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THE DEGREE OF IMMIGRATION OF THE CONCEPTS OF NATIONAL VALUES INTO CHILDREN'S CONSCIOUSNESS DURING THE DAILY EDUCATIONAL ACTIVITIES OF PRE-SCHOOL EDUCATIONAL ORGANIZATIONS

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ABSTRACT

In this article, you can see an analysis of the daily activities of preschool educational organizations, that is, the work they do during the day, and by what methods the concepts of national value are instilled in children.

KEYWORDS

Frontal, value, national, development centers, activity, education, program, educational activity, education, developing environment, quality of education, content, development.

INTRODUCTION

In the "Ilk Qadam" state curriculum, educational activities are based on the group's daily routine, and daily activities planned by the pedagogue are reflected in it. Children's games, free time and educational activities are carried out alternately. The main content of the developmental environment organized in the

group is determined by the fact that it should be rich in cultural-historical values, national and regional traditions, nature and climatic features, form the basics of the child's primary worldview, and help the child's successful social adaptation.



centers, and although they are given, there are insufficient methodological guides and recommendations for pedagogues to convey them to the child's mind. At the same time, it was found that the topics given to children in the development centers to form the concepts of national values are insufficient for them to receive enough information on the formation of national values.

In particular, the topics "Uzbekistan", "Motherland", "My city", "Great figures", "Day of defenders of the motherland", "National crafts", "Family" are introduced in all age groups, but observations have shown that the theme is progression from simple to complex is not fully ensured. The fact that the information received from the Internet by educators working in different age groups is the same and that it is not simplified and conveyed to children indicates that the age characteristics of children are not taken into account.

Our next task is to analyze the significance of these topics in the education of faith in the homeland through examples of national values: fairy tales, proverbs, legends, epics, proverbs, folk tales. In this regard, while studying the program and methodological manuals published on the basis of it, taking into account the fact that national values can be an important source in raising children of school age in the spirit of faith in the motherland in the development center "Til and Speech", how can proverbs in the spirit of national values be used? we paid attention to whether a place was given. In the "Language and speech" center of the group of children of preparatory school age, there are materials related to national values, including proverbs, along with texts and poems on the topic. For example, in the development center of the preparatory group for school, the following

proverbs are presented based on the theme "Uzbekistan - my homeland":

You have a homeland - you have happiness,

The throne of the hard worker.

Your country is peaceful - you are peaceful.

Mother Earth's soil is as precious as mother's milk.

The main purpose of the use of these proverbs is to introduce children of the preparatory school age to examples of national values, to show the wisdom of the Uzbek people through them, and to inform them of the experiences they have accumulated throughout their lives. The main thing is to adhere to the ideas of national value put forward in these proverbs. Often, the proverbs given in the training are given at the end of the topic for memorization, the reason for this is that the proverbs serve to complete the topic and are also important for summarizing the ideas expressed in the topic. For example, the function of the proverb given after the above fairy tale "Altmish Gaz Arkon" is important for completing and summarizing the content of the fairy tale, as well as to warn children about faith in the motherland and the need for young men to be ready to protect the motherland.

As we continue to analyze the activities in the "Development Centers", we see that pictures, cards and audio recordings, and educational games are given a large place to the examples of national values.

Uzbek folk tales are one of the sources of educating school-age children in the spirit of faith in the



motherland. As we said above, a lot of work has been done to restore folk tales and include them in training, and they are being further improved. At present, many small fairy tales suitable for the mentality and education of children of the preparatory school age have been published.

In the fairy tale "Altmish gaz arkon", which we mentioned above in the analysis of proverbs, the responsibility of everyone for the protection of the homeland is emphasized, but the person who escapes from the protection of the homeland is condemned by the old woman. The whole country will be freed from the enemy simply because of the old woman's entrepreneurship. It is told like a fairy tale: - "In ancient times, a monster invaded the land. Everyone's work was left at work, and the people of the country rushed to the battlefield for the defense of the homeland. An old woman lived with her only son on the outskirts of the city. The old woman, who found out that the country was flooded, hastily woke up her sleeping son. A vigilant boy is in a hurry to defend his country. The old woman took the only pillow from her bed and began to sow. He took out the wool and made a rope from it. When the rope was sixty yards long, the neighbor looked from behind the wall:

- Hey neighbor, stop, let's run. "Yov is getting closer," he said.

The old woman's face rose to the sky.

- Why don't we run away to the black earth, neighbor! Did you say that shamelessly! If he's close, let's go and shave his beard one by one! - he said and went down the road holding the rope. The neighbor's Ori also came and followed the old woman.

He reached an agreement with the old woman on the neighboring battlefield. They saw that he had climbed

the mountain and was throwing stones at the people of the city. The old woman's son climbed a peak and took it. While he was looking for a way to bring other young men to the top, the old woman's eyes fell on her son. The old woman's heart burned like grass. He climbed a big plane tree with a rope in his hand. He threw the rope towards his son. The son quickly grabbed the rope and tied one end of the rope to the peak. He handed the other end to his neighbor. The old woman ordered her neighbor to hang himself on the rope. Two women are hanging from one end of the rope. In an instant, the people below climbed the mountain by climbing the rope. The battle is heating up on the mountain. The inhabitants of the city won over the enemy. The whole nation was grateful to the old woman."

Through such fairy tales, children of school age learn about the wisdom of the Uzbek people, that they do not spare their lives for the sake of the country, the condemnation of a person who flees from the protection of the country, and that it is everyone's duty to protect the country. At the same time, they also have a desire, desire and aspiration to become the owner of the above qualities. Most importantly, this tale glorifies the figure of a person who believes in the motherland.

Today, the task of the science of pedagogy is to study folklore more deeply and successfully apply it in the educational process. Analyzing the examples of folk art, which are part of our national values, we would like to emphasize that their influence on educating school-age children in the spirit of faith in the motherland is huge.

Considering the predominance of morality in Eastern education, based on the idea that it is necessary to give knowledge to the children of preschool education organizations in educational activities, trainings,



development centers, round talks, "Supporting the development of elementary and preschool children of the Republic of Uzbekistan state requirements", "First Step" state curriculum, "Thematic planning of the educational process in preschool educational institutions" approved and recommended for publication by the decision of the board meeting No. 4 on July 7, 2018 manual was published, in addition, in Appendix 6 of the Decision PQ-5040 of the President of the Republic of Uzbekistan dated March 26, 2021 "On Measures to Fundamentally Improve the System of Spiritual and Educational Affairs" "The history of our national state, the wealth of our great ancestors" among the students and pedagogic staff of educational organizations to develop joint programs, "road map", "My contribution to the development of the country" was determined. "Spirituality Corner" and "National Value Corner" have been established in all pre-school educational organizations of our republic, where children are equipped with pictures, books, exhibits, and compositions typical of our nation that call to national value.

If we dwell on the subjects of the homeland, which are presented in the training programs, and the resources that serve to educate faith in the homeland, which are shown in the educational program of preschool educational organizations, it is clear from our analysis that the program and in the manual "Thematic planning of the educational process in pre-school educational institutions", the topics of introduction to Uzbekistan are given during the school year, and this is "My beloved Uzbekistan", " My city, my neighborhood", "Me and my family", "Defenders of the Fatherland Day", "Great figures of Uzbekistan" topics. In the topics, the brief purpose of the homeland, national value, love of the homeland and other concepts is given. But if we take into account the

potential of pedagogues, we can see that these topics are not fully delivered to the child's mind.

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