



FORMING A SENSE OF NATIONAL PRIDE IN PRE-SCHOOL EDUCATIONAL INSTITUTIONS STUDENTS IN AN INNOVATIVE EDUCATIONAL ENVIRONMENT

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***Annotation:** The rich spiritual and cultural heritage of our people, the future of the country and nation determines the future of the country in the process of spiritual and educational work, which is regularly organized in preschool educational institutions.*

***Annotasiya.** Maktabgacha ta'lim tashkilotlarida va oilada muntazam olib boriladigan, tarbiyalanuvchilarni Vatanga sadoqat, milliy g'urur va buyuk ajdodlar ma'naviy merosiga hurmat ruhida tarbiyalashga qaratilgan ma'naviy-ma'rifiy, tarbiyaviy ishlar jarayonida xalqimizning boy ma'naviy-madaniy merosi, sharqonq va umumbashariy qadriyatlar asosida mamlakat, millat kelajagini belgilaydi.*

***Резюме.** Богатое духовное и культурное наследие нашего народа, будущее страны и нации определяет будущее страны в процессе духовно-просветительской работы, которая регулярно организуется в дошкольных образовательных учреждениях.*

In the process of spiritual-educational and educational activities organized regularly in pre-school educational institutions, aimed at educating students in the spirit of loyalty to the Motherland, national pride and respect for the spiritual heritage of our great ancestors, advanced ideas that determine the future of the country and nation based on the rich spiritual and cultural heritage of our people, oriental and

universal values, the importance of inter-ethnic friendship and solidarity, the importance of maintaining peace and stability in our country Applying a reflexive approach (an analytical approach to the past, events and reality) to the processes of instilling the necessity and essence into the hearts of young people is of special importance today. In these processes, based on a reflexive approach, the creation of a reflexive educational environment implies the introduction of the activities of students aimed at the analytical study of events and reality. In this regard, it is necessary to pay attention to the following model of the process of forming a reflexive educational environment.

A reflective learning environment

To study the essence and importance of concepts such as homeland, loyalty to the homeland, independence, national traditions, national values, national pride, national ideal, spirituality, spiritual courage.

Studying past relationships

Analyze

Learning objective assessment

Reflexive activity

Reflective skills.

Based on this model, it can be said that the activity aimed at the analytical study of the past and reality is a reflective activity, and in a reflective educational environment, students study, analyze, and objectively evaluate the past and present relationships with the concepts being studied, as a result, they form reflective skills along with a strong understanding of the Motherland, independence, its content, significance, and necessity. Thus, reflective activity forms the basis of the reflective educational environment created in preschool educational

institutions. Reflective activity is an activity related to analytical thinking, which consists of analyzing, examining events and phenomena in their interrelationships, distinguishing factors that are relevant to certain events and phenomena and have an impact on their occurrence from factors that are considered secondary and cannot directly affect them, and drawing conclusions based on studying and analyzing the interrelationships and connections between the components of an event or reality. It is necessary to implement urgent tasks in order to prevent the emergence of an ideological vacuum in the minds of preschoolers, to educate them in the spirit of love and loyalty to the Motherland and to raise a harmonious generation that will serve the prosperity of our Motherland, to cover all aspects of the educational and educational processes organized in preschool educational institutions, and a reflective approach is of great importance in forming and developing the interest of preschoolers in the concepts, phenomena or realities studied in these educational and educational processes. Because, in the process of reflexive approach, there are favorable situations for motivating students to analytical activities and forming reflexive skills in them. Creating a reflexive educational environment in pre-school educational institutions serves to ensure the activity of students during the development of their personal initial concepts, the formation of interest in the subject being studied and its significance and content. In educational processes organized in preschool educational institutions, a reflective approach helps students form an idea about a certain concept, that is, to form concepts based on them based on studying, analyzing, and objectively evaluating the significance of the concepts being studied, or to develop an interest in studying our own historical past and to form historical

memory based on studying, analyzing, and objectively evaluating relationships in the past. The reflexive educational environment organized in pre-school educational institutions serves as an environment that has a creative influence on the formation and development of critical and analytical thinking skills in students. Because, in the process of reflexive approach, students draw conclusions based on independent analysis and objective assessment of the essence of the studied concepts and their significance in the past and today. The reflective educational environment created in preschool educational institutions helps students: be open and broad-minded in accepting existing reality, sensitive and uncompromising in relation to problems; analyze and objectively evaluate based on comprehensive thinking; take into account their importance when studying new concepts; analyze and compare the positive and negative aspects of attitudes towards these concepts; understand the content and essence of concepts and their relevance today; consider all points of view, understanding customs, traditions, value and culture as a whole and interconnected; to study phenomena and reality that help to expand one's worldview, to master what one does not know; creates opportunities to overcome misconceptions, mistakes and difficulties, as well as to form a new worldview. The formation and development of analytical and critical thinking skills in students is based on reflexive processes, in a reflexive educational environment, it includes the creation of necessary conditions for coordinating the activities of students and analytical activities, that is, creating an opportunity to draw conclusions based on the study, analysis and objective assessment of reality and relations to concepts. One of the unique aspects of the reflexive approach is the organization of

analytical and critical activities of students is aimed at forming thinking skills, encouraging students to analyze and objectively evaluate the Motherland, independence and its essence, today's importance based on the study of past relationships, support their creative approaches in the process of analytical activity, active and to encourage and develop objective conclusions, to expand their worldview based on the analysis carried out. In pre-school educational institutions, in the process of reflexive educational environment, it is necessary to encourage students to engage in analytical activities and to ensure their activities, to analyze the results of analytical activities, to coordinate interactions between students and to ensure their activity on the basis of motivation. By introducing a reflective approach in preschool educational institutions, creating a reflective educational environment serves to form a rich image of the past and future in students, encourage them to engage in analytical activity and form reflective skills in them, develop students' personal initial concepts, and adequately explain the Motherland, independence, and its meaning and significance, thereby forming historical memory in them and instilling a sense of confidence in the future. Therefore, when forming a reflective educational environment in preschool educational institutions, it is necessary to create such conditions that, based on a critical understanding of the relationship between our national traditions, customs, rituals, values, and our native language in our recent history, students have the opportunity to understand the homeland, independence, its essence, and significance, and to objectively assess the conditions being created today. It should be emphasized that the importance of imparting concepts of folk pedagogy in educational institutions in the formation of human virtues and national traditions in

preschool children is great. Therefore, each group educator must know the state requirements for familiarizing children with national traditions, that is, the volume of knowledge to be given to them, as well as the ways and methods of its implementation. In teaching folk pedagogy concepts to preschool children, stories, stories, and advice on manners and ethics, as well as instructive stories, legends, fairy tales, hadiths, and meaningful pictures are used. Folk pedagogy concepts for preschool children are divided into specific topics.

Folk pedagogy is the formation of moral skills in children, the formation of honesty, hard work, truthfulness, humility, piety, faith, kindness towards relatives, interest in learning, correct rational attitude to nature in their hearts.

- National values, cultural heritage;
- Mastering examples of folklore;
- Enrichment of artistic thinking;
- Activation of positive qualities in the person;
- To raise the younger generation as patriots and owners of a new worldview;
- To educate in the spirit of loyalty to the idea of national independence and national traditions;
- To familiarize them with national values, the masterpieces of our spiritual and cultural heritage;
- To implement cooperation between parents, the neighborhood, and the pedagogical team.
- A preschool child should behave at home, listen to what his parents say, and take care of his siblings;
- To observe cleanliness, maintain etiquette in front of adults;

- To care for animals, plants, and grow a garden;
- To acquire etiquette in interacting with others;
- To activate moral skills through national games;
- To understand and explain the content of hadiths and proverbs.

The essence of using folk pedagogy

- Educate the young generation to be healthy, knowledgeable, love their country, to respect and study the high spiritual and moral heritage of our great ancestors Imam Bukhari, Amir Temur, Al-Farghani, Burkhaniddin Marginoni, Motrudidi, A.Navoi, Ibn Sina, Babur;
- Learning and following the rules of manners, ethics, and behavior.

History shows that knowledgeable and educated people have always been respected and honored. Because knowledge is what makes any person respected among his brothers and sisters in this world. There is a wise saying that says, “Knowledge acquired in youth is like a pattern carved in stone.” Therefore, we should all strive to acquire useful knowledge from a young age. The hadith says: “Knowledge is a friend in the wilderness, a support at the crossroads of life, a companion in lonely moments, a guide in happy moments, a helper in sad moments, an ornament among people, and a weapon in the fight against enemies.”

At the same time, it is necessary to educate the growing generation based on the teachings of our rich and unique history and national traditions. As a child grows up, social life and social relations adapt to the surrounding events with their own perspective. In a child, this process occurs based on the attitude of the person to the environment, community, family, and national and worldly relations, and at the same time, society is perceived as being, and the consciousness formed in it perceives the worldview.

In the same way, kindness, kindness, concern, honor, modesty, modesty, chastity, unique qualities and tolerance, hospitality and volunteerism, which distinguish our people in many aspects, which are characteristic of our national nature, are embedded in the veins of our nation. Today, it is necessary to make these issues one of the main ideas of the content of education when raising our children to be perfect human beings.

Therefore, since ancient times, the Uzbek people have paid close attention to the development of human virtues, national customs and traditions. They valued them not only as a personal, private matter, but also as a social task that concerns the entire society, and they considered it their custom to preserve, increase, and appreciate their knowledge, skills, and qualifications, and at the same time, to convey all of this to others.

Indeed, the way people in society follow certain rules and regulations in their lives, in turn, is embedded in their spiritual beliefs. At the same time, they change and are renewed in each new historical situation; on the basis of national customs and traditions, they develop in the objective flow of life. From this point of view, the power of national customs and traditions in society is strong.

References

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