

**PEDAGOGICAL CONDITIONS FOR THE DEVELOPMENT OF PATRIOTIC VALUES IN
FUTURE EDUCATORS**

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Annotation: *This article analyzes the pedagogical conditions for the development of patriotic values in future teachers from a scientific, theoretical and practical perspective. The study highlights the role of patriotism in personal education, its cognitive, emotional and behavioral components, as well as pedagogical factors influencing the formation of this value in future teachers. Based on the analysis of scientific literature, modern approaches to patriotic education are studied, and the importance of innovative pedagogical technologies, integration of national values, and the educational environment are substantiated.*

According to the results of the study, the effectiveness of developing patriotic values in future teachers is determined by the orientation of the educational content to the national idea, the use of active teaching methods, and its inextricable connection with socio-practical activities. Also, an educational environment based on cooperation between the teacher and the student is recognized as an important pedagogical condition for this process serve to develop the civic position and spiritual and moral competencies of future teachers in pedagogical higher education institutions.

Keywords: *Patriotism, values, future educators, pedagogical conditions, civic education, spiritual and moral education, innovative pedagogical technologies, national values, competence, educational environment.*

ENTRANCE

In the context of today's globalization processes, the rapid development of information and communication technologies, and the complexity of ideological threats, the upbringing of the younger generation in the spirit of national and universal values, the formation of such qualities as loyalty to the Motherland, civic responsibility, and social activism in them is emerging as one of the urgent pedagogical problems. In particular, the issue of developing patriotic values of future educators who will carry out the educational process in the future is one of the important factors of the development of the state and society. Because the educator is not only a specialist who imparts knowledge, but also a leading subject who shapes the spiritual and moral image of the younger generation, develops national pride, historical memory, and civic position in them.

The development strategy of the new Uzbekistan pays special attention to the comprehensive upbringing of young people, strengthening their sense of national identity,

love for the Motherland and loyalty to it. In this regard, improving the system of training pedagogical personnel, developing effective mechanisms for the formation of patriotic values in them and integrating them into pedagogical activity are of great scientific and practical importance. The successful implementation of these tasks requires, in addition to improving the professional competence of future teachers, the development of their spiritual and educational potential.

In the field of pedagogy, the issues of patriotic education, civic culture, national values, and spiritual and moral education have been studied by many scientists. In particular, the philosophical, sociological, and pedagogical foundations of patriotism, its role in personal development, and its importance in the education of young people have been scientifically substantiated. However, the study of the pedagogical conditions for the development of patriotic values in future educators on the basis of a comprehensive approach, and the issues of improving the content, forms, methods, and technologies of this process in educational institutions still require in-depth scientific research.

The analysis shows that the level of development of patriotic values in future teachers directly depends on many factors, including the educational capabilities of the educational environment, the level of use of national and spiritual heritage, the environment of pedagogical cooperation, innovative educational technologies, and the participation of students in socio-practical activities. Therefore, the identification and scientific substantiation of pedagogical conditions that ensure the effectiveness of this process is recognized as one of the priority areas of modern pedagogical science.

The purpose of this article is to scientifically and pedagogically analyze the pedagogical conditions for the development of patriotic values in future teachers, to reveal their content and essence, and to substantiate effective mechanisms for their application in the educational process. The results of the research will serve to improve the quality of training future teachers in pedagogical higher educational institutions, to develop in them a sense of national pride, civic responsibility, and loyalty to the Motherland. These aspects, in turn, are of great importance in increasing the spiritual and educational potential of the education system and ensuring the sustainable development of society.

LITERATURE ANALYSIS AND METHODOLOGY

is a multifaceted scientific problem studied at the intersection of pedagogy, psychology, sociology and philosophy. The theoretical and methodological foundations of this problem are inextricably linked with scientific views, concepts and research results formed in world and national pedagogical science. Scientific research on the essence, content and socio-pedagogical significance of patriotic education shows that this concept is interpreted as an integrative quality that expresses a person's love for the Motherland, respect for national values, civic responsibility and a sense of involvement in the development of society.

In studies conducted by foreign scholars, patriotic education is considered an important component of civic education. In particular, J. Dewey, P. Freire, A. Maslow and

other researchers explain the processes of social activity of the individual, the development of civic consciousness and the understanding of national values in connection with the principles of democratic education. In their scientific views, the educational institution is recognized as an important social institution that forms the civic position of young people. In particular, civic education and the development of social responsibility are considered an integral component of pedagogical activity.

In the studies conducted by scientists from the countries of the Commonwealth of Independent States, patriotic education is analyzed as a key factor in educating young people in the spirit of national and universal values. In the scientific heritage of such pedagogical scientists as VA Sukhomlinsky, KD Ushinsky, AS Makarenko, the issues of love for the Motherland, devotion to the interests of the people and awareness of civic duty are interpreted as priority areas of personality education. These approaches serve as an important theoretical basis for modern pedagogical research.

, special attention is paid to the development of youth patriotism, the integration of national values in the educational process, and the formation of spiritual competencies of future teachers. In particular, in the research conducted in the field of pedagogical and spiritual-educational education, the content, principles, forms and methods of patriotic education are scientifically substantiated. The results of the research show that the effective use of national history, culture, traditions and spiritual heritage in the process of training future teachers is an important factor in the development of patriotic values.

Analysis of scientific sources shows that the effectiveness of developing patriotic values in future teachers depends on a number of pedagogical conditions. In particular, the enrichment of the content of education with patriotic ideas, the purposeful organization of the educational environment, the involvement of students in socio-practical activities, the use of innovative pedagogical technologies based on national values, and the development of cooperative relations between teachers and students are of great importance. However, the relevance of this study is determined by the fact that existing studies do not sufficiently cover the pedagogical conditions for developing patriotic values in future teachers as a complex system.

The methodological basis of the study is the concept of person-centered education, competency-based approach, axiological approach, systemic approach, and activity-oriented pedagogical theories. While the axiological approach serves to form patriotic values in future educators as an important component of their personal value system, the competency-based approach allows them to develop patriotic knowledge, skills, and attitudes in an integrated manner. The systemic approach allows us to study this process as a holistic pedagogical system consisting of interrelated components.

and empirical methods were used during the research. The theoretical methods used were the methods of studying, analyzing, comparing, generalizing and systematizing scientific and pedagogical, psychological and philosophical literature. The empirical methods used were pedagogical observation, interview, questionnaire survey, expert

assessment and pedagogical experimental testing. In order to ensure the reliability of the results obtained, statistical analysis and comparative evaluation of the results were used.

Thus, the analysis of the literature and methodological approaches show that the process of developing patriotic values in future educators is a complex, multifactorial and purposeful pedagogical activity. These approaches, in addition to ensuring the scientific validity of the research, allow us to identify effective pedagogical conditions that serve to develop the patriotic competence of future educators.

RESULTS

The results of the study of the pedagogical process aimed at developing patriotic values in future teachers show that the formation of this quality is inextricably linked not only with theoretical knowledge, but also with a systematically organized educational environment, practical activities and personal reflexive experience. The results of pedagogical observations, questionnaires and experimental work conducted during the research clearly demonstrated that the level of development of patriotic values in future teachers depends on various factors.

First, the systematic use of educational materials based on national history, culture and spiritual heritage in the educational process significantly enhances students' positive emotional attitude towards the Motherland and a sense of pride. In the experimental group, students who participated in classes organized based on this approach showed higher results in terms of understanding patriotic values and their manifestation in practical activities compared to the control group.

Secondly, it was found that a pedagogical environment focused on socio-practical activities (volunteering, local community events, spiritual and educational projects) plays an important role in developing civic responsibility and social activism in future educators. Students who were regularly involved in such activities demonstrated a much higher level of qualities such as duty to the Motherland, involvement in the development of society, and collective responsibility.

Third, it was observed that the use of interactive and innovative educational technologies in the pedagogical process (case studies, project-based learning, problem-based learning, reflexive analysis) served to integrate the cognitive, emotional, and behavioral components of patriotic values. In particular, tasks aimed at analyzing problem situations and making independent decisions had a positive effect on strengthening students' civic positions.

Empirical data obtained during the study showed that at the beginning of the experiment, the majority of respondents had moderately formed patriotic values, which were mainly declarative in nature. At the end of the experiment, a high level of positive dynamic growth was observed in the experimental group: students had stably formed views on loyalty to the Motherland, respect for national values, and civic activity.

Also, the educational model based on cooperation between the teacher and the student was shown to be an important determinant in the development of patriotic values. It was found that the mentoring approach, open communication and reflexive analysis processes had a positive impact on the formation of students' personal value systems.

In general, the results of the study confirm that the development of patriotic values in future teachers is a multi-stage, systematic and purposeful pedagogical process. It has been scientifically proven that the effectiveness of this process directly depends on the basis of the educational content on national values, the use of active teaching technologies, and the presence of an educational environment integrated with socio-practical activities.

DISCUSSION

The problem of developing patriotic values in future teachers is considered one of the relevant directions of modern pedagogical science. The results of the study confirmed that this process is complex, multi- component and systemic in nature. The empirical data obtained, when compared with theoretical approaches, showed that the formation of patriotic values are carried out through the mutual integration of cognitive, emotional and behavioral components.

In scientific literature, in particular, within the framework of a person-oriented and axiological approach, patriotism is interpreted as a stable spiritual value of a person. The results obtained during the study also confirm these views, showing that patriotism is determined not only by the level of knowledge, but also by the internal value system of a person, social experience and approachability to activity . This once again justifies the need to form patriotic education not only through theoretical courses, but also on the basis of a comprehensive pedagogical system .

The analysis of the experimental results showed that educational materials based on national values, historical memory and cultural heritage enhance students' positive emotional attitude towards the Motherland. This is psychologically associated with the process of identification, when a person aligns himself with the system of national values. As a result, the civic position is strengthened and a sense of social responsibility increases.

The results of the study also showed that innovative pedagogical technologies (project-based learning, problem-based learning, case studies) are an effective tool for developing patriotic values. Such technologies form independent thinking, an analytical approach and an active position in relation to social problems in students. This accelerates the process of transition from a passive understanding of patriotism to an active civic position.

One of the important aspects identified in the pedagogical process is the crucial importance of the educational environment. An open, collaborative, and reflective environment plays an important role in shaping the value system of students. In particular, the subject-subject relationship between the teacher and the student was shown to be

one of the main factors increasing the effectiveness of patriotic education. This result shows that it is fully consistent with the concept of collaborative education in modern pedagogical paradigms.

At the same time, some problematic aspects were also identified during the research process. In particular, it was observed that the concept of patriotism among some students remained declarative in nature, that is, it was not fully transferred to practical behavior. This situation indicates the need to further strengthen the continuity and systematicity of the educational process. In addition, it was also revealed that the level of integration of national values in some educational institutions is insufficient, which requires the improvement of pedagogical conditions.

In general, the results of the study confirm that the development of patriotic values in future educators is a multi-stage, integrative and activity-oriented process. The effectiveness of this process is determined by the basis of the educational content on national ideas and values, the use of innovative pedagogical technologies, and the educational environment based on subject-subject relations. In this regard, the results of the study enrich existing theoretical views and serve to form new scientific and methodological approaches to the development of patriotic values in future educators.

CONCLUSION

The results of theoretical and empirical research on the development of patriotic values in future educators have confirmed that this process is a complex, multifactorial, and systemic pedagogical phenomenon. Based on the analysis of scientific sources studied during the research, pedagogical experimental work, and generalization of the results obtained, the following main conclusions were reached.

First of all, patriotic values are an important integrative quality that determines the professional and spiritual image of the future pedagogical personality, which is formed on the basis of the integral unity of cognitive (knowledge), emotional (emotional attitude) and conative (behavior) components. The harmonious development of these components forms a stable civic position and a sense of social responsibility in the pedagogical personality.

Secondly, the effectiveness of developing patriotic values in future teachers is directly related to the content, forms and methods of the educational process, and educational materials based on national and universal values are of decisive importance in this process. The integration of national history, cultural heritage and spiritual values in the educational process strengthens the feelings of love and loyalty to the Motherland in students.

Third, innovative pedagogical technologies (problem-based learning, project-based learning, case studies, reflexive analysis) have been found to be effective tools in shaping patriotic values. These technologies strengthen students' civic competence by developing their independent thinking, analytical approach, and social engagement.

Fourth, a healthy and cooperative educational environment, the formation of subject-subject relationships between the teacher and the student, has emerged as an important pedagogical condition for the development of patriotic values. Such an environment serves to stabilize the internal value system of the individual.

Fifth, the results of the study showed that the effectiveness of the process of developing patriotic values in future teachers is directly related to social and practical activities. Students' participation in volunteering, community work, and spiritual and educational projects significantly increases their sense of civic responsibility and commitment to the Motherland.

In general, the results of the study scientifically substantiate the need to organize the development of patriotic values in future teachers as a systematic, purposeful and continuous pedagogical process. The effectiveness of this process is ensured by improving the content of education, the widespread introduction of innovative technologies and the further development of the educational environment. The results serve to develop the spiritual, moral and civic competencies of future teachers in pedagogical higher educational institutions.

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