

FORMS, METHODS AND METHODS OF FORMING A SENSE OF NATIONAL PRIDE IN STUDENTS

Kurbanov Jasurbek Akmaljonovich

Associate Professor of the Department of National Idea,
Spiritual Foundations and Legal Education of the Kokan State Pedagogical Institute,
Doctor of Philosophy (PhD) in Pedagogical Sciences

Annotation

A particular nation's position and place in the world community does not depend on its large number or small number. On the contrary, the ability to show national characteristics, the deep understanding of the rights of the representatives of the nation, not to be materially and morally dependent on other nations, and to exist independently determines its status in the international arena.

Keywords: Ideological ideas, "I am an Uzbek child", subjective factors, microenvironment, theoretical knowledge, practical skills and qualifications, enrichment of spiritual and moral qualities.

INTRODUCTION

Organization of spiritual and educational activities among students, ensuring their success and achieving education of students as mature individuals in all aspects is considered one of the important components of the activities of higher education institutions. However, the issue of organizational and subject participation is an aspect that needs to be paid special attention to in the effective course of the activities carried out in this direction.

"Dear friends, ... I would like to draw your attention to an issue that is on the minds of many people. If you have noticed, today in our press, on radio and television, in literature, cinema and theater, in the field of art in general, Khorezmi, Beruni, Ibn Sina, Ferghani, Amir Temur, Ulugbek It gives great satisfaction to all of us that the historical services of our ancestors, who made a great contribution to global development, are widely covered, and on this basis, a sense of pride is awakened in the hearts of the present generation from the immortal legacy they left us. It will give us strength to live as a single nation as the successors of great figures and dear saints, and it will be a solid foundation for us to stand tall and confidently go to tomorrow."

He showed that they should be a role model for the youth and that the youth should be proud of them. It is appropriate to organize the educational and training events organized in order to create a sense of national pride in students of higher education institutions, taking into account the following conditions: 1) organizational aspect - a serious approach to the conduct of events, the clarity of the goal, the correct definition of the tasks, the forms, methods and tools used in the process acceptability, paying enough attention to the analysis of the results, giving an impartial assessment; 2) the aspect that reflects the activities of the subjects - that the persons responsible for the organization, organization and conduct of the event have the ability to organize, initiate and create, that pedagogues as leaders provide timely guidance, are able to identify existing shortcomings and are quick to determine measures to eliminate them to be able to act, to show special activity of students, to be able to put forward opinions that allow to ensure that the level of events is ideologically and politically high, to be able to act independently, etc.

REFERENCES AND METHODOLOGY

Activities aimed at forming a sense of national pride among students of higher educational institutions are carried out in the general university (general institute), specific faculties or groups, depending on their scope. In this process, it is important to develop a plan of monthly and annual activities: "... when conducting educational activities among students, first of all, it is necessary to adhere to their implementation on the basis of a previously prepared plan. In the plan, of course, the classroom where the event is held, the decoration of the workplace, the publication of a wall newspaper, the creation of albums, the preparation of exhibitions, the order and sequence of artistic performances, the number of participants, etc.

It is important to make pedagogical activities in faculty or groups in this regard and to develop a plan of activities to ensure that they correspond to the plan, content and direction of the educational work of the general university (general institute). In the implementation of educational activities, "... taking into account the amount of free time, abilities, abilities and interests of students plays an important role. In the course of their implementation, attention should be paid to the development of students' curiosity, activity, initiative and independence. The student should understand the essence and content of the event, and should enjoy it spiritually. It is necessary to pay attention to what issues, events and problems students are thinking about, what they are trying to know, what needs are being created. Based on their interests, the topic of spiritual and educational events should be chosen, and they should be held at a simple and understandable level.

In the formation of national pride in students, the consistent and continuous organization of educational work on the basis of a specific system is of particular importance. Also, the use of effective tools does not allow students to be indifferent to the organization of events, but on the contrary, it increases their interest. The basis of activities serving the formation of moral and moral qualities in students, in particular, a sense of national pride, is more effective than the implementation of individual or group activities. Consequently, "... paying attention to the participation of students on a large scale, i.e., to the public conduct of the event, will increase its effectiveness." In the sources related to the problem, there is also a mention of the rules that must be followed in the organization of educational activities that nurture the moral and moral qualities of students. They are as follows: "Spiritual-educational activities should be in a high ideological-political direction; to introduce a certain section, forms and exact content of the work, taking into account the interests and abilities of the students, to make a voluntary choice; public organization of work; students' independence and initiative, as well as social-useful direction and creative nature of work; subordination of spiritual and educational work to the general tasks of educational work; taking into account the age characteristics of students".

THE RESULT

Another rule that is important to be mastered in the organization of spiritual and educational activities aimed at realizing national pride is that educational activities should be socially useful and creative in nature. That is, the activities should serve to develop the sense of creativity and energy of the students covered by them, to strengthen their desire for useful activities for their community and people. It is noted in the sources created in the pedagogical and psychological directions that the success of the pedagogical activity aimed at a specific goal depends on the correct selection of its

forms, methods and tools. Consequently, they must effectively involve subjects (pupils, students, parents, respondents) in the organized process, ensure their activity, come to certain conclusions about the progress and results of the process, analyze the results, evaluate the achievements or eliminate the mistakes made. allows to determine the measures.

The reforms implemented in the continuous education system of the Republic of Uzbekistan require not only a radical renewal of the educational content, but also a new approach to the organization of the education and training process. Today, the following approaches to the organization of pedagogical activity in higher education institutions are visible: 1) traditional approach - teachers occupy a leading position in the education and training processes, provide students with ready-made theoretical information, work within a narrow framework in monitoring and evaluating their activities (including knowledge levels determination based on several questions), recognition of the importance of standard requirements; 2) non-traditional approach - the organization of the educational process in cooperation between pedagogues and students, students' activities taking a leading place in the process of educational and educational work, ensuring their independent activities, guiding the activities of pedagogues, giving advice where necessary, as well as the activities organized by students to control and evaluate behavior, to organize lessons and educational work with the help of forms and methods that encourage students to be active, to think independently and freely, to achieve a comprehensive and detailed assessment of student activity at the stages of control and evaluation, for this purpose, various control methods are used usage etc. At the same time, the non-traditional approach to educational and educational activities is also called "technological approach".

The main goal and the main task of the reforms implemented in the continuous education system of the republic is the technologicalization of this system. "The idea of technologicalization of the educational system was first introduced in Western Europe and the United States at the beginning of the last century, when there was a social movement to reform the educational system, increase the effectiveness of education, and create certain conditions for ensuring the socialization of the individual." In order to form national consciousness, national pride and pride among students of pedagogical higher education institutions, holding various events such as conversations, competitions, parties, contests that embody Uzbek national customs, traditions, values, the rich historical past and cultural heritage of our people is the current spiritual practice. - is a component of educational work". Educational activities aimed at forming a sense of national pride in students of higher education institutions are organized in the following forms according to the scope of student coverage:

1. Individual activities with a specific student.
2. Events organized with the participation of certain groups of students.
3. Activities involving several groups. In the process of conducting experimental work, we paid special attention to organizing the most effective and effective events in order to create a sense of national pride in students of higher educational institutions.

The implementation of pedagogical activity in this regard using the following forms confirmed the effectiveness of the activities:

Table 1. Forms of activities related to the formation of a sense of national pride in students No. Forms of educational events Topic 1. Conversation 1. Understanding of national pride, national pride and national identity and their essence 2. How to form a sense of national pride in a person? 2. Debate 1.

Do young people have a sense of national pride? 2. What should a modern Uzbek person be like? 3. Roundtable discussion 1. History of ancestors is an important source for understanding national identity 2. National values and patriotism 4. Conference 1. Understanding national identity is the basis of national development 2. What are the factors that help to form a sense of national pride in young people? 5. Excursion 1. Ancient cities - the pride of the nation 2. A place that tells a story from Mozi (museum tours) 6. Expedition 1. Illumination of the theme of national pride in folk art 2. Architectural monuments expressing the feeling of national pride 7. Research 1. National image and its specific aspects 2. The level of students-youth's sense of national pride 8. Examinations 1. A historical person who is my ideal (essay competition) 2. National pride and national pride in my interpretation 9. Press conference 1. National pride and international relations 2 The theme of national pride in foreign literature 10. Togarak Watanparvar Each of the above-mentioned events could reflect the general and specific purpose of forming a sense of national pride among students of higher education institutions. In the process of experimental work, we paid special attention to the organization of events based on a specific project. We will talk about this below. "National pride, national pride and awareness of national identity and their essence", "How to develop a sense of national pride in a person?" conversations on the topic were mainly organized in groups. Questions on the topic for interviews are prepared in advance and brought to the attention of the participants.

DISCUSSION

During the interview, conditions are created for all participants to actively participate and express their personal opinions. For this purpose, special attention was paid to the use of interactive methods. For example, with the help of "Working in small groups", "Decision tree", "Thinking peak", "Snowball game" and "Cluster" methods, students share their thoughts with their peers about the essence of national pride and its manifestation in a person. The purpose of the interview is to determine the students' understanding of the essence of national pride, their personal opinions about it. The general essence of the content of the conversation: to have a sense of national pride, to form students' understanding that it is an honorable duty of a person, as a representative of a particular nation, not to be indifferent to the fate of his people and nation, to ensure its development, as well as to serve in the way of strengthening its position in the world community and increasing its reputation; to create in them the inner need to have a sense of national pride. Basic concepts that need to be covered during the conversation: nation, belonging to a certain nation, national pride, national pride, national identity, national honor, dignity and prestige, national destiny, human duty. The necessary equipment for the organization of the conversation: "Philosophy. An encyclopedic dictionary, a blackboard, clean writing paper, pens, scotch tape, a poster with the views of thinkers on national pride, national pride and national identity.

Questions for students' attention: 1. What do you mean by national pride? 2. What do you think is national pride? 3. Realization of national identity - assessment of one's value as a person? What do you think about this? 4. What kind of person can be said to have a sense of national pride? Course of conversation: Stage 1: Students are introduced to the general process of working with interactive methods, as well as the essence of "Working in small groups" and "Cluster" methods. Stage 2: 5-6 students are divided into groups. Each group organizes a discussion in their groups first on the first question, and then on the second and third questions in turn. Based on the general opinions of the

group members, they write definitions of the concepts of "national pride", "national pride" and "awareness of national identity" on the notebook. The student leader of each group defends his views by reading out the definitions in front of the interview participants. Stage 3: using the "Cluster" method, students of each group describe the aspects of the work of a person with national pride.

The comments of the groups are brought to the attention of the interview participants. Stage 4: students are introduced to the views of thinkers on national pride, national pride and national identity, as well as the essence of the definitions given to the concepts recorded in dictionaries. Stage 5: students' impressions of the results of the interview are listened to, and general conclusions are made on the topic chosen for the interview by the teacher. "How to form a sense of national pride in a person?" The conversation on the topic reflected the general goal as well as the private goal. That is, the purpose of the interview was to inform students of the factors that contribute to the formation of a sense of national pride in a person and to focus their attention on these factors. The general essence of the content of the conversation: factors that form a sense of national pride in a person, symbols of the national state, national values, sources that illuminate national-ethnopsychological characteristics, the activities of historical figures who fought for the freedom and independence of the nation, Uzbek scholars who made a worthy contribution to the development of world science, scientific discoveries, historical-architectural monuments, etc. Basic concepts that need to be covered during the conversation: factors that form a sense of national pride in a person, symbols of the national state, national values, sources that illuminate national-ethnopsychological characteristics, national heroes, scientific discoveries made by Uzbek scholars, historical-architectural monuments.

Necessary equipment for organizing a conversation: images of symbols of the national state, sources that reveal the essence of the national mentality (M. Bekmurodov. Uzbek mentality. Guliston, vol. 2001. No. 3; Uzbek mentality: yesterday and today. Tafakkur, vol. 2002, no. 2 ; Jabbarov I. Uzbek folk ethnography / Responsible editor K.N. Shoniyozov. - T.: Teacher, 1994; Ismailov N., Boriev O. National mentality - people's psyche. Guliston vol. 2001. No. 6; Uzbek character social- psychological characteristics. Abstracts of the scientific and practical conference. -T.: Republican educational center, 1999; Kuronov M. Uzbek character and civil society. People's word. January 3, 2003. 181 and others), the names of national heroes and their achievements important aspects of the increased activity, as well as a reference book on scientific discoveries made by Uzbek scientists, booklets on historical and architectural monuments, writing boards, clean writing papers, pens, scotch tape, national pride, national pride and national identity of thinkers A poster with his views on consciousness. Questions brought to the attention of students: 1. What are the factors that contribute to the formation of a sense of national pride in a person? 2. In your opinion, do the symbols of the nation-state contribute to a sense of national pride? 3. How do you assess the importance of national values in forming a sense of national pride in a person? Support your opinion with evidence. 4. Did the activities of historical figures help you to feel a sense of national pride? 5. Which scientific discoveries made by Uzbek scholars would you rate highly as important for realizing national pride? 6. In your opinion, what is the role of historical architectural monuments in forming a sense of national pride in young people? Conduct of the interview: Stage 1: Students are given information about the general nature of the interview process and the rules for working with interactive methods such as "Thinking Peak" and "Snowball Game". Step 2: Students are divided into six groups.

Each group will be asked one question and a discussion will be organized based on their merits. Step 3: Students are again divided into 5 groups. In this process, cards with pictures of books, pens, rulers, globes and bags can be used. The number of cards will be equal to the total number of students. Each group is assigned the task of preparing a small magazine on the following topics: I. "National values and youth education". II. "Symbols of the national state and national pride". III. "Courage of ancestors is an example for us." IV. "Scientific discoveries that glorified the name of the nation." V. "Historical monuments are an expression of national pride." Stage 4: students are introduced to the main ideas of articles on the national mentality and its specific features published in periodicals. Step 5: the interview ended with a short question-and-answer session.

CONCLUSIONS

The use of debates in the formation of a sense of national pride in students of higher education institutions also gives positive results. Taking into account this idea, in the process of experimental work "Do young people have a sense of national pride?" and "What should a modern Uzbek person be like?" debates on topics were organized. During the discussion, attention was paid to the fact that the initiative was completely "in the hands" of the students, and the ideas put forward in this regard were strictly adhered to.

LIST OF REFERENCES

1. Abdullayev A. Ma'naviyat va iqtisodiy tafakkur. – T.: Ma'naviyat, 1999. – 104 b
2. Абдуллаев Т. У. Диалектика национальных и человеческих ценностей в сфере быта: Автореф.дисс. ... док.филос.наук. – Т.: 1992. – 41 с
3. Зиёмухамедов Б., Зиямухамедова С., Қодирова С. Маънавият асослари. –Т.: Ўзбекистон миллий энциклопедияси давлат илмий нашриёти, 2000.-176б.
4. Новикова О.С. Национальное самосознание как «форма превращения» социальных отношений: Автореф. дисс. ... докт.полит.наук. – М.: 1999. – 37 с.
5. Egamberdiyeva, T. U. A., & Qurbonov, J. A. (2020). Diagnostics of formation and development of intellectual culture among students. Scientific Bulletin of Namangan State University, 2(4), 512-519.
6. Qurbonov, J. A. (2019). Social-pedagogical content of intellectually cultural pointh. Scientific Bulletin of Namangan State University, 1(5), 437-442.
7. Akmaljonovich, K. J. (2021). The Content and Essence of the Concept of "Intellectual Culture". European Journal of Humanities and Educational Advancements, 2(5), 15-18.
8. Akmaljonovich, K. J. (2022). Role Of Philosophy Education In Forming Intellectual Culture In Future Teachers. Journal of Positive School Psychology, 6(11), 1366-1371.
9. Akmaljonovich, K. J. (2022). Objective and Subjective Socio-Pedagogical Factors for the Formation of Intellectual Culture in Future Teachers. American Journal of Social and Humanitarian Research, 3(12), 148-151.
10. Акмалжонович, Қ. Ж. (2020). ТАЛАБАЛАР ИНТЕЛЛЕКТУАЛ МАДАНИЯТИНИ РИВОЖЛАНТИРИШДА ФАЛСАФА ФАНИНИ ЎҚИТИШНИНГ ПЕДАГОГИК ЖИҲАТЛАРИ. Современное образование (Узбекистан), (6 (91)), 42-49.

11. Акмалжонович, Қ. Ж. (2019). Талабалар интеллектуал маданиятини ривожлантиришнинг фалсафий-педагогик жиҳатлари. Современное образование (Узбекистан), (10 (83)), 3-9.
12. M. Akramov, & Kurbanov Muzaffar. (2021). Technological Approach at Secondary School Management. Eurasian Journal of History, Geography and Economics, 2, 35–38.
13. Kurbanov Muzaffar Ummatovich. (2022). Purposeful management of the teaching staff of school: theory and practice. Open Access Repository, 8(12), 80–83.