

THEORETICAL PREREQUISITES FOR THE DESIGN OF IMPROVEMENTS IN THE MECHANISM FOR THE DEVELOPMENT OF VALEOLOGICAL COMPETENCE IN FUTURE TEACHERS

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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.

Keywords: Consciousness of national pride, patriotic worldview, spiritual-moral, civil-patriotic, military-patriotic, sports and patriotism, pedagogy.

Introduction

BO‘LAJAK O‘QITUVCHILARDA VALEOLOGIK KOMPETENTLIGINI RIVOJLANTIRISH MEXANIZMINI TAKOMILLASHTIRISHNI LOYIHALASHTIRISHNING NAZARIY SHART-SHAROITLARI

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Annotatsiya

Ushbu maqolada "uzluksiz ma'naviy tarbiya konsepsiyasi"ni joriy etishda tarbiyani baholash ko'rsatkichlari sifatida bo'lajak o'qituvchilarda fuqarolik va milliy g'urur kompetentsiyasini rivojlantirish mezonlari va ko'rsatkichlari ishlatilgan. Natijada, bo'lajak o'qituvchilarni talabalarning milliy g'urur kompetentsiyasini shakllantirishga tayyorligini tashxislash imkoniyati oshdi. Ushbu takliflar bo'lajak

o'qituvchilarni ta'lim faoliyatiga tayyorlash, ularda faol fuqarolik pozitsiyasini rivojlantirish imkonini berdi.

Kalit so'zlar: milliy g'urur ongi, vatanparvarlik dunyoqarashi, ma'naviy-axloqiy, fuqarolik-vatanparvarlik, harbiy-vatanparvarlik, sport va vatanparvarlik, pedagogika.

ТЕОРЕТИЧЕСКИЕ ПРЕДПОСЫЛКИ ДЛЯ ПРОЕКТИРОВАНИЯ УСОВЕРШЕНСТВОВАНИЙ МЕХАНИЗМА РАЗВИТИЯ ВАЛЕОЛОГИЧЕСКОЙ КОМПЕТЕНТНОСТИ У БУДУЩИХ УЧИТЕЛЕЙ

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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 компенсати 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 development of a sense of national pride in students assumes the consideration of a number of methodological approaches that have their place in pedagogical science. As such a base, a systematic approach plays an important role. Because the development of a sense of national pride in students can be interpreted as an

integrated system with each other. On the basis of a systematic approach, holistic visions associated with a sense of national pride are formed in the student's personality. It also assumes that the development of a sense of national pride in students will also focus on active, personality-oriented, axiological approaches. The activity-oriented approach consistently develops the skills of sanogenic thinking, independent decision-making, use of their rights in students by ensuring their active participation in the life of society, higher education organization, neighborhood. This approach allows students to apply their acquired knowledge in real civic activities. The person-oriented approach requires the implementation of a national pride education on the basis of a social order established by society by directly taking into account the interests and needs of students. A special need arises for the use of cooperation and humanitarian pedagogy in this process. In the framework of the study, an axiological approach also plays an important role in the development of a pedagogical model of the development of a sense of national pride of students. It is the axiological approach that allows students to compose a valuable attitude to their duties and obligations in the development of a sense of national pride. Through the axiological attitude of the future specialist to his professional activity, it is possible to achieve the manifestation of a sense of national pride. A neospheric-environmental approach also plays an important role in the development of a sense of national pride in students. As a structural basis of this approach, such as the formation of a global worldview, the acceptance of the same importance of points of view, the direct consideration of the individual's "field of mind (Noosphere)" lying on the basis of any activity are manifested. Of course, in our opinion, this approach also occupies an important place in connection with tolerance in terms of developing a sense of national pride. It should also be noted that no methodological approach will give the expected result without a fork. N. in this regard. A. Savotina is noteworthy for the following points: "in educational practice, no approach independently makes it possible to achieve the intended result. Even the pedagogical paradigm, considered the most perfect, does not serve to fully manifest itself, to form the personality of a citizen harmoniously developed in all respects [128]". Therefore, through the mutual integration of different approaches, it is possible to effectively carry out civil education. In accordance with the concept of a holistic pedagogical process, the development of professional education and a sense of national pride is carried out in a harmonious way. For this

reason, it will not be appropriate to treat the development of a sense of national pride in students as separate from the professional training process. It is education that determines the well-being of the individual and the state[126]. The world declaration on higher education of the X28 of the 21st century specifically defines the need to train graduates as citizens who are able to independently, critically think, analyze social problems, look for solutions to the problems facing society and have high motivation. Therefore, in modern conditions, the processes of higher education should be focused on the development of all components of the student's national sense of pride, such as emotional-emotional, cognitive, axiological and practical-functional. In our opinion, a modern person should have a high level of national pride, regardless of profession and activity. This, on the one hand, allows people to feel satisfied with their life activities, and on the other hand, it plays an important role for their formation as a patriotic person, active and responsible throughout their life, respecting the rights of others. Modernizing the education of national pride as one of the priorities in education policy in recent years, as well as the cultural ripeness of young people influence this process. The aspirations of countries that are traditional for each regional system to educate young people as patriots, to rethink ways to strengthen such upbringing, as well as to develop a unified approach to solving the problems of national pride education are the result of such processes. In the process of individualization and socialization by a person as a mechanism of national pride education, activities aimed at realizing the importance of serving the motherland come to the surface. On this basis, special attention is paid to two – factual and phenomenon-innovative methodological approaches to mastering the mechanism of national pride education in the unifying space of national pride and education. Appearance implies understanding, understanding the difference between the existing state of a person and the ideal in the form of visions as the basis of his activity on self-transformation. On the basis of educating the younger generation in the spirit of national pride, patriotism, the effectiveness of modernizing the system of upbringing primarily from the finding of a model historical future of ancestors assumes that it will be appropriate and inherent in cultural-educational traditions and existing experience. The disconnection with the past, which worries the representatives of the older generation, the absence of intergenerational social succession is based on the fact that consumer values are deepening and strengthening day by day in the youth

environment. At the moment, the priority of their values is reflected in the pursuit of wealth and social alienation. Consumerist way of life such qualities as goodness, justice, conscientiousness, national pride create a psychological environment that is not taken seriously by people. The growth of criminal activity in the human mind, which is contrary to society in various forms of destructive ideas hatti - movements of changes in the system of values and spiritual goals, has not received sufficient attention to the problem of combining national pride at the level of regional state and local politics in the field of educating the growing generation in educational institutions. Having analyzed the development strategy adopted in our country, it is necessary to provide for the following. The only strategic goal of the state is the uniqueness of the population based on the national and their own historical fate and confidence in the correctness of their chosen path. Identifying identities within the phenomenon of national pride itself is becoming the most important problem of expanding the national pride system. By our country in the patriotic education of representatives of the younger generation, it will be able to determine its role and role in the present day, its belonging, modern personifications, and order within educational institutions will be able to increase discipline and responsibility, eliminate the chaos and arbitrariness that has arisen, form the appropriate legal consciousness and stimulate the initiatives of The upbringing of national pride is necessary to consider the transition to the “inner world” of the individual as a process of creating a valuable basis of patterns in order to concentrate the relevant emotional aspirations of the person presented from the outside and immerse them in the aspects of character, to recreate these on some guiding basis that allows for greater self - development by the reader. Factors that influence the process of developing a sense of national pride in students can be conditionally classified into three groups: macro, meso and micro. 1. Macroomiles: the system of government, the spiritual and psychological environment in society, the level of development of civil society, historical consciousness, national identity, the international prestige of the country, etc. 2. Mesoomiles(in relation to the territory): traditions, production opportunities, lifestyle, natural-climate, socio-demographic conditions, ethnopedagogical factors, lifestyle, etc 3. Microamiles: small social groups, peer environment, family, neighborhood, educational organizations, cultural and educational institutions, etc. Through the factors listed above, students form an axiological attitude towards the motherland, state, society, government, education,

science, culture, family, labor. Among the factors of upbringing, the family has occupied a leading place all the time. Especially important in the development of a sense of national pride in students are the political and legal erudition of family members, the personal example of parents, reading potential, mutual harmony, the decision-making of a healthy environment. Higher education organizations, in turn, should carry out systemic measures through the neighborhood Institute for the development of legal literacy of parents, the perception of changes in society, protection from various information threats, virtual culture. This will definitely have a positive effect on the development of a sense of national pride in students. It should be borne in mind that it is in the family that the foundation is laid for a healthy sense of national pride: at first, a valuable attitude towards Aries-neighbors, slowly towards the people, and eventually towards society as a whole is formed.

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