

Development of National Identity and The Pride of Students in The Educational Process

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Abstract: *This article was written with the aim of scientifically substantiating the development of national self-awareness and the pride of students in the educational process. The following tasks are defined in the article: to reveal the essence, content, basic structural components of the national self-awareness and pride of the student's personality, to determine their relationship; to develop a pedagogical model for the effective formation of national self-awareness and pride of students; identify and justify pedagogical conditions that ensure the optimality of the process of formation of national self-awareness and pride of students in the context of a national idea and the basis of spirituality.*

Keywords: *educational process, national identity, national pride.*

I. INTRODUCTION

The basis of the life of a nation is the need for interaction and communication between people during its economic and political development, the exchange of cultural achievements, products and labor results. Each nation exists due to a system of stable internal relations and relations of its constituent people. There is a tendency: the higher the intra-national and intra-group integration, the more noticeable are the achievements in the economy and culture, the more intense are the socio-political and intra-group contacts and communicative relations between people.

One of the main signs of the existence of a nation is historical memory, which is the covenants of antiquity, the traditions of the fathers, the feeling of begottenness, that is, belonging to the spiritual mission of a kind, people, nation, homeland. A person with historical memory is aware of his place in the spiritual relay race of generations. He is distinguished from the barbarian by "love for his native ashes, love for fatherly tombs." This love is not just poetic dreams, but the real basis of goal-setting. A representative of a nation can understand who he is only by remembering who his ancestors were. Historical memory materializes in traditions and ways: cultural, religious, economic, state [15].

II. MATERIALS AND METHODS

Literature Survey

The development of the preservation and translation of the national heritage, which determines the content and means of upbringing was served by the works of E.Belozertsev [2], M.Kuranov [7], N.Dzhuraev [4], D.Ruzieva [13, 15].

The problem of studying the essence and structure of national self-consciousness is devoted to the works of A.Zaripov [16], M.Imomnazarov [5], S.Eshmukhammedova [5] and others. Self-consciousness as a component of personality was developed in the works of A.Asmolova [1], L.Vygotsky [12] etc.

Studies of national identity with the help of media materials were reflected in the works of N.Rustamova [9, 10, 11, 12, 13], O.Davlatov [3] and others.

The problem of the formation of national identity in the pedagogical system, the conditions for the formation of national identity as an essential element of the learning process is reflected in the works of G. Khasanova [6] and

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G.Makhmutova [8].

Theory

National consciousness exists at the theoretical and everyday levels. If the theoretical level of national consciousness is a scientifically designed, systematized structure consisting of ideological views, ideas, programs, norms, values, etc. [15]

All these components are in close unity, they are inextricably linked with each other. Ordinary national consciousness is the main psychological basis of various ethnic tensions and conflicts, since it is in it that national prejudices, negative attitudes, and intolerance towards other communities are formed.

• The consciousness of a society, a group (public consciousness) consists of two interconnected parts: the theoretical level and the level of everyday consciousness.

• The theoretical level includes ideology: generalized views of people on life and society.

• The level of everyday consciousness includes social psychology: direct reactions of people to the effects of objective reality and life in society.

• The forms of public consciousness are science, philosophy, morality, law, religion, culture.

In general, the following characteristics are inherent in national consciousness:

• the existence of a holistic ethnic picture of the world, which is a combination of stable, coherent ideas and judgments about social being, life and activity inherent in members of a particular ethnic community;

• its “correct” transmission from generation to generation in the process of socialization normally developed by this ethnic community;

• determination of the whole holistic and polysyllabic perception of life by an ethnic community: social institutions; systems of personal and group (including professional) relations, ceremonies and rituals, ideology, art and folklore; autostereotypes (i.e., the image of representatives of their nation) that determine the internal politics of an ethnic group; heterostereotypes (i.e., the image of neighbors); systems of interethnic (in particular, interstate) relations, that is, the paradigms of the “foreign policy” of an ethnic community (rules of conduct with representatives of “foreign” ethnic communities), etc. ;

• its correlation with behavioral stereotypes inherent to members of a given ethnic group;

• its compliance with the social conditions of life of the ethnic community, the stage of its social development, the structure of life support (material base), as well as the correlation of the ethnic picture of the world with the norms and values that dominate other nations, which can be expressed as including oneself in some interethnic cultural unity or as isolation, opposition to other nations [15].

The historical and cultural determinants of national identity are the historical past and traditions of the people, their prevailing customs and norms of behavior, as well as legends recorded in oral (folklore) and written forms, monuments of culture and art. National identity is almost impossible without the functioning of the national language, since language serves as a means of expression and formation.

National identity manifests itself in ideas, attitudes, opinions, feelings, emotions, moods and expresses the content, level and characteristics of the representations of members of the nation:

• about their specific identity and differences from representatives of other communities;

• national values and interests;

• the history of the nation, its current state and development prospects;

• the place of their socio-ethnic community in intrastate, interstate and interethnic relations.

The intensity of the manifestation of national identity among individual representatives of the ethnic community is far from the same. Partially or completely, children do not possess it. In adult members of an ethnic group, as a rule, it is weakened in those cases when they do not have contacts with representatives of other peoples. In this

situation, most often rural residents find themselves in whom local or regional self-awareness may prevail.

The aim of the study is to solve this problem.

All taken together allowed us to formulate the research topic: "The formation of students' national self-awareness in the educational process (based on the study of the subject of the basis of spirituality and the idea of national independence)."

The object of study is the professional training of a future specialist at a pedagogical university.

The subject of the study is the process of formation of national self-consciousness of students of a pedagogical university in the study of humanitarian disciplines.

The research hypothesis is based on the assumption that the effectiveness of the process of forming the national self-awareness of students of a pedagogical university will increase if a pedagogical model for the formation of national self-awareness and pride of an individual in the educational process is developed and introduced into the educational process, which contains targeted, substantive, methodological, assessment blocks, as well as including a set of pedagogical conditions:

- the inclusion in the content of the discipline of a special national component aimed at the formation of national self-awareness of students;
- the organization of the reflexology of trainees as a thought process aimed at recognizing in themselves the national qualities formed by texts on academic discipline;
- the presence of ethnic meaning in the subjects of pedagogical interaction, manifested in a willingness to carry out educational activities aimed at the formation of national self-awareness of students [15].

III. EXPERIMENTAL RESULTS

Stages of the study:

1. At the first stage, the state of the problem development in the scientific literature was studied, the practical experience of teaching literature at the pedagogical university was analyzed, students were monitored in the context of their educational activities.
2. At the second stage, a pedagogical model for the formation of national self-awareness and pride of future workers in the educational sphere was developed, the initial level of formation of national self-awareness and pride among students was measured.
3. At the third stage, the formative and control stages of the experimental work were carried out, the results were processed, their systematization and generalization, the text design of the study.

The experimental base of the study was the Tashkent State Pedagogical University named after Nizami. The study involved more than 200 students of 1-2 courses of various specializations (language, pre-school education, history, music department), heads of structural departments of the university, and 20 teachers [15].

IV. CONCLUSION

1. The data obtained in the experiment indicate the effectiveness of a complex of interrelated pedagogical conditions that serve as the basis for the formation of national self-awareness and pride in the educational process.
2. National self-awareness and pride as a personal education is formed in adolescence in the process of becoming an individual, is the result of correlating the young man with those values, norms and attitudes that dictates to him the surrounding media reality. In the course of training, national self-awareness and pride more and more begins to experience a group and mental impact and becomes a means of adaptability.
3. Discovered differences in the relationship between the components of national identity and pride among students of a creative specialty (musicians) and students of specialization, the formation of professional properties of which are based on specific knowledge and a system of scientific representations (preschool education), indicate a significant influence of the specialization on the process of formation of national self-awareness [15].

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