



## Methodological Principles And Basic Education Of A Child To Develop His Consciousness

Ural Safarov

PhD., Lecturer, Tashkent State Pedagogical University, Tashkent, Uzbekistan

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### ABSTRACT

The pedagogy of consciousness is a new area of scientific knowledge, it studies the laws, principles, forms and methods of spiritual education and training of a person, reveals a value attitude towards the development of a child's consciousness, aimed at the process of cognition, the formation of his spiritual and energetic qualities and abilities based on spiritual values.

### KEYWORDS

Pedagogy, pedagogy of consciousness, level of pedagogical knowledge, development of consciousness.

### INTRODUCTION

The pedagogy of consciousness is a new qualitative level of pedagogical knowledge that corresponds to new discoveries in nuclear physics and biophysics (the doctrine of quantum leaps, subtle energies, the

multidimensionality of space, the infinity of development and the existence of special energy combinations in the human structure), information discoveries that require transfer dominants of the upbringing process from the

social aspects of personality development to the intra-personal as an aspect of the Cosmic plan.

Areas of theoretical research and directions of program implementation of the pedagogy of consciousness:

1. Acceptance of an all-encompassing world is the first step towards the development of consciousness, which must be both realized by the teacher and brought into the consciousness of children.
2. Aspiration of children to cognition by means of pedagogical impulse creation of the process of cognition of the surrounding world, oneself, the Cosmos.
3. Development of energy qualities, as well as spiritual qualities that direct to Truth, Love and Beauty.
4. All activities of children and adults are creative, generating discoveries in all the diversity of the world for everyone who participates in this process.
5. Direction in the development of consciousness towards the Highest, acceptance in consciousness of aspiration to the Cosmic Light as a Teacher, an appeal to the Cosmic Hierarchy of Light.
6. Movement towards rhythmic constant creative activity. Development and overcoming obstacles in a constant creative rhythm of movement throughout life. Each direction (program) of the development of consciousness is in close relationship with others.

## MATERIALS AND METHODS

The pedagogy of consciousness as a field of scientific knowledge studies pedagogical phenomena in the development of human consciousness and solves the following tasks:

- Studying the characteristics of the

development of human consciousness, that is, it studies the conditions, its process and the result;

- Studying the structure of pedagogical activity, that is, professional competence, readiness for pedagogical activity to develop a child's consciousness, professional skill.

Another personality trait is diligence. In etymology, this word means vigorous activity carried out by the "heart", that is, by the internal need to perform efficiently and efficiently work and fill it with spiritual meaning in accordance with personal and public interests. This concept is fundamentally different from the concept of "hard work" as a desire and ability to work hard and hard. This concept of "diligence" is used to emphasize the spiritual component of this energy quality of the individual.

The essence of this quality is to provide the child with a joyful attitude to work as an activity for the Good of others, with an upward and rhythmic movement along the path of self-improvement. Rhythm is the main means of this forward movement, which requires discipline of the mind and heart, inner balance from the frustrating and destructive effects of lower emotions and qualities. The joy of your work is a condition for such work.

Labor is an important means of developing consciousness. This means that it is necessary to illuminate labor as the core of work on oneself. Changing his low qualities, striving towards the higher meanings of Being, a person changes from the inside, begins to creatively relate both to himself and to the activity he performs. The work carried out by a person inside himself is directly interconnected with external activity. Labor should be carried out at will, be free, and the student should

master the position of a test person, since each work has the potential for new discoveries and achievements. This position should be initially incorporated in the activities of the teacher and, as a consequence, in the pupil (the method of personal example). It is the teacher who must create the appropriate conditions and atmosphere that stimulate the process of the child's conscious, creative and active activity.

In every act of labor (activity), the teacher helps the child to see the joy of discovering a new, creative approach to solving tasks, faith in what enriches the child with new ideas and thoughts. Belief is an essential element in preparing a child for any activity.

Self-confidence, new discoveries, the importance of this work for oneself and others; the belief that the expected purpose of the work will provide the child with a new understanding of their development. Belief is a guarantee that a person is internally ready for work, overcoming difficulties, aimed at the desired result. Each action must contain an element of creativity, a search in itself for a constant striving movement towards the comprehension of knowledge.

A perfect action enriches a person if it is associated with his spiritual feelings, the qualities of the development of consciousness and those life principles that are embedded in the values and value orientations that are the basis for the development of human consciousness. Perfect action ensures the realization of the current goals of a person, enriches him with the abilities to move forward along the path of self-improvement, if these goals and values correspond to the evolutionary path of mankind.

The teacher must, together with the children, record the results of these actions, the ways to achieve them and the acquisition of new skills (reflection of activity). It should be remembered that the teacher should not give advice, since they do not reach the destination, but are given only for themselves, but provide conditions for searching or choosing from a fan of possible ways that one that corresponds to a particular child. All this enriches the child's consciousness, since the mastered actions in accordance with spiritual values bear the approval of energy qualities (optimism, calmness, volitional qualities) in the development of consciousness.

## RESULT AND DISCUSSION

An important element of labor is its discipline as a means of overcoming the inertia of a person's physical body and his mind. The discipline of work is a meaningful movement in accordance with the spiritual values of gradually approaching the intended goal. At the same time, everything that interferes from the outside dissolves in the surrounding space of consciousness precisely by the inner silence that comes from the acquired inner peace of consciousness.

Work, of course, should be intense, but feasible and always encouraged. It should be remembered that in the process of labor, the joy of discoveries (acceptance of new ideas and thoughts), leading to the development of consciousness, requires consolidation, that is, time to continue their acceptance into your consciousness. Otherwise, rapid movement along the path of development of consciousness can lead to its destruction, mental overload and disturbances.

So, work is a means of movement, it should always be spiritualized, joyful, it should always

be comprehended and carry a charge of discovery, which characterizes the quality of zeal.

The use of innovations in education is to provide schoolchildren with new technologies that will allow them to become active participants in the transformation of the future of our country, space research and discoveries in the field of genetic engineering, biochemical and biophysical research, revealing the possibilities for using new types of energy that create a variety of combinations of matter. A change in consciousness based on the perception of the world, not only of the planetary level, but also of the cosmic one, will create opportunities not only to replace all primitive, physical types of labor with robotics, but also allow the use of Cosmic knowledge for the further evolutionary movement of mankind.

However, this process is impossible without the deep work of the person himself on the qualitative change of himself. The transition from the superficial level of consciousness to the development of deep consciousness requires qualitative changes not only in the mind, thoughts, but also in the comprehension of one's feelings, abilities, actions, in the acceptance of spiritual values. For this, long-term work is required to discover in oneself the abilities for self-knowledge, the comprehension of the properties that make up outside the three-dimensionality of human life.

## CONCLUSION

Psychology has always studied the processes (thinking, memory, consciousness, etc.) that are within the framework of another dimension, that which cannot be seen, touched, heard, etc. Now it is necessary to openly declare the possibility of not only

investigating these processes and phenomena, but also use in practice through improving your consciousness.

These possibilities can be determined by involving children and youth in spiritual self-improvement, only on a scientific basis. The discovery of subtle energies, the understanding of a person as their combination in the Individuality opens up a new field of pedagogical participation in providing assistance and support to the child by creating a variety of conditions for realizing the process of self-development on the path not just of personality development, but the evolutionary endless development of one's Individuality.

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