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A worldview is a system of generalized views on the objective world and the place of a person in it, on the attitude of people to the reality around them and to themselves, as well as their beliefs, ideals, principles of knowledge and activity conditioned by these views. The worldview is based on the worldview, i.e. the totality of certain knowledge about the world.

The most important structural components of the worldview are: a) the system of knowledge, b) views, c) beliefs, d) human ideals.

Knowledge as an objective component of the worldview is a system of scientific truths that take the form of a descriptive and ascertaining judgment of the individual. Mastering scientific knowledge creates the basis for the development of a scientific worldview. An important element of the formation of a scientific worldview is education, which is achieved in the process of studying at school, lyceum, college, university and in the process of postgraduate education, in scientific and industrial activities. In order for knowledge to contribute to the formation and development of a worldview, it must pass into its views and beliefs, become the basis for the development of its ideals. A view is a judgment, a subjective conclusion of a person, which is connected with the explanation of certain natural and social phenomena, the determination of his attitude to these phenomena.

Views are of great importance for a person's worldview and influence their behavior. But a more effective component of a person's worldview is beliefs. Beliefs are a set of deeply meaningful and emotionally experienced ideas related to ideology, politics, morality and art, which determine the firmness of a person's life positions, the nature

of their activities and behavior. Beliefs are the result of the most complex intellectual and emotional experience; they are something that a person has deeply understood and emotionally experienced and that he is ready to defend and defend in any conditions. An organic component of the worldview is the ideals of the individual. The ideal (from the Greek idea – idea, concept, representation) is the comprehension and emotional acceptance of the highest perfection in something, something that becomes the goal of the activity, the life aspirations of the individual.

There are three types of worldview: scientific, religious, and everyday, or everyday.

The scientific worldview is based on the scientific picture of the world, on conclusions and generalizations made on the basis of scientific analysis and theoretical understanding of the cause-and-effect relationships that characterize the development of natural and social phenomena. The religious worldview is based on the intuitive, emotional, subjective religious experience of the individual. It is based on a person's belief in the existence of God or other supernatural forces, the immortality of the soul, etc. The ordinary (everyday) worldview is formed under the influence of the immediate conditions of people's lives, passed down from generation to generation in the form of spiritual experience, common sense, spontaneous, empirical and not always systematic ideas about the world.

The worldview performs a number of important social functions: the educational function is that the scientific worldview makes the world of nature and society understandable for a person; forms an enlightened consciousness; equips a methodology, a set of initial philosophical principles and methods of cognition of reality; enriches a person with a system of spiritual and value orientations; the educational function of the worldview is realized as a result of the fact that the accepted views and beliefs require a person to form certain moral and volitional qualities and aesthetic attitude to reality; the developing function is that the inner spiritual work of assimilating the content of the worldview into the active activity of

thinking; the organizational function of the worldview is manifested in the fact that it is the starting position in the practical activities of people; the predictive function of the scientific worldview, based on knowledge of the laws of social development, is manifested in the scientific-theoretical and practical understanding of the trend, and the promotion of ideas for creating the future in the present.

The process of forming a scientific worldview. The formation of a worldview requires the implementation of a number of psychological and pedagogical conditions. At the first stage, it is important to determine the place of each academic discipline in the overall system of the school's work on the formation of the students' worldview; to establish inter-subject connections; to identify the main philosophical, socio-political and moral ideas that can be formed in students under the guidance of a teacher on the basis of deep and lasting assimilation of educational material, in extracurricular and independent work. At the second stage, the teacher comprehends the selected ideas and divides them into a number of stages, which become more complex in logical and factual relations; he arranges them consistently throughout the study of academic subjects. At the third stage, the teacher groups the worldview conclusions, taking into account the possibilities of their comprehension by students when analyzing facts, events, phenomena; when identifying patterns within the topic, section; in the process of studying the entire subject. At the fourth stage, the worldview conclusions arising from the studied material are distributed by topics and reflected in the lesson plans, in the tasks for independent work of students. At the fifth stage, the teacher determines the methods of cognitive activity of students, methods and forms of teaching, with the help of which he can control the teaching of schoolchildren, the formation of their worldview foundations.

Criteria for the formation of a worldview. The most common criteria for the formation of a worldview are: the depth of scientific knowledge; the developed ability

of dialectical understanding of reality; the manifestation of social activity, social purposefulness, the focus of activity on the embodiment of ideals in life.

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