



Developing A Sense Of Patriotism And Increasing Efficiency In Future Teachers

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ABSTRACT

This article is based on the competency-based approach to methodological and practical proposals for the development of patriotism in future teachers. and used in the development of teaching aids.

Criteria and indicators for the development of civic and patriotic competence in future teachers were used as indicators for the assessment of education in the implementation of the "Concept of continuous spiritual education." As a result, it is possible to diagnose the readiness of future teachers to develop in students the competence of devotion to the Fatherland.

Keywords:

Patriotic consciousness, patriotic worldview, spiritual-moral, civic-patriotic, military-patriotic, sports and patriotism, pedagogy, future teachers, educational activity, education, upbringing, competence, modernization .

Civic and patriotic education is the formation and development of social activism, responsibility, legal culture, mature citizenship of students, the constant readiness to serve their people consciously, selflessly, voluntarily and in accordance with the constitutional duty. This direction is based primarily on the existing legal norms between the state and the citizen, and in practice gives children and young people all the necessary rights and contributes to their implementation.

Education in historical and local lore means to know the historical and cultural roots at the level of emotional experience of the past, to be proud of the unity of the Motherland, its destiny, its continuity, involvement in the work of ancestors and contemporaries, and to take place in society and the state. focuses on the historical responsibility for the events that are taking place. It develops the motivation of the younger generation to study the long history of the Motherland, the world historical process, the development and strengthening of society,

understanding the military organization, mentality, morals, customs, beliefs and traditions of our people, its protection from external threats. the heroic past of different generations who fought.

The education of heroism and patriotism is the promotion of heroic professions and important heroic and historical dates in our history, pride in the deeds of our ancestors, devotion to the traditions of heroism and a sense of belonging to them.

The main directions of education of heroism and patriotism:

- 1) to promote the heroic past of the country, the great services of the ancestors and the present in the educational process of higher education institutions;
- 2) active involvement of students in the preparation and celebration of important heroic and historical dates of our national history in educational institutions;

3) conduct regular quizzes and evenings with students on the courage and heroism of ancestors;

4) to form and develop in students a sense of devotion to the traditions of heroism, the desire to continue them, and so on.

Sports and patriotic education are aimed at the formation of physical culture, strength, agility, endurance, the will to win, a healthy lifestyle and the prevention of negative and harmful habits.

The main directions of sports and patriotic education:

1) promotion of a healthy lifestyle among students, against the emergence of negative and harmful habits in children and youth;

2) regular mass sports events for students in educational institutions;

3) organization of student sports teams in educational institutions;

4) promotion of the best sports achievements among students;

5) wide holding of sports holidays on important and heroic dates of our national history, renewal of the sports component in the image of a citizen-patriot;

6) introduction of sports elements in mass propaganda and patriotic events in educational institutions, etc.

Competitive methods for developing a sense of patriotism in students, play activities (role-playing games, staging, "When pictures come to mind"; group work on project creation; creative work (literary essays, discussion essays, literary portraits) ; creative team work on various tasks; discussion of problematic issues; work with additional literature; identification and expression of one's personal point of view in solving a problem; competitions). The playful nature of these activities creates a creative environment that allows students to express a variety of individualities. Through such activities, students' cognitive activity develops. The most important thing in organizing them is not the result, but the ability of students in the process of preparation for it to distribute roles, unite, come to an agreement, to show independence, initiative and creative abilities.

In preparation for the Literary Heroes Night, students review the basic information about the events, happenings, plots, protagonists, and characters in the works. They are divided into groups according to their interests: one group prepares performances and scenery; the second group prepares to become "literary night heroes," and the third group prepares for the "Describe" contest. In this process, of course, it is important that the teacher is able to engage the children and help them in the form of clear instructions during the preparation. And the main result is to be able to see the satisfaction and joy in the eyes of the students, "When will this game happen again?" questions like

The project method is one of the means of activating students' cognitive activity, which reflects creativity and at the same time the formation of specific personal qualities. As a result of this method, we have come to the conclusion that getting students to use elements of the research method allows the teacher to focus on how to help learners learn and direct their learning activities. The technology combines three "chains": independence, activity, and results. During the project, students fall into a climate of uncertainty, but it is this situation that increases their cognitive activity. The task of the teacher is a logical chain in the process of project implementation: interest in choice - victory (defeat) - reflection - adequate assessment (self-assessment) - reflection (according to I. Chechel) is to do it correctly.

The Rivin methodology helps students to distinguish patriotic views in works of art. According to Rivin's method, the work consists of the study of paragraphs, which are understood as part of the text of the paragraph. In this case, each paragraph should have a complete content, one should complement the other. The teacher can use the following module to separate the main content of each paragraph: find new words and phrases in the text; explain their meaning using additional sources; make sentences with new words to make sure you understand them correctly; find the key word or phrase in the paragraph; verbally explain why you consider it an open

word; use a keyword to express the idea of a paragraph; make another sentence about the word and choose the one you think is best based on your point of view; write in your notebook what you think is good; if there is no keyword in the paragraph, name one of the main objects in the paragraph and make a sentence with it; prepare answers to questions posed by teachers, students, or textbooks; prepare questions for your classmates; review information related to previously studied or read material.

Methodology of free debates. We had free debates with several parallel classes. The use of this form of discussion aims to ensure that students are free to express their views and opinions. Participants in free debates need to be able to make "for" and "against" arguments about their attitudes toward ideas.

Our experience in conducting free debates shows that in order to discuss an issue effectively, it is necessary to form a group of twenty participants and hold it for forty-five minutes. The discussion should be conducted in advance by an experienced teacher who is highly respected among the students.

Free Debate Methodology:

- During the preparation of the discussion, the supervisor should plan the general direction of the conversation and announce the topic of the planned discussion to the students in advance;
- At the opening of the debate, the teacher mentions the topic and introduces the discussion plan;
- The facilitator must follow the rules and allow all participants to speak;
- Controls the progress of the discussion to the next point on the starting plan and the conclusion on each point.

The third chapter of the dissertation, entitled "The effectiveness of the development of patriotism in future teachers" describes the content and results of experimental work.

The following pedagogical tasks were solved during the experimental work:

1. Experimental sites were identified.
2. The terms and stages of the experiment were determined, and the specific tasks to be performed at each stage were identified.

3. The number of participants in the pilot process, ie respondents, was determined and divided into experimental and control groups.

4. Respondents were informed about the implementation of experimental work.

5. The people in charge of organizing the experiments have been identified.

6. Preliminary developments were prepared as experimental materials and their content was discussed at the meetings of the University Councils as a research basis.

7. "Student. Vatanparvar. The pedagogical potential of the "Citizen" program in this area was studied.

8. Using methods such as questionnaires, tests, interviews, interviews, observations, sociological research, it was determined that students have developed spiritual competence.

9. The optimal forms, methods and tools to be used in the process of developing a sense of patriotism in students have been identified.

10. The developed methodology was tested during the emphasis experiment and its results were analyzed.

11. Achieve to determine the effectiveness of the developed methodology. To this end, the methodology presented in the auditorium and out-of-classroom activities in the experimental areas, which are the object of research, was used and its effectiveness was determined, and if necessary, its content was changed.

12. Transformational and control experiments aimed at developing a sense of patriotism in students have been consistently organized and the conditions have been created for their successful conduct.

13. The experimental indicators summarizing, highlighting, modifying, as well as controlling the results of experimental work were compared, the final conclusion about the effectiveness was made, and the general results were processed using the mathematical-statistical method.

The experiments on the development of patriotism in students were carried out in accordance with the following principles:

- purposefulness of experimental work;
- ensuring consistency, structure and coherence of experimental work;

- the relationship between the theoretical foundations of the problem and practical developments;
- Respondents are able to freely realize their potential;
- the creation of a favorable pedagogical environment to achieve the main goal of the organization of experimental work.

The success of the experimental work on the development of patriotism in students was ensured by the creation of the following pedagogical conditions:

- the content of the test materials is selected based on the main purpose;
- selection of didactic tools, forms, methods and techniques that correspond to the experimental materials;
- the fact that the number of participants in the pilot process can be compared with the number of respondents;
- Respondents are fully informed about the content of the experiments;
- sincere communication and interaction between the researcher or the leading educator responsible for the organization of the experimental work and the respondents in the implementation of experimental work;
- Opportunity to communicate with respondents in order to conduct experiments;
- regular generalized analysis of the results of experimental work;
- identification of mathematical and statistical methods that allow to re-analyze the overall results.

The following criteria were used to determine the development of students' sense of patriotism:

1. A sense of patriotism is vivid (exemplary) - he is interested in the history and modern life of the country, loves nature and considers it his duty to preserve it. He loves his home, his neighborhood, and is proud of the great people of his country.

Knows the essence of the concept of patriotism, is able to express their personal attitude to those who betrayed the Motherland and the nation. He understands that Uzbekistan is the only Motherland for all nationalities and ethnic groups living in Uzbekistan.

2. There is a sense of patriotism, but it is not yet a need, classmates are required to control the team (good) - are interested in the history and culture of the country, work on patriotism with classmates and students. He cares for those around him, participates in compassionate work, but cannot demand it of others.

3. Patriotism is relatively rare (satisfactory) - has little interest in the history of the homeland, performs and participates in related activities only under supervision.

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