



## Modern Methods Of Instilling A Sense Of Patriotism In Future Teachers

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### ABSTRACT

This article describes the possibilities of using educational technologies in raising a sense of patriotism among future teachers. The article also mentions the method of using educational technologies.

### Keywords:

Homeland, patriotism, educational technologies, duty, obligation, initiative.

### Introduction

Education of young people who love and value their homeland, who can serve the interests of the people and society is becoming a socio-pedagogical problem in the world. In fact, this problem is one of the main issues facing our country and society [1-4]. In finding a solution to this problem, high tasks are assigned to pedagogical education. In particular, one of the important tasks of higher education is to love the motherland in young people studying in the process of pedagogical education, to serve it faithfully through their profession, and to train pedagogical personnel who can instil a love for the motherland in the hearts of the young generation [5-9]. Therefore, it is necessary to develop effective forms, methods, and ways of developing the sense of patriotism of future educators, as a result of which the practical possibilities of the problem we are researching will expand even more.

Forming the sense of patriotism of future educators, including the educator of patriotism is appropriate to use graphic organizers in order to make students understand their role in the activity more deeply. Below, we will consider

one of the graphic organizers used in the educational process, "Decision Tree" technologies [10-17].

**The purpose of the technology:** It consists in forming the student's ability to come to clear conclusions about the problem under analysis and to distinguish the optimal conclusion from among the conclusions, to think logically and critically, to be inquisitive, and to make decisions [18-23].

This technology is implemented as follows: the teacher presents a problematic question to the students within the topic of the lesson and prepares a poster for writing the group's decision; students are divided into small groups and time is set for them to solve the problem; each group discusses whether the decisions expressed by its members are acceptable or unacceptable. At the same time, the advantages and disadvantages of each option are also written. The proposed methods of solving the problem are selected according to the decision of the group members;

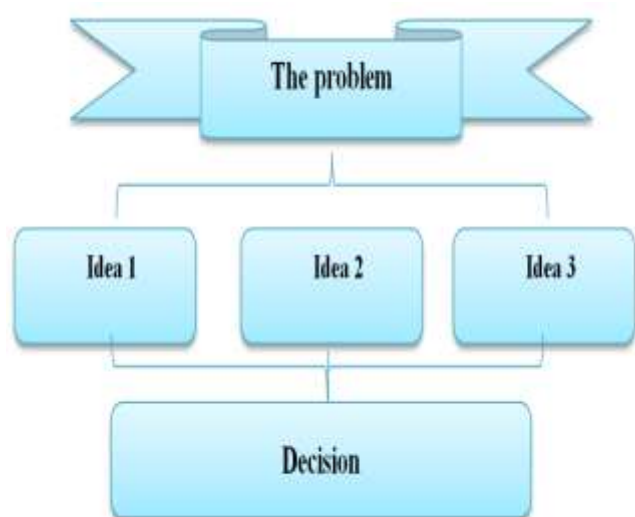
after the end of the set time, each group will inform about its decision. In appropriate cases, decisions are compared under the guidance of the teacher. If the same decisions were made by the groups, the teacher will explain them [24-29].

The peculiarity of this method is that it is organized based on a specific project.

The problem					
Decision 1		Decision 2		Decision 3	
Advantage	Disadvantage	Advantage	Disadvantage	Advantage	Disadvantage
Final decision					

**A problematic situation.** The school preparation group for the educator was assigned the task of organizing and conducting independence holiday events. The educator prepared very well for the event and invited guests and parents. However, on the day of the event, a strong wind started and the electricity in the kindergarten building went out due to voltage. Because of this, there was a problem with not being able to hold the event [28-31]. What decision should the educator make at such a time?

He should fill in the table based on the drawing below.



The solution may be as follows:

Idea 1. The educator should wait for the wind to calm down and hold the event, even if it is late because such events cannot be postponed.

Idea 2. He should apologize to the guests and parents invited to the event and postpone it for another day.

Idea 3. The event should be held on time even without lights.

As can be seen from the text and ideas of the above problem, decision-making is directly related to the educator's pedagogical skill, ability and initiative, and the formation of the ability to make timely decisions. It is important for future educators to serve the pedagogical profession with devotion, to find quick and easy ways out of difficult situations based on the use of such technologies.

At the same time, it is appropriate to use "Why" technologies to educate future pedagogues.

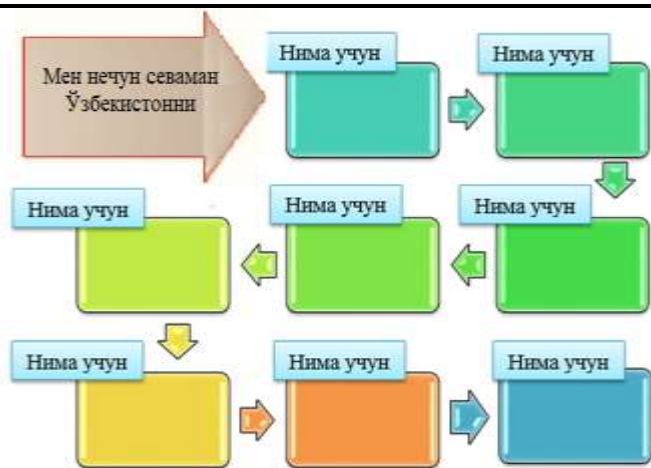
"Why" graphic organizer

**The purpose of the technology:** formation of students' patriotism, devotion to the pedagogical profession and self-confidence, aspiration towards the goal, and development of their inquisitiveness, logical thinking, and analytical skills.

**Method of application of technology:**

1. A problematic question within a topic or topic is selected, and they are asked to find an answer to the question "Why";
2. Students are told to write answers to the questions, even if they are incorrect.
3. Asking the question "Why" and answering it students will continue until the solution to the problem is completed.
4. The written answers of the students are compared and the correct answer is announced after removing the repetitive and wrong ideas.
5. Incorrect answers given by students will not be criticized.

So, in the education of patriotism in future teachers, using the "Why" graphic organizer, the following task can be given: "Why do I love Uzbekistan?".



By solving the problem set in this graphic organizer, students will understand the sanctity of the motherland and that it cannot be loved only for its wealth. Thus, they feel that every educator must serve the country through the profession of pedagogy [32-35]. At the same time, students exchange ideas and learn to systematize their thoughts during the task. Also, in forming the sense of patriotism of future pedagogues, together with them, "Motherland is the highest value!" it is possible to organize a pedagogical action on the subject. Below is "Motherland is the highest value!" we cite the development of a pedagogical action on the subject.

**The purpose of the action:** based on the education of patriotism in future pedagogues, to create in them the mood of organization, initiative, diligence, and hard work.

**Terms of the promotion:**

1. To ensure that students participate in the action based on their interests and abilities;
2. The sequence and timing of the types of work must be clear;
3. Evaluation of the types of work performed by experts and awarding of students at the end of the campaign;

**Promotion time:** 3 days

**Participants of the action:** students, teachers, and employers.

**Expected results of the action:** students develop a sense of patriotism, develop their pedagogical creativity, increase their self-confidence, and reveal their hidden abilities.

**Action steps:**

**Organizational stage.** Information and data will be given to the students and the necessary resources will be collected within the scope of the campaign.

**Tasks of the stage:** formation of elements of motivation for students to participate in the campaign (advertisement, invitation, program).

**Pedagogical activity:**

- finding a solution to the goals and objectives of the action.
- identifying target groups;
- determining the form of share transfer;
- determine the location of the action;
- preparation of necessary equipment;
- distribution of tasks among the participants of the action.

The main stage. Practical activity.

**The task of the stage:** to enrich students' knowledge about the homeland, increase their interest in the action, and develop their willpower and creative abilities.

**Activities of the teacher:** strengthening the relationship between teachers and students.

**The effectiveness of the main stage.** Implementation of creative and innovative ideas of students!

Promotion time	The type of event to be held	Content
Day 1	Sports competitions (chess, checkers, volleyball, basketball, running).	Voluntary involvement of students in sports competitions and development of their voluntary qualities, as well as the formation of students' agility, dexterity, and ability to

		quickly and easily get out of difficult situations.
Day 2	Creative works (paintings, handicrafts, objects from natural and discarded objects) organizing an exhibition of samples.	Create conditions, support and encourage students to show their creative abilities.
Day 3	Show of national costumes	Show of Uzbek national clothes.

### The final stage

Analysis of the positive impressions and results of the organized action. These actions were organized as part of sports competitions and the creative works of students. The purpose of our inclusion of sports competitions in the conditions of the campaign is to educate students in self-confidence, patience and will, and teach them to strive for the goal. After all, patriotism is evident in the commonality of such qualities.

### Conclusion

In conclusion, it should be noted that instilling a sense of patriotism in future educators is closely related to the pedagogical activity. After all, an important criterion of pedagogical activity is patriotism. In general, every pedagogue of today's era should be a patriot, be able to connect the teaching profession with the fate of the country and inculcate the idea of patriotism in the minds of the young people he is educating in the course of the pedagogical activity. A patriotic person works honestly and effectively in his profession, sees the prosperity of his country as high, and is not indifferent to its fate. In particular, patriotism should form the basis of students' virtue. Because in the future, they are the persons who instil the sanctity of the concept of homeland into the minds and consciousness of children

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