

## PEDAGOGICAL BASES OF NATIONAL EDUCATION THROUGH THE FORMATION OF THE CONCEPT OF NATION IN PRESCHOOL CHILDREN

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### ANNOTATION

The article discusses the pedagogical foundations of preschool education. It defines the goals, objectives, content and principles of national education in preschool education.

**Keywords:** types of education, national education, goals, objectives, content of education, principles.

### INTRODUCTION

Education and the process associated with it have been and continue to be at the forefront of the social phenomena that have taken place since the dawn of human society, and have never been, and never will be, the primary vital necessity of time and space. From the time a child is born, even before he or she is born, our ancestors taught us the importance of acquiring vast knowledge, understanding, skills, and early competencies that would be the basis of life experiences. This indicates that the roots of preschool education go back a long way, with its centuries-old experience and traditions. Today it is one of the priorities of our country's education and youth policy. In particular, the words of the President confirm this: "In fact, the role and importance of the pre-school education system in the life of our society, which is the most important link in the upbringing of our children, can not be measured by anything. It is the focus on pre-school education that will lay a solid foundation for the country's future development." Research on education deals with the necessity and conditions of education, the essence of the process, goals and objectives, including, , beliefs, personality traits and character, understanding of the system of behavior".

As described in this literature in general, it is appropriate to define a specific pedagogical basis for each type of education (for example, physical education, environmental education, economic education, aesthetic education, etc.). In this sense, we focus on the pedagogical basis of national education in preschool education. Before starting any activity, who ?, why ?, what? It is necessary to answer the following questions: Who? The question is the purpose of pedagogical activity, why the question is its function, what? and the query determines the content. We will answer these questions based on our topic.

The purpose of national education in pre-school education is to bring up a generation whose national outlook and national character have been formed since ancient times, and whose spirit has been sown with the seeds of national spirituality. To accomplish this goal, you will need to:

- \*Formation of the concept of nation in students and acquaintance with its attributes in lessons;
- \*Provide information on national traditions and develop the ability to practice them in accordance with the age of children;
- \*Inculcate national holidays, their content in the minds of students;

\*To instill in the younger generation a sense of national identity, a sense of national pride, the ability to see the signs of national character in them;

\*Fostering in children a sense of homeland, patriotism, belonging to the country.

The set goals and objectives are based on the content of education, which is reflected in the documents and didactic materials created in accordance with them. Secondary schools "... the system of knowledge imparted to students and the skills imparted to them are reflected in certain documents, textbooks and manuals. That's what education is all about. "

If we apply this idea to the first level of education, then in the current "First Step" curriculum (or alternatively created alternative programs), five activity centers in preschool education institutions, as well as music and physical education. Visual aids, multimedia products and methodical manuals created for educational lessons reflect the educational content of the preschool stage.

This preschool represents the general educational content for the organization. At this point, the following questions may arise: is there a special educational content in the implementation of national education? Or is it possible to inculcate national education in children using the created curriculum, manuals and other didactic materials? It's harder to answer a question in one word.

It should be noted that the "First Step" curriculum, introduced in the preschool education system of the country, has satisfactorily incorporated the content of education for the formation of national education in children. But when we look at the themes of the month in the proposed annual thematic plan and the themes of the week by age groups, we are convinced that the inclusion of national education in most cases requires creativity and inquisitiveness of the educator.

Each topic will require the educator to innovate each day of the week, to work with a new approach. News coverage requires action based on the content of the topic. For example, the annual thematic plan for September includes the theme "Uzbekistan - my homeland."

For the first week of the month, small and medium groups will be taught "Me and Kindergarten", and senior and preparatory groups will be taught "My dear Uzbekistan". In the context of the theme given to children of small and medium groups, the best way to form the national spirit is to draw attention to the symbols of the Motherland and the nation in the organization of preschool education.

As children arrive at the orphanage in the morning, they instinctively see the flag of our Motherland, a portrait of the head of state inside the building, or other symbols of the state (or nation). It is clear that children of this age may not be able to comprehend the details of them, but some concepts and information can be absorbed through visual perception.

This process is continuous and systematic in the form of simple communication, question and answer. The beginning is roughly as follows: The name of our Motherland is Uzbekistan. This is the waving (or pictured) flag of Uzbekistan. These initial notions are reinforced in the form of questions and answers: What are the names of our Motherland? What is this swaying (or visible) thing at the entrance to our garden? Thus, through the theme "Me and Kindergarten", the concept of children and the vocabulary are enriched with three attributes of the nation - the

concept of homeland, its name and flag. One more will be added to the presentation and introduction of the President.

Information on these concepts will be expanded in the coming days. For example, the crescent moon and stars in the flag are asked what they are. A 3-4 year old child can answer "This is the moon", "This is the stars". "Remember, our flag has a picture of the crescent and the stars," he said.

The next day, the focus is on the colors on the flag - the kids say the colors as best they can. They are told that they do not know, that they are wrong. But you don't have to know all the colors, you know what you're encouraged to do. Or "What color isn't the flag?" the question is also relevant: it teaches children to be picky. The next day, "How many stars are there in our flag: one or more?" the question is asked.

Of course, children say more than one. The tutor then tells them that there are twelve of them. And for some as a baby gets older, he or she will outgrow this.

This approach is integrative in nature: the area of socio-emotional development with the knowledge of which country one belongs to; speaking and communication skills by answering questions and sharing knowledge; the development of the process of cognition through the expansion of mathematical imagination through the differentiation of colors, the knowledge of names, and the perception of the number of stars — these three primary competencies are intertwined. "... the integration of the fields allows for the dynamic acquisition of knowledge.

Newly learned knowledge always enriches what is already there. At the same time, they not only form a chain of connections, but also change with knowledge in different areas. "

Communication and cooperation with parents are important in this process. They need to be aware of the new concepts and words that their children have learned, to ask, and most importantly, to praise, encourage, and inspire.

It is a good idea to ask parents the following questions and ask them to help their children to repeat them on a regular basis:

1. What is the name of our country? - Uzbekistan.
2. What nation are we? - We are Uzbeks.
3. What is the height at the entrance to your garden? "The flag."
4. What colors are on the flag? - a) different colors; b) green, white, red, blue. What color is the flag? - black, yellow ...
5. How many stars are there in the flag? a) many stars; b) 12 ta

Parents ask these questions to the child individually, in the family circle, when they gather (meet) with other relatives and acquaintances, when bringing the child to and from kindergarten, repeating it, eagerly accepting the answer and encouraging it, as well as , teaching, reminding and telling with good manners when you can't answer will lead to the formation of national mood and spirit from an early age.

The theme of the week "My dear Uzbekistan", presented in adult and pre-school groups, is the following: .

In addition, texts about the Motherland and its symbols, the nature of our country, holidays (especially Independence Day) will be studied, poems will be memorized. The program provides a sample of this topic in Appendix 5 for development areas and development centers for the second week of September. For the sake of brevity, let's look at some of them. In the morning

frame, a conversation about the weather on Friday was recommended. From the day of the week: "What day is Friday for us Uzbeks?" the question arises. There will be a small interview based on the children's own family environment, the life of the adults, their worldview, the traditional Uzbek way of life in the neighborhood, and their beliefs.

Then we move on to the main topic. First of all, we are asked about today's weather, compared to yesterday (encourages the development of comparative thinking). By exchanging views on the autumn landscape of Uzbekistan, the weather in September, the appearance of the fields and gardens of our country, love for the country, love for the motherland will be saved. After all, the beginning of a sense of nationhood is formed by involvement in the motherland.

On Monday, the theme of the construction and design center will be "My future home", on Wednesday - "Modern city", on Thursday - "Mahalla streets", Uzbek houses, Uzbek cities, Uzbek mahallas. the image, their national lines are embodied in a way appropriate to the children of the preparatory group, after which each child begins to build and construct according to his own imagination during the conversation with the help of building blocks, legos. If there is no introductory conversation, the children will create a picture of a house, a street, a city that they have seen in a cartoon or a movie. Given that most of these films have been made abroad, it is highly likely that the goal of national education will not be achieved.

Before the staging of the "My Grandma's Guests" presentation at the Center for Plot-Role Games and Drama, there will be a conversation about the grandmother's national image in front of the children. The Uzbek grandmother, who wears a long and wide dress, a big scarf on her head, is sweet, kind and always revolves around her grandchildren, should be imprinted on children's minds and reflected in the performance in this way.

It is well known that the potential of the language and speech center is high. It is the educator's prerogative to choose the dialogue, the text to be studied and the poems to be memorized according to the topic, and to turn the discussions and reflections on them to the Motherland and the nation, even if it is off-topic.

For example, during the interview on the picture "My city, my neighborhood" shown in the program, the uniqueness of the Uzbek neighborhood, streets and houses, in particular, the flowers in the front yard and yard of almost all homes, basil planting, in the morning, of course, without exception, it would be appropriate to exchange views on the sweeping of the interior of the house and the streets by brides, girls, women.

Whenever possible, try to find a picture that reflects these aspects and bring it to the children's attention for conversation. Even if such pictures are not found, they are directed to the target through questions, based on the cleanliness and cleanliness of the streets and courtyards in the image. The same approach is used in science and nature, art centers, and music and rhythmic classes, as well as national education in working with students.

It seems that the normative documents provide basic guidelines, methodological recommendations for the establishment of national education in preschool education, but the details of their practical implementation should be determined by educators, education. The contents will need to be completed.

Of course, it would be useful to clarify the principles of national education of preschool children. There are a number of specific principles for achieving this goal, without mastering them, it is impossible to be effective in educating children in the national spirit at any stage of education.

Principles (Latin principum - basis, beginning) - the most important system of rules and attitudes in the education and upbringing of children. The principles are the result of the need to properly organize pedagogical practice. Principles are a set of requirements for the process of education and upbringing. The literature provides educational principles that apply to all stages and forms of education. In most cases, the developmental and pedagogical principle of education; the principle of relevance of education to life; the scientific principle of education; the principle of systematization and coherence of education; the principle of nurturing and developing education; the principle of demonstration of education; the principle of comprehensibility of the knowledge imparted; There are several other forms, such as the principle of validity of acquired knowledge.

These principles must be followed at every stage of the learning process. However, the proportions and content of the principles will vary depending on the content of the subjects, the age of the students, and the availability of visual aids. For example, if the principle of demonstration is related to the organization of observations of natural phenomena, flora and fauna in the process of teaching science, to show grammar tables in the teaching of the native language or any foreign language, to write on the board, drawings consist of drawings and so on.

But in the teaching or training of any subject, it is necessary to live observation, that is, to understand certain things and events, to follow the principles of thinking, to understand and know the theoretical conclusions, to apply them in practice, in life. It is worth noting that, as the technologies of education and upbringing differ in approach, they are interrelated, it can be said that this pair (i.e., education and upbringing) forms a whole. principles are also unique in their essence.

This approach is also a priority in the approach to methods. The principles of introducing examples of fiction in preschool education are described in a textbook created under the guidance of Methodist scholar K. Husanbaeva.

In the process of conducting lessons in preschool educational institutions, which is the first stage of education, the upbringing of children as possessing national spiritual qualities, the following specific principles in the correct organization of training in this area there is:

1. The principle of relying on national values in the conduct of national education. According to this principle, not only in preschool education, but in all places where the child participates in everyday life in general, should be surrounded by relationships based on national etiquette. This requires, first of all, an environment of national language and speech culture. The fact that the child is in the family, in the pre-school education institution, and in public places as much as possible in the national language environment, is crucial. No other factor can replace the national language in inculcating the national spirit in the human mind. Because the national language factor is a prerequisite for the existence and survival of all mentality chromosomes in the spiritual genes of a nation's spiritual heritage. While preschool education builds language and speech skills based on a well-defined curriculum based on the child's current curriculum, it should not be limited to increasing quantitative vocabulary and the ability to convey ideas to the interlocutor. Be able to relate to the nurse, depending on who she is talking to (depending on whether she is older or younger, whether she is a boy or a girl), and describe in more detail what she has heard and seen. the etiquette of listening to others is

important. At the same time, the child should witness and learn from the culture of high national dialogue, based on age and gender differences in the interaction of adults, and be immersed in the world of personality, the spiritual world in which they are formed. Be able to relate to the nurse, depending on who she is talking to (depending on whether she is older or younger, whether she is a boy or a girl), and describe in more detail what she has heard and seen. the etiquette of listening to others is important. At the same time, the child should witness and learn from the culture of high national dialogue, based on age and gender differences in the interaction of adults, and be immersed in the world of personality, the spiritual world in which they are formed.

2. In order to reach an agreement, sincerity and honesty were the mottos of both sides. Integration in the organization of national education is carried out in parallel with the lessons conducted by the educator, Preschool education in the organization and in family relations. As with other forms of education, the two sides need to conduct national education in an integrated and continuous manner, with the expected effect.

3. The principle of individual approach. It is well known that each person (child) differs to some extent in their intellectual capacity, abilities and talents. Not all students in the group behave the same. The basis of this principle is to work with each of the children as individually as possible. When working with a student individually, it is necessary to take into account his / her individual characteristics: nationality, gender, specificity, memory, level of mastery, character and interests in mastering the content and materials of the lesson.

For example, in one group, along with Uzbek children, children from Kyrgyz, Kazakh, Tajik and Russian families are educated. The educator will have to respect their language, customs, national and family traditions, and arrange the national education as much as possible in agreement with the parents. The national approach to the upbringing of boys and girls is also guided by the principle of individuality.

4. The principle of taking into account the age characteristics of children. The transition of the "I" from the family to the wider system of social relations, which begins to take shape at birth, is associated with the transition to preschool education. As he interacts with his neighbors' children and adults, he realizes that he belongs to a community. Gradually, the notions of belonging to a neighborhood, district / city, country and nation take root in the consciousness.

The educator is required to know at what age children can understand national concepts, when (from what age) what aspects of the national mentality can be absorbed. This is what determines the form and content of the lessons.

5. The principle of interaction between children and adults.

The experience of educators' colleagues in shaping the national upbringing of children, the search for the best example in the family, and on this basis to determine the norms and values of their work leads to the active participation of children in the educational process. For children whose worldviews are not yet fully formed, the life experiences of adults and their personal examples have a powerful educational effect. Adults mean educators, parents, grandparents, brothers and sisters. In some cases, the influence of younger siblings on the child's upbringing is crucial. Because they sleep together at home and play together, they spend more time together than anyone else. In this sense, it is necessary to consider the mechanism of influence

of the upper group of older children in the organization of preschool education on the upbringing of children in the lower group.

1. The principle that national education is international and tolerant. It is a well-known fact that it is a vital necessity to adhere to this principle in the establishment of national education in educational institutions of any country with a multi-ethnic, multi-religious and multi-religious system. At the same time, in today's globalized world, where space borders are no longer a barrier, this principle is becoming more relevant.

1. Forces that seek to sow discord anywhere on the face of the earth and thereby pursue their own geopolitical and other selfish motives rely primarily on national and religious factors. Therefore, the implementation of national education based on this principle from the pre-school stage will help to prevent many problems that may be painful in the country in the future. National and ethnic diversity in neighborhoods, apartment buildings, preschools and other educational institutions, the upbringing of children of different nationalities and faiths allows to form a national education in the spirit of internationalism and tolerance.

The principle of voluntariness. In no upbringing is the expected effect achieved by type coercion. The goal of education cannot be achieved without the free will of the students. If the process of upbringing is organized wisely, it will serve to enrich the spirituality of both the child and the educator at the same time. "Only if the educator can see and understand the children's interests, activities, friendship and civic duty, and their desire for independence, will it be clear that he or she is strong-willed. When the will of the pupil is ensured, it is effective in the process of activities aimed at influencing his personality." They must be motivated so that the child can voluntarily engage in any type of activity or relationship. It is not possible for a person to respect, love or hate someone or something on his or her own, or to suddenly act on the basis of our national values. To do this, it is necessary to carry out systematic pedagogical activities on the basis of a clear plan, so that children apply the values inherited from their ancestors in their lifestyles and follow them on a voluntary basis.

The principle of team orientation. This principle is based on the child's exposure to the community to which he or she belongs and the use of a mechanism to influence him or her. In the context of educational work, it is important to decide on a positive attitude towards the community. With the help of the team, the child's personality is fully developed, his understanding of existence, a complete understanding of the world, the emergence and development of a sense of humanity and cooperation. It can be observed that in the training and pedagogical activities based on the principle of community orientation, the relationship is formed in the form of educator-pupils, educator-individual pupil, pupils-individual pupil. These forms should serve to provide interpersonal communication in the children's community. "... there is a law of psychological interaction in the community, and the resulting mood can increase in intensity and quickly spread from person to person. It's harder to "ignite" a team than it is for some people, but then the emotions can flare up very brightly. Children feel brighter and deeper together than they do alone." Children learn spontaneously and consciously to adopt national moral values, which are formed as a label in the family to which they belong, the group of foster children, and the general children's community in preschool education. In addition to the principles described, the sources set out other principles, such as the clarity of the purpose of education, self-awareness, and the orientation of education to the

individual. In the context of the subject we are studying, we can see that they are in harmony with the above-mentioned principles. For example, if the clarity of purpose, the principles of self-awareness are the first, that is, the principle of reliance on national values in the establishment of national education, the orientation of education to the individual is close to the seventh principle of voluntariness, which we describe .

In short, whatever type of education (national education according to our theme) is carried out in the education system, first of all, it is designed to define the purpose, tasks, as well as to reveal them. normative documents, methodological guidelines and methodological manuals related to the content of education require a creative approach, taking into account the type of education and the age characteristics of children. It is also necessary to set goals and objectives based on the principles of education, and to act on them. The professional competence of the educator, in particular, the ability to take a creative approach to the lessons, the correct assessment of the situation, quick comprehension, the formation of pedagogical qualities such as children's sensitivity, is crucial.

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