

INTEGRATIVE APPROACH IN FUTURE TEACHERS OF PEDAGOGICAL EDUCATIONAL INSTITUTIONS-AS AN APPROACH TO DEVELOPING A SENSE OF NATIONAL PRIDE

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Abstract

This article used the criteria and indicators for the development of the competence of civil and national pride in future teachers as indicators of the assessment of upbringing in the introduction of the “concept of continuous spiritual education”. As a result, the possibility of diagnosing future educators in student’s readiness to form a competence of national pride has increased. These proposals made it possible to prepare future educators for educational activities, to develop an active civic position in them.

Key words: consciousness of national pride, patriotic worldview, spiritual-moral, civil-patriotic, military-patriotic, sports and patriotism, pedagogy.

Introduction

Аннотация

Данная статья была использована в качестве показателя оценки воспитанности при введении "концепции непрерывного духовного образования" из критериев и показателей развития гражданско-патриотической компетентности будущих педагогов. В результате возросла возможность диагностики готовности будущих педагогов к формированию у студентов компетенции лояльности к Родине.

Эти предложения позволили подготовить будущих учителей к воспитательной деятельности, развить в них активную гражданскую позицию.

Ключовые слова: Патриотическое сознание, патриотическое мировоззрение, нравственно-нравственный, гражданско-патриотический, военно-патриотический, спортивно-патриотический, педагогика.



The multidimensionality of social processes on a Global scale, the complexity and significance of the spiritual and moral basis and factors of youth education also influence the selection of measurement criteria enriched by the features of individual-psychological, social, emotional, valuable orientation of the perception of national pride. Tidimensionality of social processes on a Global scale, the complexity and significance of the spiritual and moral basis and factors of youth education also influence the selection of measurement criteria enriched by the features of individual-psychological, social, emotional, valuable orientation of the perception of national pride. It is advisable to analyze the experiences of our republic and abroad in this regard. In recent years, it has carried out research on the analysis and evaluation of indicators of national pride in students. In recent years, it has carried out research on the analysis and evaluation of indicators of national pride in students. As noted by farov, " pedagogical analysis of quality indicators of the level of national pride in young people is determined by the orientation to a specific object, studying the development period of youth, the emotional-emotional sphere, taking into account individual differences, is determined by their worldview, mental characteristics, social prestige. As part of the pedagogical analysis of quality indicators of the level of national pride in students, it is important to develop criteria that affect the future civic faith" [120]. As part of the pedagogical analysis of quality indicators of the level of national pride in students, it is important to develop criteria that affect the future civic faith" [120]. The criterion is the basis of a particular theory, doctrine, science, worldview or theoretical program; determines the beliefs of a person, his attitude to reality and norms of behavior. In philosophy, the criterion is considered as a starting point, a controlling idea, behavior, the basis of self-behavior. In philosophy, the criterion is considered as a starting point, a controlling idea, behavior, the basis of self-behavior. In a logical sense, the criterion is a central concept and is thIn philosophy, the criterion is considered as a starting point, a controlling idea, behavior, the basis of self-behavior. In a logical sense, the criterion is a central concept and is the basis of a system that is applied, generalizing and propagating to all areas of the phenomenon obtained as abstraction. The development of a sense of national pride in students requires, first of all, the clarification of the criteria that guarantee the effectiveness of this process. To do this, it is advisable to study and analyze the universal criteria that determine the sense of patriotism. The criteria for developing

a sense of national pride can be conditionally divided into several groups. The criteria for developing a sense of national pride can be conditionally divided into several groups: 1) exemplary – interested in the history and current life of the country, loving nature and considering the criteria for developing a sense of national pride can be conditionally divided into several groups: 1) exemplary – interested in the history and current life of the country, loving nature and considering it his duty to preserve it. Loves his home, neighborhood, is proud of the great people of his homeland. He knows the essence of the concept of patriotism, is able to express his personal relationships to those who betrayed the motherland, their nation. For representatives of all nationalities and nationalities living in Uzbekistan, Uzbekistan realizes that it is the only Homeland; 2) good – a sense of national pride is manifested, but has not yet become a need, classmates are talibed by the control of the team – are interested in the history and culture of the motherland, work on national pride with classmates and students.) good – a sense of national pride is manifested, but has not yet become a need, classmates are talibed by the control of the team – are interested in the history and culture of the motherland, work on national pride with classmates and students. Takes care of the people around him, participates in charity work, but cannot demand it from others; 3) satisfactory – a relatively low sense of national pride is manifested-less interested in the history of the motherland, performs and participates in the work associated with it only under control; 4) unsatisfactory – the feeling of national pride is very rarely manifested – not interested in the history and culture of the Motherland, Without attention. Having entered into the general criteria for the development of a sense of national pride, as described above, and based on the object of our research, we also tried to explore the question of criteria for the development of a sense of national pride in future educators. Having entered into the general criteria for the development of a sense of national pride, as described above, and based on the object of our research, we also tried to explore the question of criteria for the development of a sense of national pride in future educators. In particular, in the literature on the philosophy of education, as a pedagogical category, it shows the following features of the criterion: managerial requirements; laws and contradictions of the educational process; an internal managerial idea that manifests itself as a belief; implementation in relation to phenomena and processes



within a certain framework; interaction and complementarity in a group of criteria. Implementation in relation to phenomena and processes within a certain framework; interaction and complementarity in a group of criteria. Thus, pedagogical criteria - "the dominant of the peimimplementation in relation to phenomena and processes within a certain framework; interaction and complementarity in a group of criteria. Thus, pedagogical criteria - "the dominant of the pedagogical being is the rule that determines the content and essence of the activity that ensures the existence of pedagogical influence." N.Muslimov, relying on the ideas of existing research, distinguishes the following criteria that allow you to distinguish between methodological ideas and views that determine the path and direction of professional formation of the teacher: 1. Historicity is the study of the subject in the process of its development. "Any social science looks at the study of an object in a holistic and complex way on the basis of its historical criterion.. Historicity is the study of the subject in the process of its development. "Any social science looks at the. Historicity is the study of the subject in the process of its development. "Any social science looks at the study of an object in a holistic and comple. Historicity is the study of the subject in the process of its development. "Any social science looks at the study of an object in a holistic and complex way on the basis of its historical criterion. Accordingly, the researcher assesses the existing state of the object as well as its role in perspective. 2. Logicism-envisions looking at the object under study not separately, isolated from the environment that surrounds it, but precisely as a holistic system. Otherwise, the results of the study of this object will remain not a product of research, but only the recording of certain results. 3. A dialectical criterion-the content of studies also changes over time, as a result of a new interpretation of leading philosophical ideas about the fact that an individual is an active subject of social relations.. A dialectical criterion-the content of studies also changes over time, as a result of a new interpretation of leading philosophical ideas a. A dialectical criterion-the content of studies also changes over time, as a result of a new interpretation of leading philosophical ideas about the fact that an individual is an active subject of social relations. In this sense, the dialectical criterion as the leading criterion of upbringing is directed to the priority socio-cultural ideas of its time. FOYA go to the results of purpose, content, method and upbringing and determine the methodological basis of the pedagogical process. 4. The personal and professional development of the teacher is considered as a

process of realizing its capabilities, and creativity as an objective need for the design of its professional activities.. The personal and professional development of the teacher is considered as a process of realizing its capabilities, and creativity as an objective need for the design of its professional activities. The ideas of individual design of the teacher's professional training process remain the objective leading criterion of professional-pedagogical education [94]. N.N.M.In connection with socialization, Egamberdiyeva distinguished the four – socialization criteria of flexibility, psychological flexibility, communicative flexibility and professional matur.M.In connection with socialization, Egamberdiyeva distinguished the four – socialization criteria of flexibility, psychological flexibility, communicative flexibility and professional maturity. These criteria include the following indicators [137]: 1.. Socialization flexibility: 1) the teacher's perception of his social status, social role and social functions; 2) his understanding of his social function; 3) his participation in various types of educational, pedagogical and social activities; 4) the fulfillment of social requirements; 5) the possession of professional-role behavior; 6) personal and professional self-awarenes Socialization flexibility: 1) the teacher's perception of his social status, social role and social functions; 2) his understanding of his social function; 3) his participation in various types of educational, pedagogical and social activities; 4) the fulfillment of social requirements; 5) the possession of professional-role behavior; 6) personal and professional self-awareness. 2. Psychological flexibility: 1) the unity of social demand and Action; 2) the professional necessity of motivation, value, need, etc.and their development. 3.. Communicative flexibility: 1) the ability to establish and maintain communication with people; 2) the ability to empathize and grieve; 3) the desire to establish a positive moral and psychological environment in the labor community; 4) the ability to establish humanistic, democratic interaction with colleagues. 4.. Professional maturity: 1) positive attitude to the profession and activities of pedagogy; 2) valuable attitude to the profession of pedagogy; 3) satisfaction with the chosen profession; 4) the presence of professional and moral qualities; 5) the manifestation of pedagogical reflex; 6) self-control; 7) aspiration to professional knowledge; competent occupation of the professional environment; 8) willingness to spend all his energy; 9) readiness. Mature scientist on the system of continuous spiritual education M.Quronov proposed the following model complex of personal and professional qualities of the student as a national

educatorMaature scientist on the system of continuous spiritual education M.Quronov proposed the following model complex of personal and professional qualities of the student as a national educator: I. Personal qualities: spiritual maturity; national-ideological awareness; national decency; ingenuity; delicate taste; devotion to one's profession; conscientiousness; initiative; childhood; exactingness; Justice; pedagogical decency; entrepreneurship; rigor; spiritual purity, etc. II.I. Knowledge: to perceive the national-educational capabilities of their science; excellent awareness of the internal and foreign policy of the Government of Uzbekistan, the President; deep knowledge of the theoretical and methodological foundations of National Education; deep, comprehensive knowledge of Uzbek culture; knowledge of the laws of development of the nation, e. Knowledge: to perceive the national-educational capabilities of their science; excellent awareness of the internal and foreign policy of the Government of Uzbekistan, the President; deep knowledge of the theoretical and methodological foundations of National Education; deep, comprehensive knowledge of Uzbek culture; knowledge of the laws of development of the nation, etc. III. Skills: III.1.II.1. Constructive skills: skills for planning national educational work; being able to carry out a pedagogical diagnosis of the individual of each child; being able to draw up and implement a private program of national education of each student in a single-ethnic and multi-ethnic student communityI.1. Constructive skills: skills for planning national educational work; being able to carry out a pedagogical diagnosis of the individual of each child; being able to draw up and implement a private program of national education of each student in a single-ethnic and multi-ethnic student community, etc. III.2. Organizational skills: encourage and develop the socio-national activities of students; give assignments to students for national-educational purposes and control their management, help, etc. III.3.II.3. Communicative skills: managing interpersonal, intergroup, interethnic relationships among students; finding a way to the heart of each student and being able to awaken a predisposition to oneself; anticipating how the educational influence that must be shown to the team, the student will work, etc III.3. Communicative skills: managing interpersonal, intergroup, interethnic relationships among students; finding a way to the heart of each student and being able to awaken a predisposition to oneself; anticipating how the educational influence that must be shown to the team, the student will work, etc [144]. G.I.In

the study conducted by Makhamutova, the following criteria were used to develop a sense of patriotism among students based on pedagogical subjects: 1. To realize that national pride is the highest human duty to serve in the path of prosperity of the motherland, to have a sense of national pride. 2.. To realize that national pride is the highest human duty to serve in the path of prosperity of the motherland, to have a sense of national pride. 2. Activity on the path of peace of the land,. To realize that national pride is the highest human duty to serve in the path of prosperity of the mot. To realize that national pride is the highest human duty to serve in the path of prosperity of the motherland, to have a sense of national pride. 2. Activity on the path of peace of the land, freedom and independence of the motherland. 3. Perfect man, social cooperation – to have a certain understanding of the essence of their concepts. 4. To have a sense of internationalism; to respect the rights and freedoms of other nations and elates. 5. Interreligious tolerance (tolerance), other nations and elates, as well as respect for the freedom of conscience of people. 6. Human qualities (erudition, humanism, humility, morality, hard work, etc.6.. Human qualities

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