

PECULIARITIES OF FORMING A SENSE OF NATIONAL PRIDE IN CHILDREN

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Abstract:

National pride is a feeling of belonging to the history of the country, the nation and the future. Osoboe vnimanie umestno udelyat formirovaniyu chuvstva Rodiny natsionalnoy gordosti u detey, nachinaya s doshkolnogo vozrasta.

Keywords: National pride, history of the people, involvement, preschool education, sense of the Motherland.

Introduction

It is advisable to pay special attention to the formation of a sense of homeland and national pride in children from preschool age. Since ancient times, all scholars, who were the center of Bukhara spirituality, intended to study in Bukhara-i-Sharif. Samarkand became a center for scholars and scholars during the Timurid era. The research we conducted showed that today, most of our young people growing up in our country know only the names of thinkers, and it is a pity that they do not know what they did to rise to the level of thinkers and scholars. In fact, the upbringing of a well-rounded child begins with preparing our girls and boys for motherhood and fatherhood, even before they reach puberty. We need to educate preschool children and young people in a sense of pride and honor by introducing them to the works and deeds of our scholars who have grown up in our homeland and informing them about their contributions to world civilization, so that our young people will strive to be worthy children of their ancestors and take an example from them. In this regard, the “Center for Islamic Culture” established at the initiative of the head of our country, Sh. Mirziyoyev, in his speech at this very important center, the head of our country said, among other things: “It is known that our region, first of all, the land of today's Uzbekistan, is one of the ancient cradles of Islamic science and culture. In order to comprehensively study the rich historical, scientific, and spiritual



heritage of our people, to make it widely known to the world's intellectual community, and most importantly, to deeply reveal the true humanistic essence of the Islamic religion, we decided to establish the Center for Islamic Culture in Uzbekistan in our great capital, Tashkent... Visitors to this place will have the opportunity to get acquainted with the lives and activities of dozens of the brightest figures of the Islamic world at the same time. For example, examples of the invaluable heritage of our dear ancestors such as Imam Bukhari, Yusuf Hamadoni, Abdukhaliq Gijduvani, Imam Termizi, Abu Muin Nasafi, Najmiddin Kubro, Mahmud Zamakhshari, Bohouddin Naqshband, Khoja Ahror Vali, Ghazzali, scholars and thinkers such as Muhammad Khorezmi, Ahmad Ferghani, Abu Nasr Farabi, Abu Rayhan Beruni, Ibn Sina, Mirzo Ulugbek, Ali Kushchi, Alisher Navoi, Zahiriddin Muhammad Babur, Jallaluddin Rumi, painters such as Kamoliddin Behzod, Mahmud Muzahhib, and the landscapes of the cities where they were born and worked are reflected through various unique exhibits” [12.468-469]. Such work and speeches indicate the high level of attention paid to great figures in our country. Instead, we need to draw the attention of generations to this from preschool age. Independence is the eternal dream of our people, and in the pursuit of this dream, many of our patriotic, nationalist, and people-loving compatriots have sacrificed for the independence of our Motherland. The present day has not been achieved easily. Thanks to independence, our centuries-old history, our rich cultural and spiritual heritage have been restored, and the spirituality of our people has regained its originality. Today, special attention is paid to spiritual and moral education in the education system. Since each nation has its own unique and appropriate mentality, it is appropriate to proceed from the educational process specific to the mentality of that nation and society in achieving spiritual maturity in the younger generation and instilling a sense of loyalty to the material and spiritual heritage of their ancestors.

National and universal values, customs, and beliefs in Central Asia are formed on the basis of Islam. The basis of spiritual and moral education is formed by the values of national pride, national identity, humanity, patriotism, universal humanity, and tolerance. The upbringing and appropriate use of these values in the minds of the senior and preparatory groups of the MTT are necessary conditions for children to achieve spiritual maturity. Without establishing in the minds of children a sense of national pride, national interests, national ideas, national values, patriotism, and national image as a way of life, it is nothing more

than empty talk to talk about the young heroes and devotees of building a democratic state based on the rule of law and a free civil society.

Indeed, it is of great importance for preschoolers to form a sense of national pride by introducing them to the lives and works of great figures, their spiritual heritage that has come down to us. The educational and moral ideas put forward in the works of great figures belonging to almost all genres of creativity (proverbs, stories, fairy tales, legends, epics, legends) are not only useful for raising children, but also for solving moral, educational and social problems that are common to all, such as wisdom, courage, entrepreneurship, intelligence, courage, loyalty, national pride, dignity, patriotism, tolerance, in short, the upbringing of a well-rounded person - a complete human being. By getting acquainted with the life path of great figures, the cultural heritage of education and upbringing, children learn about the past of our people and the activities of great scholars, thinkers, encyclopedists who have spread throughout the world, their contribution to world civilization, and the texts of scientific and popular, prose, poetic, and artistic works, they are formed as individuals, forming loyalty to their country, homeland, They are brought up in a spirit of respect for the values of their nation. They develop feelings of pride and honor for the great people of their country, their nation, and their soil, and in turn, they develop feelings of wanting to follow their example and imitate them.

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