

ANALYSIS OF NATIONAL AND FOREIGN EXPERIMENTS ON THE DIAGNOSIS OF PROCESSES FOR THE DEVELOPMENT OF A SENSE OF PATRIOTISM

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Annotatsiya

This article was used as an indicator of the assessment of upbringing when introducing the "concept of continuous spiritual education" from the criteria and indicators of the development of civil and Patriotic competence of future teachers. As a result, the ability to diagnose the readiness of future teachers to form students' loyalty to the Motherland has increased.

The interactive forms, methods and tools developed in the framework of the study, based on the competence-based approach of developing a sense of patriotism, were used in the development of the educational manual "pedagogical science and technology of education".

These proposals made it possible to prepare future teachers for educational activities, to develop an active civil position in them.

Keywords: Patriotic consciousness, Patriotic Outlook, moral, civil-Patriotic, military-Patriotic, sports-Patriotic, pedagogy, future teachers, educational activities, education, upbringing, competence, modernization.

Introduction

The multidimensionality of social processes on a Global scale, the complexity and significance of the spiritual and moral basis and factors of youth education also influence the selection of measurement criteria enriched by the characteristics of individual-psychological, social, emotional, valuable orientation of the patriotic feeling. In this regard, it is advisable to analyze the experiences of our republic and abroad.

In recent years, he has carried out research on the analysis and assessment of patriotic indicators in students. As noted by farov, " pedagogical analysis of the qualitative indicators of the level of patriotism in young people is determined by the orientation towards a certain object, studying the period of development of young people, the emotional-emotional sphere, taking into account individual differences, their worldview, mental characteristics, depending on their social prestige. As part of the pedagogical analysis of quality indicators

of the patriotic level in students, it is important to develop criteria that affect the future civic faith.”

The criterion is the basis of a particular theory, doctrine, science, worldview or theoretical program; determines the beliefs of a person, his attitude to reality and norms of behavior. In philosophy, the criterion is considered as a starting point, a controlling idea, behavior, the basis of self-behavior. In a logical sense, the criterion is a central concept and is the basis of a system that is applied, generalizing and propagating to all areas of the phenomenon obtained as abstraction.

The development of a sense of patriotism in students requires, first of all, the clarification of the criteria that guarantee the effectiveness of this process.

To do this, it is advisable to study and analyze the universal criteria that determine the sense of patriotism.

The criteria for developing a sense of patriotism can be conditionally divided into several groups:

1) exemplary – interested in the history and current life of the country, loving nature and considering it his duty to preserve it. Loves his home, neighborhood, is proud of the great people of his homeland. He knows the essence of the concept of patriotism, is able to express his personal relationships to those who betrayed the motherland, their nation. For representatives of all nationalities and nationalities living in Uzbekistan, Uzbekistan realizes that it is the only Homeland;

2) good – a sense of patriotism is manifested, but it has not yet become a need, classmates are talibed by the control of the team – are interested in the history and culture of the motherland, work on patriotism with classmates and students. Takes care of the people around him, participates in charity work, but cannot demand it from others;

3) satisfactory – a sense of patriotism is relatively poorly manifested – less interested in the history of the motherland, performs and participates in the work associated with it only under control;

4) unsatisfactory – a sense of patriotism is very rarely manifested – not interested in the history and culture of the Motherland, Without attention.

Having entered into the list of general criteria for the development of a sense of patriotism, as described above, and based on the object of our research, we also tried to study the issue of criteria for the development of a sense of patriotism in future teachers. In particular, in the literature on the philosophy of education, as a pedagogical category, it shows the following features of the criterion: managerial requirements; laws and contradictions of the educational process; an internal managerial idea that manifests itself as a belief; implementation in relation to phenomena and processes within a certain framework; interaction and complementarity in a group of criteria. Thus, pedagogical criteria - ” the dominant of the pedagogical being is the rule that determines the content and essence of the activity that ensures the existence of pedagogical influence.”

N.Muslimov, relying on the ideas of existing research, distinguishes the following criteria that allow you to distinguish between methodological ideas and views that determine the path and direction of professional formation of the teacher:

1. Historicity is the study of the subject in the process of its development. "Any social science looks at the study of an object in a holistic and complex way on the basis of its historical criterion. Accordingly, the researcher evaluates the existing state of the object and its role in the perspective.
2. Logic-assumes the view of the object under study not separately, isolated from the environment that surrounds it, but precisely as a holistic system. Otherwise, the results of the study of this object will remain not a product of research, but only the recording of certain results.
3. A dialectical criterion-the content of studies also changes over time, as a result of a new interpretation of leading philosophical ideas about the fact that an individual is an active subject of social relations. In this sense, the dialectical criterion as the leading criterion of upbringing is directed to the priority socio-cultural ideas of its time. FOYA go to the results of purpose, content, method and upbringing and determine the methodological basis of the pedagogical process.
4. The personal and professional development of the teacher is considered as a process of realizing its capabilities, and creativity as an objective need for the design of its professional activities. The ideas of the individual design of the teacher's professional training process remain the objective leading criterion of professional-pedagogical education.

N.M.In connection with socialization, Egamberdieva distinguished the four – socialization criteria of flexibility, psychological flexibility, communicative flexibility and professional maturity. These criteria include the following indicators:

1. Socialization flexibility: 1) the teacher's perception of his social status, social role and social functions; 2) his understanding of his social function; 3) his participation in various types of educational, pedagogical and social activities; 4) the fulfillment of social requirements; 5) the possession of professional-role behavior; 6) personal and professional self-awareness.
2. Psychological flexibility: 1) the unity of social demand and Action; 2) the professional necessity of motivation, value, need, etc.and their development.
3. Communicative flexibility: 1) the ability to establish and maintain communication with people; 2) the ability to empathize and grieve; 3) the desire to establish a positive moral and psychological environment in the labor community; 4) the ability to establish humanistic, democratic interaction with colleagues.
4. Professional maturity: 1) positive attitude to the profession and activities of pedagogy; 2) valuable attitude to the profession of pedagogy; 3) satisfaction with the chosen profession; 4) the presence of professional and moral qualities; 5) the manifestation of pedagogical reflex; 6) self-control; 7) aspiration to professional knowledge; competent occupation of the professional environment; 8) willingness to exert all his energy; 9) readiness.

Mature scientist on the system of continuous spiritual education M. Quronov proposed the following model complex of personal and professional qualities of the student as a national educator:

I. Personal qualities: spiritual maturity; national-ideological awareness; national decency; ingenuity; delicate taste; devotion to one's profession; conscientiousness; initiative; childhood; exactingness; Justice; pedagogical decency; entrepreneurship; rigor; spiritual purity, etc.

II. Knowledge: to perceive the national-educational capabilities of their science; excellent awareness of the internal and foreign policy of the Government of Uzbekistan, the President; deep knowledge of the theoretical and methodological foundations of National Education; deep, comprehensive knowledge of Uzbek culture; knowledge of the laws of development of the nation, etc.

III. Skills:

III.1. Constructive skills: skills for planning national educational work; being able to carry out a pedagogical diagnosis of the individual of each child; being able to draw up and implement a private program of national education of each student in a single-ethnic and multi-ethnic student community, etc.

III.2. Organizational skills: encourage and develop the socio-national activities of students; give assignments to students for national-educational purposes and control their management, help, etc.

III.3. Communicative skills: managing interpersonal, intergroup, interethnic relationships among students; finding a way into the heart of each student and being able to awaken a predisposition to oneself; anticipating how the educational influence that must be shown to the team, the student, will work, etc .

G.I. And in the study carried out by makhmutova, the following criteria were taken as the basis for the development of a sense of self-ownership of students on the basis of pedagogical category subjects:

1. To realize that it is a high human duty to serve in the path of prosperity of the motherland, to have a sense of patriotism.
2. Activity on the path of peace of the land, freedom and independence of the motherland.
3. Perfect man, social cooperation – to have a certain understanding of the essence of their concepts.
4. To have a sense of internationalism; to respect the truth and freedoms of other nations and elates.
5. Interreligious tolerance (tolerance), other nations and elates, as well as respect for the freedom of conscience of people.
6. Human qualities (erudition, humanism, humility, morality, hard work, etc.k.) to do .

Doctor of Pedagogical Sciences D. Ro " and in the research work carried out by zieva, special attention is paid to the following as criteria for the development of a national sense of pride, an important quality associated with the upbringing of patriotism in students:

1. A deep understanding of the lexical meaning and logical essence of the concept of national pride by students.
2. The emergence of the need and desire to have a national feeling of pride in students.
3. The implementation by students of socio-beneficial activities that serve to ensure the prosperity of the Motherland, the prosperity of the country and the well-being of the people.
4. The ability of students to show special activity in this area.

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