsky, P.P.Blonsky, A.S.Makarenko, V.A.Sukhomlinsky, N.M.Pinkevich and others not only substantiated in their works the need to form the worldview of students, but also commented on the general, theoretical foundations of worldview education.

The second group of literature includes textbooks and educational aids on pedagogy written by Russian pedagogues B.P.Yesipov, N.K.Goncharov, N.I.Boldiryev, F.F.Korolyov, I.M.Korotov, B.T. Likhachev, T.A. Ilina, G.I. Shukina, I.P. Podlasiy, P.T. Pedkasistiy, I.F.Kharlamov, and well-known Azerbaijani pedagogues A.Seyidov, M.A.Muradkhanov, M.M.Mehdizade, H.M.Ahmadov, N.M.Kazimov, A.Sh.Hashimov, B.A.Ahmadov, Z.I.Garalov, Y.Sh.Karimov, A.A.Aghayev, Y.R.Talibov, S.M.Guliyev, A.N.Abbasov, H.A.Alizade, A.Kh.Pashayev, F.A.Rustamov, L.N.Gasimova, R.M.Mahmudova, M.A.Ismikhanov and others for universities and pedagogical institutes. In these works, the essence, methods and means of worldview education are interpreted in a general way. I would also like to note that in the content of the concept of worldview education in textbooks and teaching aids written in pedagogy in the 70s, as a rule, the greatest preference was given to the education of atheism. Many of the ideas put forward in these works were not of a research nature, so the essence and content of the worldview were schematic. In these works, little place was given to the methods and means of educating the worldview.

In the "Pedagogy" book (a teaching tool for pedagogical schools) prepared and published by B.P.Yesipov and N.K.Goncharov, the paragraph on the formation of worldview in children says: "One of the most important tasks facing the school is to create elementary ideas and understandings in elementary school students about the laws of nature and the development of human society. Also,

the authors have only listed in the textbook the ways of educating the worldview”.

The pedagogy textbook written by N.I.Boldiryev, N.K.Goncharov, and F.F.Korolyov talks about the importance of worldview and the ways of its education. But in the textbook, the fact of the formation of a worldview in students is covered not on the basis of examples, but in a general form.

Those thoughts in the works that we show in the dream about the content scope and direction of the worldview are valuable. However, these textbooks simply list ways to educate worldview. No actual examples are shown to educate students in this spirit, and the textbook forgets the role of parents and the community in educating students in the spirit of worldview.

The third group of works includes candidate dissertations, books and booklets. Candidate dissertations written in Azerbaijan, with the exception of Haji Novruzov's dissertation, were written in a philosophical aspect, so it can be said that age characteristics and the joint work system of family and school were not taken into account here. In these works, more attention was paid to the peculiarities of the formation of worldview in young people in general.

Thus, from a concise classification of the existing literature, it is known that although the upbringing of students' worldview has been more or less studied in the former Soviet Union, however, none of the authors mentioned separately have systematically studied the joint work of school and family in the education of students in the spirit of worldview in the primary classes, which are the first level in the structure of the general education school. However, the level of development of today's society, scientific and technological progress, the renewal of economic and social content, the personality orientation of education make such a topic even more relevant and make it necessary to study it from elementary grades on the basis of the system of joint work of the family and school.

Based on these and the rich experience in this field in advanced schools, it was known that it was necessary to study this topic.

The object and subject of the research is the joint work process of the school and the family in the formation of the worldview of

younger schoolchildren. It is a system of joint work of the family and the school in the formation of the worldview of younger schoolchildren.

The purpose and tasks of the research are to increase the effectiveness of the formation of the worldview of the young schoolboy's personality in the field of joint work between the family and the school in the training and education process, and to develop its scientific-pedagogical and methodical bases.

Tasks of the research:

- To reveal the pedagogical essence of the concept of worldview, to interpret it from the position of modern theoretical pedagogical ideas;

- To study the features of the development of the worldview, the relationships between its most important methods and means;

- To analyze the scientific-pedagogical, program-methodological and educational literature on the problem;

- To identify and experimentally implement methods that ensure the formation of students' worldview in the process of training and education;

- To determine the position of extracurricular activities in the formation of students' worldview, the strength of the influence of the example of parents in this area;

To develop recommendations for school practice based on the results of the experiment carried out.

Research methods. First, pedagogical and methodical literature related to the problem was studied, analyzed, comparisons were made and scientific conclusions were drawn.

Documents related to education, various decisions and instructions related to the development of the school were studied and analyzed, and also programs and textbooks on elementary grades, daily lesson and work plans of teachers on the problem were considered.

Observation. The main purpose of the teacher's use of this method was to collect information. The collected information, along with the facts identified by other methods we have used, has helped

us draw conclusions. We used the following types of observation in the research process:

- we have been direct participants in observation in the formation of the worldview of students selected from the individual and the collective for special control.

In connection with the research, more than 950 students were observed in 50 primary classes of general education schools No. 13, 20, 44, 46, 82, 158 of Baku. Also, more than 150 lessons were attended in the planned experimental classes and notes were taken about the problem.

- Interview. In the course of the research, interviews were organized with 20 school heads, more than 100 teachers and 500 students in order to find out the difficulties and best practices related to the problem.

Questionnaire survey. An oral and written survey was conducted with 120 elementary school teachers, more than 300 students and more than 200 parents in general schools No. 13, 20, 158 of Yasamal district of Baku city, No. 44 of Nasimi district, No. 82 of Narimanov district, No. 10 of Sumgayit city, and No. 1 of Khirdalan city, the analysis of the received answers made it possible to draw certain conclusions in terms of the problem we are studying.

Pedagogical experiment. The experiment was carried out in three stages. At the first stage, the current situation was studied; at the second stage, the developed system of work was applied; and at the third stage, the results and levels achieved were determined. After confirming the superiority of the presented system by comparing it with the previous stages, the superiority of the system tested in the primary classes of 7 schools was once again confirmed.

Main provisions for defense.

- the need for a consistent, systematic, purposeful imposition of the implementation of the problem during the joint work of the family and the school in the pedagogical process in primary grades;

- the degree of its influence on the formation of the worldview of the personality of a schoolchild in the pedagogical process, their moral and spiritual, aesthetic, physical education;

- possibilities of shaping the worldview of the student's personality in the process of family and school unity;
- the importance of improving the pedagogical mastery and methodical competence of primary school teachers in the purposeful organization of the worldview of primary school students.

The scientific novelty of the research is that in the pedagogical process in elementary grades, the effect of family and school cooperation on the formation of the worldview of young schoolchildren was studied, its theoretical and practical bases and the potential possibilities of “Azerbaijani language”, “Life sciences”, “Labor training”, “Mathematics” and other subjects in this direction were revealed, and the optimal and efficient ways of their implementation were determined.

Theoretical and practical significance of the research. In order to discuss the results of the research among teachers and parents, the research work on the topic “Family and school joint work system for the formation of the worldview of younger schoolchildren” was prepared and presented at school and class parent meetings at scientific conferences held at schools No. 13, 20, 158 of Yasamal district, No. 44 of Nasimi district, No. 82 of Narimanov district, Agdam district.

The practical importance of the research is that primary school teachers and parents can build their work in this direction at a higher level by benefiting from the results and suggestions received from the research. The study shows the practical ways of doing this work on the basis of facts. It is possible to use the results of the study when determining the content of training and educational work and developing a program on personality education, including when improving textbooks.

Approbation and application. The main provisions put forward in the dissertation are reflected in the form of a thesis in the periodical scientific press, documents of scientific and practical conferences. The dissertation was discussed in the Department of Conceptual Problems of Education of the Institute of Educational Problems and in the seminars of the Department of Pedagogy of BSU and submitted for open defense. 5 scientific articles of the author on the

topic were published in the conference material.

The name of the organization in which the dissertation work was carried out: The dissertation work was performed at the department of Pedagogy of Baku State University.

Structure of the dissertation. The dissertation consists of an introduction, 3 chapters, 8 paragraphs, conclusions and proposals, and a list of 127 titles. The total volume of the dissertation is 162 pages, 263991 characters. Introduction – 11 pages, 19919 characters, Chapter I – 51 pages, 91892 characters (1.1. – 8 pages, 15064 characters; 1.2. – 13 pages, 25705 characters; 1.3. – 30 pages, 49111 characters), Chapter II – 53 pages, from 91481 signs (2.1. – 21 pages, 36806 signs; 2.2. – 18 pages, 29958 signs; 2.3. – 5 pages, 8636 signs; 2.4. – 9 pages, 15953 signs), Chapter III – 29 pages, from 54690 signs (3.1. – 12 pages, 21367 symbols; 3.2. – 6 pages, 12952 symbols; 3.3. – 11 pages, 20269 symbols), result – 3 pages, 6127 symbols, the list of used literature consists of 9 pages.

THE MAIN CONTENT OF THE RESEARCH

In the introduction, the relevance of the research is substantiated, its object, subject, purpose, tasks arising from its scientific purpose, methodological foundations are explained, and at the same time, brief information is given about the used research methods, scientific innovations, theoretical and practical importance, defended provisions and general results.

The first chapter entitled “Scientific-theoretical basis of worldview formation in primary school students” combines three paragraphs. **The first paragraph** of the chapter is called “Essence and content of formation of primary school students in the spirit of outlook”. The paragraph indicates that the worldview as a whole is a generalized system of views on the whole world, nature and the laws of development of society, a person's understanding and assessment of the meaning of his own activity and the fate of mankind. The formation and development of the worldview in children is a long-term and dialectical process. Although the first stage of educating the worldview is carried out in the family, but the scientific basis of its essence and content belongs to the school. The school forms the growing generation in the process of organized training and education of

ways to overcome difficulties in building a new life, on the way forward towards the goal. The school creates elementary ideas and concepts about the compliance of nature and the development of society with the law in order to create a worldview in primary school students. The decisive condition for the formation of his worldview is the transformation of knowledge into a permanent belief, which forms the principles and motives of behavior for young schoolchildren. In the absence of perceived beliefs, facts and generalizations of a worldview-relevant nature can only be formally assimilated. Thanks to the study of the phenomena of social life by students, they are able to comprehend and assimilate a number of concepts and ideas. The worldview helps to penetrate the essence of events, to clarify their internal contradictions, to determine development trends, and to determine methods of solving important issues and tasks. The nature and content of worldview formation in young schoolchildren is a complex and multifaceted process. And at the heart of their formation as a person is the system of joint work carried out by the family and the school. In order for younger schoolchildren to master the basics of the worldview, it is not appropriate to arm them only with knowledge related to relevant subjects, to do this, it is necessary to generalize simple facts, give them an understanding of the existing laws and patterns of the world, explain the essence of facts and phenomena and be able to consolidate them in the minds of students. Forming students to learn the current essence of the world, to see nature and society in constant change and development, to be able to explain happenings in a simple way, as they are, serves their worldview.

The second paragraph of the chapter is called “Setting the problem in the scientific and pedagogical and methodological literature”. In the paragraph, the literature to be studied on the issue under study is combined in four groups. Firstly, the works and valuable ideas of classical educators on the problem, the place of problem in textbooks and teaching aids, secondly, the level of problem development in methodological literature, thirdly, monographs or relevant literature considered the need to study the problem. In addition to indicating the place of worldview in textbooks and teaching aids, the applicant also showed the authors of

the textbook her wishes and desires regarding the studied issue, the need to reflect and interpret the issues. Turning to classical pedagogy, the author considered it necessary to bring quotes from their works. In the research, the works and ideas of personalities such as outstanding Czech educator Y.A.Komensky, Russian educator K.D.Ushunsky, A.S.Makarenko, V.A.Sukhomlinsky, including M.F.Akhundov, M.T.Sidgi, H.B.Zardabi. K.D.Ushinsky noted that the development of the personality's worldview is ensured when its intellectual, moral, labor, artistic and other activities are carried out in the process of work. V.A.Sukhomlinsky in his work "The birth of a citizen" showed that worldview convictions are a spiritual achievement of a personality when a thought captivates the heart and awakens feelings. A cold heart cannot have high feelings, desires, ideas, ideals. H.B.Zardabi highly values the joint activities of the school and the family, showing that children see both good and bad in the family. The first source of education is the family. Therefore, the school should help the family and give pedagogical advice to parents who have difficulties in raising their children. In the paragraph, along with the research works on the problem in different years, the analysis of the works written and studied in the last period is given a wide place.

In the third paragraph of the chapter, in order to find out the state of implementation of the problem, surveys were conducted with primary school teachers of the schools involved in the research, they participated in their classes, and the state of implementation of the researched issue was studied. It became clear that It became clear that although it is a necessary issue to educate elementary school students in the spirit of worldview, the classroom teachers did not consider it necessary to touch on this issue or bring it up in the teaching process. The weak connection of class teachers with the school has also overshadowed the solution to this problem. However, at the heart of the formation of the worldview of students as a person is the system of joint work carried out by the family and the school. In the paragraph, when the applicant grouped the texts given in the Azerbaijani language textbooks of grades I-IV, it was clear that some of the texts given in the Azerbaijani language textbook of grades I-IV directly and indirectly serve to shape the worldview of students.

Table 1.3.1

Texts that directly and indirectly affect the formation of students' worldview in the “Azerbaijani language” textbook of the first grade

SUBJECT	Units in the textbook	Texts that directly affect the formation of students' worldview	Indirectly affecting texts
“AZERBAIJAN LANGUAGE” TEXTBOOK	I unit	“My family”, “Ramin and his friends”, “School shopping”, “Grandfather's gift”, etc.	“In the market”, “Trees”, “Walking”, “In the zoo”
	II unit	“Month of holidays”, “Board sports games”	“Fire”
	III unit	“In the sea”, “In Goygol”, “Sport”, “Hygiene rules”, “Healthy food”	“Daily regime”
	IV unit	“Rainbow”, “Bozgulag”	“Snail”
	V unit	“Stories” “Dream world”, “Tales about animals”	“Find it”, “Novruz holiday”
	VI unit	“What is Homeland”, “Let's know our Homeland, let's love our Homeland”, “Calling Homeland”	“The tree - a cure for every problem”, “Wolf's advice”
	VII-VIII units	“What is good, what is bad”, “The help of friendship, good action”	“Apples”, “Cabbage leaf”

Table 1.3.2

Texts that can directly and indirectly influence the family and school in the education of students in the spirit of worldview in the second grade “Azerbaijani language” textbook

SUBJECT	Units in the textbook	Texts that directly affect the formation of students' worldview	Indirectly affecting texts
“AZERBAIJAN LANGUAGE” TEXTBOOK	I units	“Day of Knowledge”, “Homeland”, “Flags”, “Novruz holiday”, “Eternal torch”, “Ancient carpet”	“Book”
	II units	Questions and riddles related to the content of the texts “Rainbow”, “Observe”, “Nature and us”, “Gullu’s tea”	“Banovsha”
	III units	“Prophet Muhammad's thoughts on goodness”, “The influence of a good companion”, “Fish, duck and crab”, “A lie”	“Banovsha” “Untitled story”, “Gulgun’s power”
	IV units	“In the fall”, “Living things”, “Observe”, “Parts of the plant”, “Why does the leaf turn yellow?”	“In our garden”, “Sun and wind”, “How the forest helps people”
	V units	“Two ploughs”, “Beneficial insects”, “Spider and silkworm”, “Yasar chooses profession”	

Table 1.3.2. followed

	VI units	Tasks related to “Family law”, “Women's day”, “Old grandfather and grandmother”, “Six breads”, “Cat and Golden Eagle”, “Gazelle hunt”, “Native family”, “Birds of prey”	“Untitled story”, “A mother's warm embrace”
	VII units	“Bad habit”, “King and scientist”, “Rooster and sparrow”, “Camel and fox”, “You went and saw”, “Misleading”, “Loyalty of the lion”, “The lion and two oxen”, “Bayati”, “Courageous ambassador”, “Choose right from wrong”, “Observe”, “A broken jug”	“Wild animals”, “First snow”, “Winter came”, “New Year ”
	VIII units	“Observe”, “Life under the snow”, “A broken jug”, “Forest doctor”	“Winter came”, “Untitled story”, “New Year”
	IX units	“Love for man”, “Come on, sit down”, “A childhood memory”, “A miser and a beggar”, “Poor fisherman”	“Bread”, “We plant, they eat”, “Be careful”, “The false shepherd”

Table 1.3.3

Texts in the III grade textbook “Azerbaijani language” where the relationship between school and family has a direct and indirect effect on the formation of students' worldview

FƏNN	Units in the textbook	Texts that directly affect	Indirectly affecting texts
	I units “Family and school”	“National anthem of the Republic of Azerbaijan”, “A day at school”, “Balaban”, “Hearing and listening”, “Two apples”, “Fully hidden”, “Green pencil”	“What is communication?”
	II units “Moral values”	“Frugality”, “Eagle's formation”, “Event in the park”	“Gossip”, “Wheel”
	III bölmə “Mysterious world”	“Tree”, “Stork and nightingale”, “Yeah or yes”, “Snowflake”	“Shadow of the Snow Tree”, “Two flowers”
	IV units “My favorite heroes”	“Goychek Fatma”, “Shepherd Garaja”	
	V units “Historical figures”	“Wise leader”, “Gift from the teacher”, “Shah Ismayil”, “Haji Zeynalabdin”, “Expensive carpet”, “Talented student”	“History of numbers”
	VI units “Holidays and historical days”	“Last Charshanbas”, “October 18 - Independence day”, “Holiday share”, “Our religious holidays”	“Long live our rights”

Table 1.3.3. followed

VII units “A treasure of wisdom”	“The story of the man who cuts bricks”, “The farmer and his son”, “The value of the father's word”	“The greedy lord and the shepherd”
VIII units “Our cultural heritage”	“How professions emerge”, “Gobustan”, “Yalli dance”, “Ganja gate”, “250-year-old carpet”, “Shirvanshahs palace”, “Buta”	“Hop-hop”

As can be seen from the tables, a significant part of the texts given in the textbook is able to realize the possibility of communication between the school and the family, as well as ensure their joint activities in the formation of students' worldview.

The second chapter of the dissertation work is called “Possibilities and ways of using advanced school and family experience in educating younger schoolchildren in the spirit of worldview in the educational process”. The first paragraph of the chapter, which includes three paragraphs, is called “Analysis and ways of using the work experience of advanced schools in teaching the subject “Azerbaijani language” for grades I-IV”. Studies have shown that in the field of educating younger schoolchildren in the spirit of worldview, a certain part of the teachers were not interested. Some teachers bring up the educational goal as an important issue along with the didactic goal in the lesson, while some teachers ignore the educational goal in the lesson and consider only the didactic goal of the lesson necessary. This was clearly seen by surveys conducted with class teachers in Baku and several regions of the republic, conversations and participation in classes of some of them.

1. A large group of interviewed teachers (54 percent) think about the meaning of each word, phrase and sentence when teaching any subject, and collect relevant material in order to make comparisons for the correct solution of the problem. Teachers like this also associate it with other subjects through various means and ways to provide additional information than in the textbook. And this

creates conditions for increasing the activity of students.

2. Another group of teachers (12 percent) almost does not set themselves the goal of educating students in the spirit of a worldview. They instruct the students to read the materials in the textbook in a kind of mechanical way, they do not connect them with life, the past, present and future of the society, they do not pay attention to drawing educational conclusions.

3. Another group of teachers (7.5 percent) are satisfied only with the materials they read in the classroom to educate students in the spirit of worldview. They hardly use the power of extracurricular activities.

4. Some of the teachers (14 percent) understand education in the national spirit in educating students in the spirit of worldview as education in the spirit of nationalism. As a result, national relations in children are not brought up correctly. They have such unpleasant views as despising representatives of other nationalities, ignoring universal human relations, not seeing their place among the peoples of the world.

5. Another group of teachers (9 percent) do not connect the work on educating students in the spirit of worldview with other areas of education.

6. It was also found out from the conducted surveys that there are teachers who (3.5 percent) devote too much time to the work of educating children in the spirit of worldview, which overshadows other areas of education and even the educational purpose of the lesson.

From the conclusion we received from the above surveys, we conclude that teachers are more likely to show a neglect of this important problem, as well as a lack of a complex approach to it (54 percent). The latter case should be considered a more serious omission from a pedagogical point of view.

The second paragraph of the chapter is called “Possibilities and ways of shaping the worldview of elementary school students in the teaching of the subject “Life sciences”. The paragraph shows that the subject “Life sciences” taught in grades I-IV has great opportunities in terms of problems. It should be noted that this

subject affects the formation of the worldview of elementary school students by providing them with extensive information about living and non-living nature, as well as by making them regularly observe living and non-living natural phenomena. In the process of teaching this subject, students acquire scientific secrets about the labor of people in their native land, chapter changes in nature and people's labor. In the process of teaching this subject, students also learn the secrets of interaction between objects and events in nature and understand the impact of changes there on human labor. The content of each section included in the textbook is designed according to the students' understanding capabilities and their ways of thinking. "When starting school", "What's in nature", "I should keep my environment clean", "Our health and safety", "Soil", "How to follow hygiene rules", "How the seasons change?", "Protect the cleanliness", "Healthy lifestyle", "Summer holidays ahead" (III grade); "New school year", "Dedication", "Citizenship", "Religious values" (IV grade), etc taught in the I grade are like this.

In the third paragraph, which is called "Possibilities of education of students in the spirit of worldview in mathematics textbooks of primary classes and analysis of advanced school experience", it is stated that studying mathematics helps to form logical thinking and worldview in primary school students, and also enables them to develop their ability to understand, honest attitude to socially useful work, and love for the Motherland. In these lessons, children acquire such qualities as independent work in solving the problems they encounter in life, building confidence in the power of their own mind and thinking, as well as the ability to empathize and participate in hard work, which greatly contributes to the formation of a worldview in them. In mathematics lessons, teachers use various methods and means to achieve the mental development of students, which also take into account the capabilities of the family in this direction. In the process of researching the problem, it was explained to 150 teachers what opportunities there are for shaping the worldview of students in teaching mathematics, 30 parents were addressed with the question, do you have a connection with the school to shape your children's worldview?, 75 of the teachers said

that “The main goal of mathematics lessons is to accustom students to solving problems”; 45 of the other teachers reported that “Mathematics teaching not only increases the mental activity of students, but also shapes their worldview”. And 45 teachers avoided answering questions. And 19 of the parents did not want to give any answers to the questions. Based on all the mentioned, it can be said that there are great opportunities for forming the worldview of students in the mathematics lessons of primary classes. Using these opportunities correctly and on the spot largely depends on a good knowledge of the subject taught by the teacher, including the effective establishment of communication between the school and the family.

The fourth paragraph of the chapter is called “The role of school and family cooperation in educating students in the spirit of worldview in technology lessons”. The subject of technology also has great opportunities in shaping the outlook of elementary school students. Only 25-30 percent of the time allocated for the technology subject is devoted to theoretical knowledge, and 70-75 percent to practical work with a useful result, if possible. As a result of the experiment conducted in schools No. 20, 44, 13, 158 of Baku on the subject of Technology intended for I-IV grades, it was found that in technology classes the student understands life, people, human relations and also himself. In these lessons, when instruction, technological tools, schemes and diagrams, and other descriptive visuals are used, and conditions are created for the independence of students and the activation of thinking, thinking and manual work are combined, and as a result, practical tasks are performed on a scientific basis. And this is of great importance in the formation of students' worldview. Taking into account the educational aspect of each subject in the process of teaching the subject of technology, it was considered expedient to organize the lesson in the following stages.

In the I stage, referring to the knowledge, skills gained in the past lessons, a connection with a new topic is created in a short time.

Ways to follow the safety techniques and hygiene rules related to the labor task to be performed in the I stage are indicated.

In the III stage, an introductory interview on the technology of the product to be prepared on the new topic is organized.

In the IV stage, a workplace is organized for the students and the procedure for using the tools is shown and explained.

In stage V, parents are given the opportunity to help in the preparation of items and products, and their advice is listened to.

The work prepared in the VI stage is checked and accepted by teachers and parents, students' opinions are listened to, their wishes and desires to do more work are studied, and mutual evaluations are organized. Both the didactic and educational functions are manifested in each of these stages. Each of the stages of the lesson also forms the worldview of students, arming them with knowledge, skills and habits. As a conclusion on the subject of technology, it is concluded that:

- The subject of technology contributes to the formation of a worldview in students, adjusts them to creative thinking, activity, new economic conditions, prepares them for life as a person with new qualities.
- The subject of technology prepares students to consciously choose a profession within the framework of humanistic achievement of life goals.
- Technology lessons form a creative attitude in students to the conscious and qualitative implementation of labor activity.
- Technology classes not only comprehensively develop student activity, but also create the ability to adapt to changing socio-economic conditions.
- The subject of technology, by creating a worldview in students, educates them in the non-conflict communication of hard work, entrepreneurship, collectivism, humanism, respect and love for the family, and the culture of behavior.

The third chapter of the research work is called “Cooperation of school and family in the formation of the outlook of young schoolchildren in the process of extracurricular activities”. The chapter consists of three paragraphs. **The first paragraph** of the chapter is called “The role of the joint activity of the school and the family in shaping the outlook of students in extracurricular

activities". The paragraph indicates that from the class in the process of external events, students participate in socially useful labor, attend gatherings together, go on excursions, build relationships at competitions in various sports, and focus on joint activities. Meetings, discussions, debates, excursions, competitions and other extracurricular events create a serious change in students' attitudes towards life, society, friends, comrades, their behavior, and their responsible approach to the work ahead. The paragraph indicates that from the class in the process of external events, students participate in socially useful labor, attend gatherings together, go on excursions, build relationships at competitions in various sports, and focus on joint activities. Experiments on the organization of moral conversations, discussions, meetings from mass forms of work have shown that students have a great role in shaping their worldview.

The second paragraph of the chapter is devoted to the study of the issue of "The effect of the joint work of the school and the family on the formation of the worldview of students during the discussion of artistic works". In the formation of the worldview of younger schoolchildren, the activities carried out by the family, school and the public in a complex form not only form the worldview of students, but also clarify the qualities that ensure the moral wealth of schoolchildren in this process. Thus, the worldview is considered not only as a set of general information about the world, but also as all that has been put forward, ideas, legal and moral norms, social preferences, humanistic care for wealth, the choice of rules of a person's behavior in life, which determines his responsible attitude to society and to himself. The paragraph shows that it becomes necessary to supplement the educational work carried out with students in our schools with the highest educational influence of parents. Because without the help of the school and the public, the family cannot ensure the upbringing of children in the spirit of a worldview in isolation. A.S.Makarenko showed that no method can be deduced from the idea of the student environment of the teacher plus. In educational work, it is necessary to rely on the strength of the school, family and public. Children's outlook on life and characters are formed under the influence of parents. The first way of life,

customs and traditions that arose in the family, the views and attitudes of the family to the phenomena of social life are often not erased from their memory as a decisive factor that determines the spiritual world of children throughout their lives. In this regard, the future citizen's having high moral purity and moral qualities, the formation of their worldview depends on the correct organization of moral education in the family and the parents' worldview and moral qualities. The discussion of J. Jabbarli's play "Od gelini" (The Bride of Fire) organized in the 9th grade with the participation of parents completes this idea and helps to form moral qualities and outlook in students.

The third paragraph of the chapter is called "The system of joint work between the school and the family in educating young schoolchildren in the spirit of worldview". It is clear from the paragraph that in the current conditions, a number of real opportunities and their forms and methods have emerged in order to combine the power of the school and the family to shape the worldview of children. However, no matter how important these opportunities are, in their essence, they largely depend on the proper planning and organization of the activities of schools, family and public educational institutions, parent committees, commissions and trade unions engaged in the work of underage children in the formation of the worldview of younger schoolchildren. Only when the pedagogical unity of these forces is correctly and effectively used does it become possible to achieve high success in the formation of students' worldview. One of the factors of great importance in shaping the worldview of students in the system of joint work between the school and the family is to spread the necessary knowledge among parents. For this purpose, it is possible to achieve the goal by widely using classroom parent meetings, practical conferences aimed at educating students, parent days, individual forms of work organized with parents, the power of parent universities and lecturers. In the formation of students' worldview, ensuring the activity of parents in this direction, the requirements that lie ahead must be observed.

- the center of educational work with children and parents

should be school;

- the school should unite all pedagogical and social forces, student organizations, and direct their goal to the formation of children's worldview;
- a council for extracurricular work should be created under the leadership of the school, the composition of this council should include representatives of public organizations operating under the school, trade unions, school parents' committee, organizing educators;
- in each of the departments and institutions located on the territory of the school, family and school assistance councils should be established.

In the course of the research, it can be concluded that when parents, teachers, public educators work in close contact with each other, having solid information about the children they bring up, being able to notice the changes in their development, actions, mood in time and correctly directing them, it will be possible to achieve the goal of the problem under study, and the worldview of students can be formed correctly.

The following **conclusions** were reached in the research work:

The way of life and rapid development in our republic prove that if people's culture, education, and awareness level are not high, it will not be so easy to fulfill the tasks arising from the demands of the society. This is due, first of all, to the fact that during the transition to a market economy, as the level of awareness of people increases, their worldview expands, the development of new relations between people and their creative activity and worldview increases and develops.

Worldview is one of the main factors in fostering strong faith and belief in life, future, building, relying on the power of the mind in schoolchildren, they are constantly actively fighting for beliefs, trying to determine their place in society. That is why the emergence of the need to form the growing generation from the very beginning in the spirit of the worldview requires us to determine the ways of educating a new person who is able to draw the right conclusions from the events taking place in morally pure, morally pure nature and

society.

Children and young people with a worldview require from the first day to achieve the expansion of their thinking, as well as the development of mental operation, making it necessary to creatively apply modern scientific knowledge in practice, to understand and assimilate it deeply and consciously.

In modern times, educating children in the spirit of worldview from early school age leads them to consciously understand the responsibility for the security and prosperity of the state and nation to which they belong, and to determine their activities.

The upbringing of younger school-age children in the spirit of worldview from the first days creates in them the habit of actively participating in solving current and promising tasks of the state, as well as the ability to perform the function of hard work and entrepreneurship, to consciously and actively use them.

The upbringing of children and young people in the spirit of worldview from the first day not only guides them to understand the essence and content of various nature phenomena occurring in society and nature, determine an effective way out of individual situations, evaluate their place in society and their vital goals and draw conclusions, but also correctly determines their future life path.

Today, the system of joint work of the family and the school, which is of particular relevance in the formation of younger schoolchildren in the spirit of worldview, is leading as an important condition for the renewal of the essence and content of the problem, the expansion of economic, political, ideological factors in the country and reforms in the field of education on family relations, as well as the need for generalization of the work experience of advanced teachers and parents

At present, our education feels a great need for the education of democratic-minded citizens, loyal to their homeland, province, national-spiritual values, state, people, ready to protect their wealth and able to stand on a high civilizational position and promote their writing. In the preparation of such citizens, the upbringing of younger schoolchildren in the spirit of worldview is a very important condition.

The creative use of the gained scientific knowledge in practice, its deep and conscious understanding and assimilation, make it necessary to form an initial worldview in children of younger school age. Today's education system requires building the level of training and education of a modern schoolchild on complex principles, developing the thinking of each schoolchild, including achieving the development of mental surgery in them.

In modern times, the upbringing of younger school-age children in the spirit of worldview, their orientation to a conscious understanding of responsibility for the development and prosperity of the state and people to which they belong is one of the most important issues of the day.

The relationship of the school with the family has great power in the formation of the worldview of younger schoolchildren, which retains the influence of family education. This relationship should prioritize the principle of systematicity and consistency.

In the history of pedagogy, interesting provisions put forward by outstanding educators and psychologists in relation to the worldview and conclusions they came to, reasonable and valuable ideas are of great importance.

Today, as always, general education schools act as one of the social stages in the life of the younger generation, especially in the development of their worldview, form in them primary moral ideas and concepts covering the essence and content of the worldview, moral and ethical categories-national consciousness, national dignity, national psychology, self – esteem, civic worth and zeal, tolerance, family care, love, honor, zeal, honor and so on. Also, schoolchildren's ideas and concepts about family happiness, good and evil, progressive and reactionary forces, justice, injustice, peace, tranquility, war, devastation, environmental difficulties, legal law, economic knowledge, austerity, simplicity, humility, straightforwardness and truthfulness are formed in those schools where we study today.

It is in this process that the life endeavors, which constitute the essence and content of the worldview of primary school students, which are their spiritual face, the right and intelligent attitude towards

society, people, spiritual resources, and the implementation of their rights and duties, are carried out. Therefore, one of the main tasks of general education schools is to ensure the unity of students' worldview, their moral awareness, behavior with words and deeds, to form an active life position, and a sense of national pride. It also involves connecting people to life and each other with delicate threads and planting seeds of compassion and kindness in their hearts, raising a person who is attached to the traditions of freedom and democracy of the Azerbaijani people, develops their worldview, deeply masters the national, moral, humanistic, spiritual and cultural values of his people, protects and constantly develops it, loves his family, Homeland, nation and tries to always exalt, acquires universal values..

Education of elementary school students in the spirit of worldview is carried out both through training and extracurricular activities. In this work, the educational materials given in the textbooks taught in grades I-IV - examples of folklore (tales, bayatis, riddles, proverbs, etc.), colorful stories, texts, pieces about the lives of prominent people, historical facts and events play an important role.

The main results of the dissertation are reflected in the following works:

1. Abilova L.A. From the ladylike upbringing of teenage girls. V Republican scientific-practical conference on "Education and society". Baku, 2013, p.241-243.

2. Abilova L.A. The essence of the formation of primary school students in the spirit of a scientific worldview. VI Republican scientific-practical conference on "Development strategy of society and education". Baku, 2014, p.375-377.

3. Abilova L.A. Formation of worldview in elementary school students in the teaching of "Life sciences" textbooks. International scientific conference on "Moral and moral values in education: development of harmonious personality", Baku, 2014, p.122.

4. Abilova L.A. Setting the problem of worldview education. VII Republican scientific-practical conference on "Education development strategy and its implementation". Baku, 2015, p. 469

5. Abilova L.A. Setting the problem of worldview in scientific and pedagogical literature. News of Nakhchivan Institute of Teachers, Nakhchivan, vol. 11, № 1, 2015, p.23-27.

6. Abilova L.A. The possibilities of labor training in the formation of the scientific worldview of younger schoolchildren. News of Nakhchivan Institute of Teachers, Nakhchivan, vol. 11, № 2, 2015, p.25-28.

7. Abilova L.A. From the experience of forming a worldview. Republican scientific-practical conference on “Actual problems of contemporary and social sciences”. Baku, 2016, p. 211-212.

8. Abilova L.A. Worldview in the ideas of training and education of outstanding educators. Republican scientific-practical conference on “Pedagogical approaches in education: experience of the past and vision of the future”. Baku, 2016, p. 225-226.

9. Abilova L.A. The role of the family in shaping the worldview of primary school students based on samples of oral folk art. Collection of scientific papers. 2016, V.LXX, vol.1, p.31-35.

10. Abilova L.A. Issues of education of worldview in schoolchildren. Republican scientific and practical conf on the topic “Contemporary period and education”. Baku, 2017, p.234-235.

11. Abilova L.A. Possibilities of forming a worldview in schoolchildren. News of the Pedagogical University, № 1, Baku, 2017, p.173-177.

12. Abilova L.A. The possibilities of labor training in the formation of the scientific worldview of younger schoolchildren. Scientific works, vol. 84, № 1, Baku, 2017, p.104-106.

The defense of the dissertation will be held on 30 april 2024 at 14.00 at the meeting of the Dissertation Council FD 2.15 operating under Azerbaijan State Pedagogical University.

Address: Az-1000, Baku, U.Hajibeyli avenue, 68.

It is possible to get acquainted with the dissertation at the library-information center of the Azerbaijan State Pedagogical University.

Electronic versions of the dissertation and abstract are available on the official website of Azerbaijan State Pedagogical University.

Abstract was sent to the required addresses on 30 april 2024.

Signed for print:
Paper format: 60x84
Volume: 39255
Number of hard copies: 30