

THE ROLE OF SOCIAL SCIENCES AND HUMANITIES IN THE TRAINING OF SKILLED SPECIALISTS

Gulnora Gulomovna Jamalova

Candidate of Political Science, Associate Professor of the Department of Social,
Humanitarian and Sciences of Tashkent State University of Economics

E-mail: jamalova.gulnora64@gmail.com

ABSTRACT

Social sciences and humanities play a key role all over the world societies. In particular, developing young specialists is essential for every workplace. So, this article is devoted to some ways to train skilled specialists with the help of social sciences and its role of being competent in working environment.

Keywords: social sciences, human behavior, young employers, interaction, economics, psychology, and history, philosophy, languages and literature.

INTRODUCTION

Nowadays, human itself has made up the base of today's research area. Nowadays, the need to learn human behavior, thoughts, and in one words need for learning humans' psychology is much more important than ever. The Humanities and Social Sciences are the study of human behavior and interaction in social, cultural, environmental, economic and political contexts. The Humanities and Social Sciences have a historical and modern focus, from personal to global contexts, and consider challenges for the future.

Traditionally known as the liberal arts, the humanities and social sciences are academic disciplines that examine human society and behavior, as well as culture and social constructs.

MATERIALS AND METHODS

The social sciences focus on subjects like economics, psychology, and history, while the humanities explore philosophy, languages and literature, and the arts. Students following this pathway develop strong communication and critical thinking skills, as well as an understanding of cultural differences.

The field of humanities and social sciences encompasses diverse industries and career paths. Graduates of this field can



pursue careers in a variety of fields, including education, business, media and communication, and social services.

All over the world, the Humanities and Social Sciences learning area comprises four subjects: History, Geography, Economics and Business, Civics and Citizenship. Through studying Humanities and Social Sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic and societal factors involved, and how these different factors interrelate.

The Humanities and Social Sciences subjects provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21st century.

Due to these subjects, young specialists develop certain key ideas. The key ideas are outlined below:

Who we are, who came before us, and traditions and values that have shaped societies? Specialists explore their own identity, determine their goals and responsibilities in certain working area, they learn professional heritage and cultural diversity, and national identity as a nation in the world. They examine the significance of traditions and shared values within society.

During these two subjects, Students are provided with opportunities to explore different perceptions of people, places, ideas and events. They develop an understanding of the interdependent nature of the world and the interrelationships within and between the natural environment, human communities, and economies. They explore how people, ideas and events are connected over time and increasingly interconnected across local, national, regional and global contexts.

While practicing their gained skills, young employers examine how individuals and groups have participated in and contributed to society past and present. They examine the rights and responsibilities of individuals and groups over time and in different contexts. They develop an understanding of the need to make decisions, the importance of ethical considerations and being informed when making decisions, the processes for decision-making and the implications of decisions that are made for individuals, society, the economy and the environment.

The Humanities and Social Science subjects include a range of skills that can be represented broadly as questioning, researching, analyzing, evaluating and communicating. Students apply these skills to



investigate events, developments, issues, and phenomena, both historical and contemporary.

Each subject has a different way of working. Skills and strategies for each Humanities and Social Science subject need to be taught explicitly. The type of questions asked, the information, evidence, and/or data gathered, and the analysis applied will vary by subject.

RESULTS AND DISCUSSION

In local pedagogy in recent decades, the structure of goals is characterized by a trinity - education, upbringing and development. In the above-mentioned classification proposed by Czechoslovak teachers, three areas of goal setting in the teaching of social sciences and humanities were distinguished - cognitive, assessment, and activity-oriented. Comparing the two structures, with a difference in terminology, a certain coincidence, it is possible to emphasize the "superposition" of concepts in three groups: 1) education - knowledge; 2) education - the field of assessment (including assessment activities and beliefs, worldview of Czechoslovak teachers); 3) development (local practice was about the formation of general education and special historical skills and abilities) - activity. Defining our attitude to the structure of goals, we name two main areas - knowledge and worldview. As for the activity, in our opinion, it is deliberately separated in the above classifications. It was important for the authors to emphasize the role of school student activities in goal setting, which was a very important step for their time, allowing the transition from nomenclature-scholar positions to pedagogical positions. In essence, the field of activity in the Russian experience of teaching history is characterized by the ability to analyze, compare and generalize historical facts, the skills of evaluative activity; In Czechoslovakia, on the other hand, it meant "directing to modern reality" and applying ideological ideas. in different social situations. In both cases it is practically inseparable from knowing. This observation convinces us once again that we need to look at activities as a basis, a form of implementation, a development of the latter, rather than as a separate, separate field, along with knowledge and worldview. In practice, both experience of knowing and the worldview are formed. Hence, in defining the goal there is a need to express them in the sum of object-subject and subject-activity features.

There are three groups of objectives in training young specialists:



1. Educational - they are aimed at forming knowledge about historical facts. The formation of the learning objective of the lesson means the identification of its main idea and the main events that reveal it, the events that need to be mastered by the students. At the same time, it is important to think and take into account what level of knowledge (level of ideas, level of concepts, level of ideas and patterns of historical events) to master each historical fact. process).

2. Developing- formation of general and scientific skills. In setting lesson development goals, it is important to rely on the list of mandatory skills identified in the syllabus and at the same time take into account what skills the students in that class have and what opportunities the course material provides for their development; forming a new skill at a certain level of complexity.

3. Educational - the formation of morality, for example, forming value relationships (knowledge, emotions, value considerations). - system of historical facts stated in chronological order - establishment of cause-and-effect relations between historical facts - establishment of local connections - establishment of temporary connections - establishment of laws of historical process (theoretical level); - to determine the scientifically based criteria for the selection of content, the depth of their disclosure, the logic of presentation (principles of course construction).

CONCLUSION

In conclusion, the role of social sciences and humanitarian subjects is far more essential aspect for young specialists to develop their career effectively. Also, learning skills of working with people and practicing them help people to be successful in their chosen field.

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