

DEVELOPMENT OF PATRIOTIC COMPETENCIES IN STUDENTS AS A SOCIAL AND PEDAGOGICAL NECESSITY

Usmonov Adxam Abduxamidovich

Teacher of Military Education faculty of Tashkent

State Pedagogical University named after Nizami

Annotation

The author analysis the connection between patriotism and social studies education. The author provides two lesson plans (one primary and one secondary) that look at three professional athletes' racialized and political experiences. This article includes two example lesson plans to aid instructors in directing students toward a critical understanding of patriotism via fostering informed action within and outside the classroom, based on fundamentals of critical racial media literacy and conceptual understandings of critical patriotism.

Keywords: Patriotic competencies, authoritarian patriotism, marginalization, characteristics of blind patriotism.

Introduction

Images, sounds, and messages are continuously bombarding students, consciously and subconsciously shaping their actions, beliefs, and commitments. The proliferation of 24-hour news channels and social media platforms has changed the way students and instructors learn about the globe. Rapid consumption of numerous media sources leaves little time to absorb, examine, argue, and adjust content assumptions before the next hot issue emerges. Almost every media source provides information online and in real time due to the nature of social media and the constant news cycle. This broadens the audience for newspapers and nightly news, which are no longer limited to adults. Young people may create their own material on YouTube and Snapchat, sharing personal tales and opinion on current events across the world. In addition, publications such as Teen Vogue, a fashion and beauty magazine, have adopted a social and political stance.

Access to additional knowledge, on the other hand, might be a double-edged sword. While this has the potential to create a well-informed and involved public that can interact with like-minded people, the 24-hour news cycle may also lead to the spread of misinformation—or even outright lies—in order to increase viewership and advertising income. Furthermore, rather than bringing people together via a feeling of shared knowledge, media consumers can quickly get trapped in an echo chamber devoid of diverse viewpoints. It is not intrinsically immoral to surround oneself with

news and information created by others who share the same political or philosophical viewpoint but these echo chambers are sometimes associated with more contentious, and in some cases, hate-filled discourse.

The deep and intriguing link between social studies and patriotism

Evans noticed that delivering civic education to K–12 students has always been a core objective of social studies instruction. The propagation of patriotic principles is enshrined in this purpose. Local, state, and federal governments have charged social studies instructors from preschool through high school with giving pupils with the "official" understanding of what it means to be patriotic and, ultimately, what it means to be an American, during times of crisis, recovery, and progress. As a result, developing social studies curriculum is one of the most contentious issues in K–12 education. Authoritarian patriotism and democratic patriotism are two types of patriotism that are commonly encountered in social studies curriculum, according to Westheimer. Authoritarian patriotism is based on a belief in American uniqueness and unwavering commitment to the government, its leaders, and institutions. Citizens who reflect this feeling of patriotism reject the "evils" of America's domestic and international policies, insisting that the country is undeniably the world's and morally superior force. Citizens that reflect this feeling of patriotism are concerned about protecting democratic ideals and, where necessary, will foster opposition in order to return America to its democratic beginnings. As Castro and Knowles pointed out, patriotism discussions are frequently intertwined with efforts to promote civic education structured by white, patriarchal, middle-class, and heteronormative ideals. As a result, debates over what it means to be patriotic, a citizen, or an American frequently overlook the lived experiences of people of color, Indigenous Peoples, women, and the working class, promoting a narrowly defined and exclusionary notion of patriotism. Even those who practice democratic patriotism tend to view justice exclusively in the eyes of others who share their appearance or values.

Patriotic people

Those teachers who noted patriotic people's attributes described them as people who "perform their job well" and "have a feeling of 'us.'" These educators believe that a person's care for performing his or her job well is a sign of patriotism and an indicator of how "frankly and faithfully" one handles one's job. Teachers emphasized in this respect that a sense of patriotism based just on words or feelings is not genuine patriotism. "Above all, a patriotic person should perform more than his or her best, whatever his or her profession is, whether it is a trash guy or a carpenter, a teacher or a doctor, that is, whatever of the sector or field he or she is working or serving in," said Teacher Oktay. "My perspective on this problem is not actually too different," Zeynep remarked. "I mean, one should care about his or her profession, take it seriously, no matter what." "In my perspective, patriotism signifies the individual who conducts his or her career properly and faithfully," said teacher Nurcan. I disagree with individuals

who believe patriotism is fighting in a war or murdering enemies; instead, I believe patriots are those who pay as much tax as possible, avoid corruption, and follow the ethical values of their trade, whether they are a shopkeeper or a doctor." Some professors believe that defining patriotism or advertising patriotism through slogans will diminish its worth. Teacher Mihri, for example, stressed patriotism in action above patriotism in words: "They give lip service to patriotism yet utilize illicit electricity." They converse through their hats, for example, but then spit on the road and walk away. In any case, this isn't patriotism.

Patriotic society

Some professors asserted that some societal behaviors do not correspond to patriotism. Individualization, biases, and marginalization are among them, as is the devaluation of patriotism through the use of slogans. Teachers demonstrated via instances from their daily lives that behaviors including marginalization and prejudice are quite widespread in society, which do not add up to the value of patriotism, and may even harm patriotism. Teachers think that a lack of tolerance is at the root of society's marginalization and biases, and that individuals are unable to accept other ideals, events, or persons. They believe that a lack of understanding of diverse cultures hinders tolerance, which leads to marginalization and discrimination. "Because there are many diverse people in the society," instructor Nurcan, for example, stated her viewpoint. This holds true for all countries. If people believe this, there will be a future clash between two cultures. There will be clashes between the wealthy and the impoverished, as well as between males and women. In other words, it should be avoided in this manner. Children, on the other hand, sometimes make me quite unhappy... voices are shouted very loudly." "Well, people have various beliefs fairly naturally," teacher Hasan said. Africa's people are unique... Natives, on the other hand, are even more distinct. There must be mutual respect. If this disturbs the Alevi people or our countrymen, it indicates that we need to educate them.

Patriotism in education

Some professors interpreted patriotism in terms of education. These educators addressed patriotism in the classroom from the perspectives of social studies and patriotic education, as well as students and patriotism.

Social studies and patriotism

The most appropriate, but not the only, venue for teaching the value of patriotism, according to participating instructors, is a social studies class. "I feel there should be a bigger range... I believe there should be training of patriotism awareness in classrooms from reading to numeracy," stated instructor Aylin. Teachers' perspectives on patriotism education are diverse, ranging from critical thinking to scientific reasoning to the virtue of tolerance. "Also, a person is to gain a job, develop a profession, study, understand the truth in order to work for the good of the country and nation... in order to discover the truth, you should not trust in rumors, you should look for firsthand

proof," said Teacher Sefa. "For example, to educate that everyone is different, someone who is considered to think differently might be brought into class for an interview," Teacher Sedef explained how to teach patriotism. People from Somalia, for example, have landed... They, or a handicapped citizen, may be invited. They should be taught to respect them. Also, as I previously stated, I would want to engage in a brainstorming process. What can be done, say, to improve things?" Some professors thought that patriotic concerns should be addressed in a practical way through activity. These educators acknowledged the challenge of speaking on the importance of patriotism and the difficulty of students grasping it. As a result, teachers stressed the importance of field excursions and observations in patriotism instruction. "You may show on the book," Teacher Sercan, for example, stressed the value of field excursions.

Conclusion

Participating social studies instructors used themes like love, loyalty, and duty to describe patriotism. The most important measure of patriotism, according to these professors, is love for and commitment to the nation. This was justified in terms of historical awareness, having a similar culture, independence, and territorial integrity. Teachers characterized patriots as people who "perform their work to the best of their ability" and "have a feeling of 'us.'" Similarly, executing a work "honestly and diligently" is a sign of patriotism. These findings suggest that some of the social studies instructors who took part in the study may be guilty of blind patriotism. Loyalty, defense, respect, and national symbols are all characteristics of blind patriotism. As a result, those professors who defined patriotism without including notions like criticism or questioning highlighted the importance of "real patriotism" being linked to love, defense, and devotion. Loyalty to and affection for a nation is connected with criticism, questioning, and active participation in a democratic political and social system in constructive patriotism. Based on these findings, it appears that the attitudes of participating instructors about

Patriotism is more akin to blind patriotism than it is to engaged and democratic citizenship. As a result, both preservice and inservice teachers should get active and democratic citizenship education in order to establish a positive active and democratic environment for their pupils.

In social studies classes, civic education and the essential constructive patriotic education are required. In this context, current teacher training programs should be revised in terms of the quality of active and democratic citizenship education provided, and in-service training programs for teachers should be developed. Additionally, more detailed research on the active citizenship and patriotism perceptions of teachers, prospective teachers, and teacher trainers should be conducted.

List of used Literature

1. https://www.researchgate.net/publication/312525254_Patriotism_as_Perceived_by_Social_Studies_Teachers_An_Outlook_on_the_Individual_Society_and_Education
2. Gallavan, N. P. (2008). Examining teacher candidates' views on teaching world citizenship. *The Social Studies*, 99(6), 249-254.
3. Hand, M. & Pearce, J. (2011). Patriotism in British schools: teachers' and students' perspectives, *Educational Studies*, 37(4), 405-418.
4. Westheimer, J. & Kahne, J. (2004). What kind of citizen? The politics of educating for democracy. *American Educational Research Journal*, 41(2), 237-269.
5. file:///C:/Users/borajabboyev/Downloads/PatriotismasPerceivedbySocialStudiesTeachers.pdf
6. Parmenter, L. (1999). Constructing national identity in a changing world: Perspectives in Japanese education. *British Journal of Sociology of Education*, 20(4), 453-463.