



# Historical-Pedagogical Basis Of The Formation Of Ideological Competence

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## ABSTRACT

This article proposes a theory of ideological knowledge, skills, and competencies related to improving theoretical knowledge about the historical and pedagogical foundations of the formation of ideological competence in future teachers, as well as the formation of professional competence, high moral qualities, ideological maturity, and spiritual and moral values in future teachers.

## Keywords:

ideology, idea, national value, ideological knowledge, ideological competence, spiritual and moral education, moral standards, thinking and critical thinking, patriotism, social responsibility, democracy and freedom, creativity.

"The ideology of the new Uzbekistan we are creating will be the idea of goodness, humanity, and humanism. When we say ideology, we understand, first of all, the education of thought, the education of national and universal values. They are based on the millennia-old life concepts and values of our people"<sup>1</sup>.

The main idea of the ideology of the new Uzbekistan is to build a society that combines independence, national values, and democratic principles. In the new ideology of Uzbekistan, the goals of preserving national identity, global integration, and ensuring social justice are especially reflected in social relations.

"Ideology" is an Arabic word that refers to the interests, dreams, and goals of a particular social group, class, nation, society, or state, and

the system of views and their implementation. It reflects the past, present, and future of the groups and classes whose ideals are expressed<sup>2</sup>. Ideology is a system of views and values in society, as well as one of the important concepts that expresses the main ideas and ideologies of social, political and cultural life. It is not only the ideological basis that organizes society, but also serves to shape the individual and national identity.

"We all know that today, the dangers that are aimed at poisoning the hearts and minds of young people and leading them astray from the right path are increasing all around us. We must all fight against such ideological attacks together on the basis of a national idea, strengthen cooperation between families, schools and neighborhoods. In particular, this

<sup>1</sup> O‘zbekiston Respublikasi Prezidenti Shavkat Mirziyoyevning ma’naviy-ma’rifiy ishlar tizimini tubdan takomillashtirish masalalari bo‘yicha videoselektor yig‘ilishi.

<https://qalampir.uz/news/prezident-ma-naviyatni-yuksaltirish-buyicha-yigilish-utkazdi-31829>

<sup>2</sup> <https://uz.wikipedia.org/wiki/Mafkura>

task should become a matter of conscience for leaders at all levels, youth, women, enlightened organizations, our creative intellectuals, religious scholars, law enforcement officers, and our entire society<sup>3</sup>.

In her PhD dissertation, educational scientist Z. Kasimova interprets "knowledge about ideas" as an element of ideological competence<sup>4</sup>.

Changes in society, in particular innovations in the field of education, today define the formation of ideological skills in students as a task. Thus, one of the main tasks of pedagogy higher education institutions is to form theoretical and scientific knowledge about the historical and pedagogical foundations of the formation of ideological competence in students, as well as ideological knowledge, skills and qualifications. The formation of professional competence of future teachers means the formation of high moral qualities, ideological maturity, spiritual, ethical and political values, and the upbringing of citizens useful to society.

Ideological competence is the ability to form, understand, and effectively use a person's spiritual, moral, and political views. Ideological competence teaches a person how to understand their own thought system and place in society, as well as how to interact with others and make the right decisions regarding events and phenomena in society.

Ideological competence refers to the knowledge, understanding, and skills that enable a person to find their place in society, politics, moral issues, and culture. It not only enables the development of personal ideas and views, but also enables successful interaction with different social groups and cultures.

The "Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030" sets out the tasks of further developing work on the formation of critical

thinking skills, independent search and analysis of information among students and young people; - strengthening the spiritual and moral content of higher education, educating young people in the spirit of patriotism based on respect for national values, humanism and high spiritual ideals, and strengthening their immunity against foreign ideas and ideologies<sup>5</sup>. The historical foundations of the formation of ideological competence are closely related to the processes of social, political and cultural development in the history of mankind. The formation of ideology and systems of thought in different eras and social systems has influenced the development of society, its values, beliefs and worldview. The following historical stages have played an important role in the formation of ideological competence:

**1. Antiquity (Greco-Roman philosophy)** In ancient Greece and Rome, people formed their worldviews based on purely philosophical and ethical views. Philosophers such as Aristotle and Plato emphasized the importance of human moral development, free thinking, and an understanding of justice. During this period, moral, political, and spiritual views in public and private life were closely intertwined.

**2. The Middle Ages (Religious Ideology and Worldview)** In the Middle Ages in Europe and other regions, religious ideology (Christianity, Islam, Buddhism, etc.) played a key role in governing society and shaping individual worldviews. Religious ideology explained moral norms, place and tasks in society, as well as the role of the state and the church.

**3. Renaissance and Modern Times (Humanism and Scientific Revolution)** During the Renaissance, attention to human intellectual potential and free thinking increased. Ideas about human inviolability and

<sup>3</sup> Shavkat Mirziyoyev O'qituvchi va murabbiylar kuniga bag'ishlangan nutqi. <https://m.kun.uz/news/2019/09/28/shavkat-mirziyoyev-ozbekiston-oqituvchi-va-murabbiylariga-tabrik-yolladi>

<sup>4</sup> Qosimova Z.X. O'quvchi-yoshlarda mafkuraviy immunitetni shakllantrishning pedagogik asoslari (Oliy o'quv yurtlari ma'naviy-ma'rifiy ishlari misolida): Pedagogika fanlari nomzodi. ...diss. – T., 2004.32 b.

<sup>5</sup> O'zbekiston Respublikasi Prezidentining 2019 yil 8 oktyabrdagi "O'zbekiston Respublikasi oliv ta'limi tizimini 2030 yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida"gi PF-5847-son farmoni LEX.UZ/DOCS/4545884

rights developed, and new views began to form in the fields of science and philosophy. During this period, the desire of the individual to independently form his own spiritual and moral views increased.

#### 4. Industrial Revolution and Modernism (New Social Systems and Ideas)

The Industrial Revolution and subsequent major changes in economic and social life, including the development of ideologies such as democracy, liberalism, and socialism, created new opportunities for the formation of an individual's ideology and worldview. During this period, views on individualism and freedom developed in society.

#### 5. The 20th century and the modern era (globalization and the information revolution)

In the 20th century, globalization, the development of mass media, and the widespread use of the Internet played a significant role in the formation of ideological competence. Nowadays, people form their worldviews under various cultural, political, and economic influences. Individuals define their ideology not only in their own region, but also on a global scale and strive to understand the views of others.

The historical foundations of the formation of ideological competence have developed in the interrelationship between social systems, political views, and cultural values. In each era, the processes of developing a person's moral, spiritual, and political views have taken place in their own specific context.

Along with the historical foundations of the formation of ideological competence, it is appropriate to study the pedagogical foundations. The pedagogical foundations of the formation of ideological competence are important in the formation of a person's spiritual, moral, political and social outlook. Pedagogical foundations include methods, principles and main aspects of developing ideological competence in students. In particular,

**1. Moral and spiritual education.** Moral and spiritual education plays an important role in the formation of ideological competence. Future teachers should introduce young people to moral views, values such as human rights,

justice, patriotism, and teach them to be responsible and fair. In this process:

- **Moral norms:** to give future teachers an understanding of moral and spiritual norms and values in society.

- **Religious and philosophical views:** respect for different cultures and beliefs, understanding and combating differences between them.

- **Human rights:** the importance of human rights, freedoms and respecting them.

**2. Development of thinking and critical thinking.** In the formation of ideological competence, critical thinking, that is, the development of students' skills in analysis, reasoning, decision-making and understanding of different points of view, is important. In the pedagogical process:

- **Analysis of industrial and social issues:** teaching future teachers to analyze social, political and economic issues in society.

- **Broad thinking:** teaching future teachers to take into account different points of view when making decisions, considering several solutions.

**3. Patriotism and social responsibility.** It is very important to develop patriotism in pedagogical processes, to teach students to feel responsible for their country and people. This aspect:

- **National values:** to teach future teachers their national history, culture, traditions and customs.

- **Social responsibility:** to teach future teachers to be active and responsible citizens in society.

#### 4. Democratic values and legal awareness.

The development of democratic values and legal awareness is also important in the formation of ideological competence. In the pedagogical process:

- **Democracy and freedom:** to teach future teachers that they should express their opinions freely in a democratic system, know and respect their rights.

- **Legal knowledge:** to develop legal awareness, understand the role and importance of rights in civil society.

#### 5. Developing creativity and ingenuity.

Creativity, that is, developing new ideas and innovative thinking, is important in the formation of ideological competence. This, in turn, helps to determine the place of the

individual in society and promote new ideas. In the pedagogical process:

- **Creative thinking:** teaching future teachers to solve various problems with creative approaches.
- **Generating new ideas:** arousing future teachers' interest in creating new, progressive ideas.

**6. Pedagogical methods and technologies.** In the formation of ideological competence, educators should use various methods and technologies. These include:

- **Interactive methods:** participation in group work, discussions and role-playing games, exchange of ideas.
- **Discussion and analysis:** organizing discussions on social and political topics, analyzing opinions.
- **Use of technologies:** providing students with broader knowledge through the use of modern educational technologies, multimedia tools and Internet resources.

The pedagogical foundations of the formation of ideological competence play a major role in the development of worldview, moral, social and political views in future teachers. Educators not only provide young people with knowledge, but also develop in them such skills as responsibility, justice, patriotism, legal awareness and creative thinking. In this process, the education system and pedagogical approaches must be able to respond to the changing needs of society.

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