



Types of National Values and their Importance in the Process of Educating Primary School Teachers

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Abstract: *With the honor of our independence, it is one of the important tools to educate the young generation to be mature people in all respects by perfecting the values of our people, giving them a new meaning, expanding the effectiveness and sphere of influence of those that meet today's requirements, forming a new worldview.*

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It is known to us that the process of education should be a long-lasting one, embodying the traditions of the people. In this regard, teaching process is considered as a main factor of education and upbringing of students. On the basis of this main factor, feeling of "Motherland", "Patriotism", "Faith in the Motherland" is formed in primary school students.

The lesson is the central part of educational work and it provides primary school students with knowledge, skills, and abilities. At the same time, its importance in helping them to have an understanding of our national values and in creating moral qualities reflected in national values in students is incomparable. We know that each lesson should meet the general didactic requirements. For example, the lesson must be based on the nature of the subject, rely on the rich pedagogical heritage of our nation, and look for opportunities to use it.

Enrichment of the content of educational manuals with national values, education of moral qualities and faith in the motherland in elementary school students is the basis of pedagogical activity. The aim of the reforms in the field of education after the years of independence is to study the examples of national values in the course of the lesson and to educate the young generation as well-rounded people through the humanitarian ideas put forward in them. In this regard, the decisions, laws and decrees adopted by the President of the Republic of Uzbekistan and the Oliy Majlis serve as a program. In this regard, the Law "On Education", "National Program of Personnel Training", "State Educational Standards of General Secondary Education", "Concept of Out-of-School and Classroom Educational Activities", "Concept of Primary Education" and other such kind of documents are important.

In all the above adopted documents, the state documents of general secondary education institutions have paid special attention to the issue of forming pupils and young people in the spirit of loyalty to national and universal values, forming a sense of faith in the Motherland, forming moral qualities, and forming a sense of patriotism.

In the organization of the lesson process, most of the things depend on the teacher's level of knowledge, culture, and pedagogical skills. In the course of a one-hour lesson, teachers should form the consciousness of elementary school students, teach them to think independently and teach secular science. Additionally, the main priority should be to cultivate national pride, faith in the homeland, to create an idea about the content and essence of our national values and to form moral qualities in them.

In order to achieve the above goal, we believe that students should pay attention to the following issues:

1. In the course of the lesson, to provide elementary concepts about national and universal values, their components, taking into account the scope of knowledge and interests of primary school students;
2. To have information about the meaning, essence, and functions of the concepts "Motherland", "Patriotism", "Faith to the Motherland" and to be able to pay attention to their place and role in human life;
3. Educating students to believe in the Motherland in the analysis of the activities of people who believed in the Motherland in the history of our nation;
4. In the course of the lesson, it is necessary to be able to ensure the commonality of national and universal values in the education of elementary school students with faith in the Motherland, and ultimately to cultivate respect and friendliness towards representatives of other nationalities living in our country.

It is also important to form a sense of faith in the Motherland by knowing the mental and spiritual condition of primary school students, forming moral qualities at a high level and changing the attitude towards national values.

This mental-spiritual state occurs in the form of a story, conversation or performance by the teacher on the topic reflected in the textbooks, when listening to examples of folk art, especially when narrating the heroic deeds of the Motherland's devotees. As we know, this period called childhood leaves an indelible mark in their lives with its credulity, imitability, curiosity and simplicity. When they listen to the above events, they want to be like those heroes, they imitate them in their homes, they definitely start trying to become people's defenders and people who believe in the Motherland.

It is appropriate to use the following educational methods to increase the effectiveness of education of faith in the Motherland in the course of the lesson, in which the main factor is the education of faith in the Motherland through national values: observation and control, conversation, story, explanation, encouragement, rebuke giving, approving, demonstrativeness, showing an example, persuasion, debate and discussion methods should be widely used.

The following examples of national values can be educational tools for educating primary school students in the spirit of faith in the Motherland through national values: samples of folk oral creativity, traditions, paintings, and faith in the Motherland in written documents. ideas, ideas of humanity in Islamic teachings, ideas of famous scholars and thinkers about faith in the Motherland, the battles for the Motherland of people who believed in the Motherland in the history of our people, sources of local history, practical folk culture, historical museums, radio-television, computer equipment, activities of the children's association "Kamalak" and others.

Primary school teachers should be able to answer the following questions in order to build faith in the motherland in students based on the idea of national independence.

1. How do you think about the formation of faith in the Motherland in primary school students during the study of national values?
2. Have you tried to form faith in the Motherland through the idea of national independence in primary school students?
3. What methods and ways do you think can be used to form a new worldview in students through national values, to educate them to believe in the Motherland?
4. What do you know about the topic of belief in the Motherland in the development of pedagogical ideas?

What do you mean by "values"? For this question we should not tell about only historical monuments, "Navroz holiday". Value is understood as a set of material, spiritual, natural, religious, moral, philosophical and other wealth that is absorbed into the minds of people and acquires social significance. At the same time, there are events that are important for the citizens of our country, which were created in the years after independence, and which are already considered a high value for our people.

For example: recognizing a person and his interests as the highest value, independence, the Constitution of the Republic of Uzbekistan, material and spiritual values and others can be cited as examples.

In order for national values to serve as an important tool in the education of faith in the Motherland, primary school teachers must have a complete understanding of the concept of "Values", "National Values", "Faith" and of course, they should be people who believe in the Motherland. Only a teacher with strong faith can form pure faith in the students under his tutelage. Primary school teachers are the first people who teach students to understand the main idea reflected in our values, to have an idea about the concept of a person who believes in the Motherland.

In order to raise students' faith in the Motherland, for them to deeply understand the concept of faith and to follow it in their daily life, it is necessary for the teacher to organize the lesson with great skill and effort, to give a detailed description of the characters of the subject he wants to learn. A well-organized educational process will be kept in the memory of students for a long time without doubt. For example, in the process of learning myths or fairy tales, the teacher should convincingly explain the human qualities expressed in the characters' nature with several examples.

Conclusion. As we said above, the main priority of every pedagogue is to educate the perfect personality expressed in the national values, to form the concepts of belief, faith in the Motherland, to turn them into our daily lifestyle, to form such qualities in the minds of children. National values have a great potential in the organization of such educational work in the course of the lesson. This proves the breadth of possibilities of national values for solving educational tasks in the classroom. Today, the teacher helps us to know the place and role of faith in our life, especially faith in the Motherland, and shows the influence of faith on human consciousness and behavior, and provides the students with the initial concepts on this topic and forms their understanding of faith step by step.

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