



## PEDAGOGICAL FOUNDATIONS AND PRINCIPLES OF EDUCATING STUDENTS IN THE SPIRIT OF LOVE FOR THE MOTHERLAND IN THE TEACHING OF HISTORICAL WORKS

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### ABOUT ARTICLE

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**Abstract:** In this article, when teaching historical works, thoughts and reflections are made on the pedagogical foundations and principles of educating students in the spirit of love for the motherland. Educating students in the spirit of love for the motherland through the teaching of historical works is a crucial aspect of modern education. This approach not only enriches students' understanding of their national history but also fosters a sense of pride, identity, and responsibility toward their country. Patriotism, defined as a deep-seated love and devotion to one's country, plays a significant role in shaping a responsible and engaged citizenry. Educating students to develop a love for their motherland helps instill values such as loyalty, respect for national symbols, and an understanding of civic duties. It also fosters unity and social cohesion, contributing to the stability and prosperity of the nation.

### INTRODUCTION

The constructivist approach to education emphasizes active learning, where students construct their understanding and knowledge of the world through experiences and reflection. In the context of teaching historical works, this means encouraging students to engage with historical texts, analyze primary sources, and participate in discussions and projects that allow them to form their interpretations of historical events.

Critical pedagogy, rooted in the ideas of Paulo Freire, advocates for an education that empowers students to question and challenge dominant narratives and power structures. When applied to history education, critical pedagogy encourages students to critically examine historical events, consider

multiple perspectives, and understand the socio-political context of different time periods. This approach helps students appreciate the complexities of their nation's history and develop a more nuanced sense of patriotism.

Integrative learning involves connecting different subject areas and learning experiences to create a more cohesive understanding of content. In history education, this can be achieved by linking historical events to literature, art, geography, and other disciplines. For example, studying historical novels or artworks that depict significant national events can help students gain a more comprehensive and emotionally resonant understanding of their country's history.

Narrative pedagogy leverages the power of storytelling to make learning more engaging and memorable. When teaching historical works, educators can use narratives to bring historical events to life, making them more relatable and compelling for students. Personal stories, anecdotes, and biographical accounts of historical figures can humanize history and help students form an emotional bond with their heritage. Experiential learning emphasizes learning through experience and reflection. In history education, this can involve field trips to historical sites, reenactments of historical events, and interactive projects such as creating documentaries or historical dioramas. These hands-on activities help students immerse themselves in history, making it more tangible and meaningful.

The Socratic method involves fostering critical thinking through questioning and dialogue. In the context of history education, this means encouraging students to ask probing questions about historical events, evaluate evidence, and engage in discussions that challenge their assumptions. This method helps students develop a deeper understanding of history and its relevance to their lives, promoting a thoughtful and informed form of patriotism.

Ethical reflection involves considering the moral and ethical dimensions of historical events. By discussing the ethical implications of historical decisions and actions, educators can help students develop a sense of justice, empathy, and responsibility. This approach encourages students to reflect on their values and the role they can play in shaping the future of their country.

Designing a curriculum that emphasizes the importance of national history and patriotism is essential. This involves selecting historical works that highlight key events, figures, and themes in the nation's history. The curriculum should also include opportunities for interdisciplinary connections, critical analysis, and ethical reflection.

Effective implementation of these pedagogical principles requires well-trained teachers who are knowledgeable about history and skilled in engaging teaching methods. Professional development programs should focus on equipping teachers with the tools and strategies needed to inspire a love for the motherland through history education. Inclusive education ensures that all students, regardless of their background, feel represented and valued in the study of national history. This involves incorporating diverse perspectives and experiences into the curriculum and creating a classroom environment that fosters respect and appreciation for different cultures and identities. Engaging the wider community in history education can enhance students' learning experiences and strengthen their connection to their country. This can include inviting guest speakers, organizing community history projects, and collaborating with local historical societies and museums.

Educating students in the spirit of love for the motherland through the teaching of historical works is a multifaceted endeavor that requires a thoughtful and strategic approach. By grounding this education in constructivist principles, critical pedagogy, and cultural-historical theory, and by employing integrative learning, narrative pedagogy, experiential learning, the Socratic method, and ethical reflection, educators can inspire a deep and lasting patriotism in their students. Through well-designed

curricula, effective teacher training, inclusive practices, and community involvement, history education can become a powerful tool for cultivating a sense of national pride and responsibility among the next generation.

The purpose of patriotic education is high social activity in society, civic responsibility, the development of spirituality, the strengthening of the state, ensuring its interests and development. In achieving the goal, tasks are carried out through the development of the following: to educate citizens in the spirit of respect for the Constitution of the Republic of Uzbekistan and the norms of collective life. This includes creating conditions for ensuring the implementation of the constitutional rights of a person and his duties.

Living with the fate of the nation, faith in the motherland, Justice, a sense of humanity was reflected in the oaths of our great-grandfathers, who were highly formed, became our national pride and pride. This can be seen in the activities of one of our compatriots, Shayh Najmiddin Kubro, who believes in a real Homeland. Shayh Najmiddin Kubro, in combination with increasing the love of young people for the motherland, encouraged one another to be affectionate. Jalaliddin Manguberdi, the valiant son of Khwarazm, who was able to take a sword in his hand and inflict severe blows on the enemy on the path of his homeland's liberation.

## CONCLUSION

Based on an in-depth analysis of jalaliddin Manguberdi's life and career towards the faith in the motherland, the study is important in content and improvement of teenage students' views on the motherland as faith, unlimited love, pride and pride in the motherland, dedication to the cause of the peace of the motherland and the people, humanism. Throughout his life, jalaliddin Manguberdi loved his people and Homeland, appreciated its history and culture, felt the beauties of Mother Nature in a heart, ardently. According to the story, Jalaliddin slaps his brother's Chuck, who threw a cut into Jayhun, who was screaming, - throw a cut into the water, spit on the soil sin azim, you see the humiliation in your mother's place! - exclaims.

Through this narration, it is seen that Jalaliddin Manguberdi's love for the motherland, motherland, his faith is high. The above-mentioned holiness, manners, views of morality, beautiful qualities characteristic of jalaliddin's childhood serve as an example for the present and the next generation. It is one of the important tasks of teachers today to show that he is such qualities, does not return from his chosen path, is enlightened, loves the motherland for heart, appreciates his teachers, promotes courage, honesty, is an exemplary person in every way for the younger generation.

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