



FORMATION OF PATRIOTIC CONCEPTS IN CHILDREN OF PREPARATION AGE THROUGH COMPLEX ACTIVITIES

Dono Babayeva

Professor Preschool Education Technology Tashkent State Pedagogical University, Uzbekistan

Mohira Muxamadaliyeva

Master's Student Tashkent State Pedagogical University, Uzbekistan

ABSTRACT

This article discusses the formation of patriotic concepts in children of preparation age through complex activities. A distinctive feature of the development of preschool children's ideas about the homeland is that children may be aware of the fact of the existence of certain objects and events, but can not relate to them, that is, be indifferent to them. The child is not always able to see the moral principle in the environment independently, because many of the objects in it are neutral to the child's emotional life, if they have nothing to do with his life, a clear emotional attitude of adults is manifested. It is important for researchers to conclude that the entire education system should be focused on forming a positive assessment of emotions and attitudes using this knowledge.

KEYWORDS: - Patriotic concepts, preparation age, complex activities, assessment of emotions.

INTRODUCTION

Patriotic education in organizations can be carried out directly through educational activities, cultural events, competitions, exhibitions, debates. However, parents should be involved in this type of parenting as they are the main topics in the upbringing and education of children. Together with their parents, children can do research on their last name, family tree, occupation, street name, city attractions, and more. Also in many kindergartens the action "Immortal Regiment" is Victory Day, where children talk about their relatives who worked during the Great Patriotic War or on the front, of course, in patriotic education, the educational potential of kindergarten and personal potential.

Only an educator who is interested in it can explain everything clearly, convey the main idea to the children and demonstrate the importance of this or that activity by his example.

THE MAIN RESULTS AND FINDINGS

To educate preschool children in the spirit of patriotism, we proposed a model to acquaint them with the cultural and historical traditions of their peoples, the logical organization of the system of pedagogical activities, the successful integration of pedagogical activities in preschool with the personal residence of the child and his family. process (children, their relatives, teachers) gradually create a certain learning environment around them An important factor in the personal development of children.



The main conditions for the organization of the pedagogical process in accordance with this model are: the ability of children to actively participate in the educational process of family members, the spirit of democratic dialogue on the principle of "cooperation" continuity and uniformity in the dissemination of the cultural content of the lim. academic year, the cultural richness of the pedagogical process, the possibility of self-realization of the child through effective activities. The results of the child's development in the cultural environment created by the application of this model: to form a positive attitude to their culture and its representatives; activities that unite the child, bringing together all members of the family on the basis of enriching the emotional sphere; to form a desire and desire to do good for the benefit of their loved ones and those around them.

If the principles of patriotism can be formed by introducing the cultural and historical traditions of the local people, if the cultural elements are not only perceived and understood by the child, but also if he recognizes himself as the founder of this culture. Defining oneself as a person with a particular cultural community is possible in the cultural environment of that society, where not only does a person become acquainted with cultural values, but also his or her personal needs are met. Education of an individual in a particular culture process, where data, tools, information are available. methods are implemented in a single system - an integrated learning space. The field of education brings theoretical ideas to the state of pedagogical reality, the educational space created as a result of the use of cultural content, if such a space exists, will be an important factor in the development of the child's personality:

1) plays an important, significant (temporary) place in his life;

- 2) is accepted by the child, which causes a positive reaction (interest, joy, satisfaction);
- 3) approved and adopted by the child's family members.

If we consider the field of education as a "dynamic network of interrelated pedagogical activities", then our situation is different from the pre-planned activities by teachers (classes, holidays, games, interactions with families). various forms, joint activities of children, their families and teachers). etc.), as well as the unplanned, spontaneous emergence of all participants in the learning process, their emergence should be ensured by creating a rich theme, personal and activity environment. In this case, attention should be paid to the term "event" because the pedagogical process must be clearly "joint" of the child, family and teacher, which means continuous collaboration based on a unifying factor rather than individual evidence of joint activity.

1. The patriotism of the educator of the preschool educational institution is characterized by the child's desire to actively interact with the environment that is close and understandable to him, curiosity, empathy at the level of activity. The essence of patriotic upbringing is to "absorb" the "internal mechanism" in the child, to form sensitivity, imagination, ingenuity and ingenuity, using the necessary means of influencing the emotional sphere. Patriotic upbringing of an older preschool child is successfully carried out in the process of emotional interaction with his home, nature, cultural heritage of the motherland, and so on.

2. Patriotic upbringing includes all aspects of a child's activities, with the main focus on his home, nature, small homeland culture and sense of ownership, strengthening the sense of love for them. Patriotic upbringing is a step-by-step process of joint activity of children and adults, in



which the subjective position of the child is recognized, his activity is stimulated at the following stages: the formation of a motive for action; goal setting; search for the meaning of change; living new ideas in production activities; develop and apply new ideas in various activities; free activity of children; reflection and analysis, independent analysis of product performance. Specific principles of patriotic education in preschool children are: the principle of expanding the child's connection with the outside world; the principle of priority of regional cultural heritage, the principle of trust in the emotional and emotional realm of the child.

3. Pedagogical conditions of patriotic education: heuristic thematic environment in kindergarten and family, close cooperation of kindergarten teachers with family members, readiness of teachers and parents to solve problems of patriotic upbringing of children.

The results of interest in cultural heritage and a sense of the uniqueness of regional national culture were expressed as follows: children have ideas about applied arts and their husband's crafts, they themselves create a "living" culture with pleasure (picture, design, sculpture, etc.). ; sing folk songs, dance, dance, play folk games; in speech they actively use oral folklore (proverbs, sayings, signs, etc.), they love to tell and know Russian folk tales and fairy tales of other peoples; They tell with interest the holidays of the folk calendar, their features; get an idea of the folk costumes, games, songs, customs, and other peoples whose children attend kindergarten; the children understood one simple thing: "it's good to have different nationalities, different songs, games, fairy tales, etc"; children show intelligence and agility in solving various tasks and problems; children get out of conflicting, difficult situations easily; curiosity in children is manifested in the questions asked, the desire to play, the desire to

learn and experience new things. children are distinguished by their ability to respect themselves, which is their ability to defend their point of view, their ability to understand their place in the world around them, and their sense of responsibility to themselves and others ("If he is sick If so, I'll help her, she'll feel better - and so will I) "); children develop a social character expressed at a high level of development of empathic qualities (sensitivity, attention, attention to others). The second task of analyzing the results of the study 'was to diagnose the professional changes of the anteaters.

1. The problem of patriotic education is relevant today, but there are different definitions of patriotism and patriotic education. There is no holistic scientific concept of patriotic education of preschool children, in our opinion, the modern interpretation of patriotism should emerge from its traditional concept as an attitude to the world around us: nature, human society, cultural values. We define patriotism in preschool children as the need for the child to actively interact with the world that is close and understandable to him, as a manifestation of interest and love for him. we understand it as a soft-controlled pedagogical process of cognition, patriotic upbringing in older preschool children as the 'involvement' of the 'internal mechanism' in the child, the emergence of sensitivity, imagination, ingenuity. , ingenuity in the use of the necessary means of influencing the emotional sphere.

2. The characteristics of patriotic upbringing depend on the psychological and physiological characteristics of older preschool children, the impact of their development on the environment, communication with people, the world of the subject, activities and empathic experiences that play a role in shaping the child's attitude to worldview and perception. , to know the world near and far. According to psychologists, the child is inextricably linked with the surrounding



cultural environment from childhood, hence the characteristics of patriotic upbringing in older preschool children to their family, urban (rural) history, folk culture, the nature of their homeland and defined as the formation of interest in nature. sense of ownership; joint emotional and emotional activity of children and adults; close interaction of teachers with parents, museums, librarians, creating a heuristic environment in kindergarten and family.

3. Based on the interpretation of patriotism as a moral category and revealing the psychological features of the formation of patriotism, we proposed a model of formation of patriotic education in older preschool children, which includes the following components: goals, objectives, principles, methods, forms of children's interaction; lines. adults and pedagogical conditions.

CONCLUSION

- Objectives of patriotic education: to form the need for people, representatives of wildlife to participate in all matters, to understand themselves as part of the world around them and to develop qualities such as compassion, kindness, self-esteem.
- These goals are determined by the following tasks: the formation of spiritual and moral attitudes and a sense of ownership in the home (family, kindergarten, city, village); formation of spiritual and moral relations and a sense of ownership in a person's cultural heritage; formation of spiritual and moral attitude to the nature of the homeland and a sense of ownership in it; love, respect for one's own nation, understanding of national characteristics, self-esteem as a representative of one's own people, and tolerant of other nationalities (peers and their parents, neighbors, and others) development The content of patriotic

education was chosen for these tasks. including: acquaintance with family, kindergarten, city (village); to acquaint children with cultural heritage; to acquaint children with the nature of the native land.

REFERENCES

1. Inomova M. Spiritual and moral education of children in the family. T. 1999.
2. Kadyrova F., Toshpulatova Sh., Azamova M. "Preschool pedagogy" - T., "Spirituality", 2013.
3. Babayeva D.R. "Theory and methods of children's speech development." -T., - "Harmony of harmoniously developed generation". 2018 y.
4. MUKHIDDINOV, M., SULAYMONOV, I., KHASANOVA, M., ASLANOVA, K., & SHOMURODOVA, S. (2021). Ode genre and ideological-artistic features of erkin vahidov's odes. *Journal of Contemporary Issues in Business and Government*, 27(3), 1317-1323.
5. Filimonova, T. V. (2018). Substantiation of pedagogical conditions for preparing future educators for patriotic upbringing of children of senior preschool age. *Збірник наукових праць [Херсонського державного університету]. Педагогічні науки*, (82 (3)), 199-203.
6. Муслихиддин, М. К. (2021). THE VIRTUE OF THE WORD. *ALISHER NAVOIY XALQARO JURNALI*, 1(1).
7. Davletbaeva, D. N., Iakovleva, E. L., Kajumova, D. F., Karimova, A. A., Sadykova, A. G., Shvetsova, E. V., ... & Yarhamova, D. Z. (2016). The model of formation of patriotism at schoolchildren by means of folk pedagogics. *International Review of Management and Marketing*, 6(2S).



8. Nazmiya, M. (2019). IDEALOGICAL-ARTISTIC CONCERN IN THE CREATION OF KHUSROW DEHLAVI AND ALISHER NAVOI. Глобус, (9 (42)).
9. Sahuichenko, V., Shynkarenko, V., Bezena, I., Perederii, O., & Martynenko, O. (2020). State policy on the formation of students' civic and social competences in conditions of educational reform. Revista Educação & Formação, 5(3), e3080.
10. Muhitdinova, N. M. (2021). Interpretation of mystical themes in Mirhasan Sadoi and muhammad ghazi's collection of poems. Asian Journal of Multidimensional Research (AJMR), 10(3), 538-548.
11. Muhiddinov, M. (2005). The perfect man is the ideal of literature. Tashkent: Yangi asr avlodi, 206.