



THE ROLE OF NATIONAL VALUES IN RAISING CHILDREN IN THE SPIRIT OF PATRIOTISM IN THE FAMILY

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ABSTRACT

Today, on the basis of all educational work related to the upbringing of children in the family and mahalla system, experts are obliged to study the laws related to the fundamental essence of folk traditions, in particular, national values preserved in family relations, to study the socio-psychological conditions and to apply the results in practice. Today, the formation of children's beliefs in such values through an influential social institution like the family and through this formation of positive social relations towards the family is one of the urgent issues. In multinational Uzbekistan, which has pursued such a goal, thinking about the future of young people, the role of young people in the development of a civil society and the formation of a new worldview in them is one of the urgent issues of today.

KEY WORDS

Introduction

The article notes that today the task of psychologists in the field of family and upbringing of children is to study the laws related to the essence of national traditions, in particular, national values preserved in family relations, social and psychological conditions of the upbringing process and to apply the results in practice.

It is noted that today it is important to form children's faith in such values as religion and traditions through an effective social institution such as the family, and, through this, to create positive social relations in the family itself.

It is noted that the reason for the above decisions is the historical purpose of the concept of the family, when for centuries it was a reflection and transmission from generation to generation of traditions, customs and values.

Thus, in multinational Uzbekistan, the pursuit of a common goal, reflections on the future of youth, the role of young people in the development of civil society and the formation of a new worldview in them is one of the most pressing problems.

As we all know well, patriotism is the spiritual basis of the life of every state and is manifested as the most important mobilizing force for the comprehensive development of society.

The main goal of the democratic reforms in the social sphere of the country is to ensure the achievement of high spirituality of young people, to bring up the harmonious generation, to form a fully developed

person in the process of social development, to bring up mature individuals who embody national and universal values. One of the pressing issues of today is the one-goal aspiration in multinational Uzbekistan, thinking about the future of young people, the role of young people in the development of a civil society and the formation of a new worldview. President of Uzbekistan Sh. M. Mirziyoyev said: "We have a great history worth prouding. We have great ancestors to envy. We have incalculable riches worth envying. I believe that we will have a great future that God wills and that is worth having"[1]. The President's thoughts emphasized the invaluable role of the family, first of all, in the education of faith and a healthy worldview. Therefore, on the basis of all educational work related to the upbringing of children in the family and mahalla system, it is necessary to study the laws related to the fundamental essence of folk traditions, in particular, national values preserved in family relations, to study their socio-psychological conditions, to apply the results obtained in practice. Today, it is urgent to form in children a belief in such values through an influential social institution like the family and thereby form positive, social relations with the family. The family is a unique place where they preserve and manifest folk traditions, national images and customs for centuries.

It is during the years of independence that the problem of moral education of young people under the influence of the family and ancient values preserved in it becomes the subject of many theoretical and empirical researches. Such an approach corresponds to the philosophical and ideological views of the thinkers of the past, their teachings on the family and family upbringing. According to dozens of thinkers such as Ahmad al-Fergani, Mahmud al-Zamahshari, Abu Nasr al-Farabi, Abu Bakr Muhammad ibn Al-Abbas al-Khwarizmi, Abu Rayhan Beruni, Abu Ali ibn Sina, the most important social factor in the upbringing of a child is the principle of the family, the worldview of parents, the methods of upbringing and the principle of compliance of the norms recognized by society with the family values. A number of published brochures and books, scientific and popular articles cover various aspects of this issue.

For example, Mirzo Ulugbek believes that the environment in which he is brought up plays an important role in increasing the interest of a child in learning. He believes that parents should take care of their children becoming real people [6].

The Qamusi scholar Al-Farabi writes: "A person who is intelligent is a person who has a keen intellect but also virtues. Such a person should devote all his ability and perception to doing good deeds, to restrain himself from bad deeds and to detract from them. Only such a person can be called intelligent and fully reasonable"[9]. Based on these ideas, we say that in order to live a meaningful life and work, a person must first be aware of the world around him, possess high intelligence and experience. For him, the human mind plays an important role in his life, and it is only by reason of reason that a person can prove in practice such qualities as wisdom, thoughtfulness, honesty, righteousness, farsightedness, self-indulgence, humility.

The desire to master knowledge in children, the effective participation of parents in the formation of social activity is a decisive factor that is one of the necessary conditions for the successful implementation of family upbringing [4]. Proper organization of children's life in family rearing is the main guarantee of their effective and productive use of time. It is extremely important to properly distribute children's family time in terms of play, work and study activities.

The family should form a physically and psychologically healthy, spiritually harmonious individual, ready for work, social and family life. The essence of family education is to educate children in these

areas of social education: physical, ethical, mental, aesthetic, environmental, labor, economic, legal, political-ideological and sex education, as well as the formation of their skills and qualifications[10]. Physical education in the family environment expresses the essence of efforts to strengthen the child in every way, to teach him cleanliness and freedom, to take care of his health and to be responsible[2]. Mental education of children also plays an important role in family rearing. The primary and important task in this area is to involve the child in activities that improve imagination, perception, thinking, memory and attention, based on the child's perception and needs[6].

Moral education is the core of family education. Its purpose is to instill in children the highest moral qualities, fairness, love, respect for adults, conscience for the little ones, dignity, pride, duty, humanity, diligence, generosity, correctness, humility, compassion, social understanding of discipline, etc.

Especially important is the correct and effective organization of aesthetic education in the family. Children should be taught from a very young age that false beauties (half-nakedness, over-the-top veils, cosmetic surgeries, extremes of flammable fabrics or jewelry) are not symbols of beauty.

Labor education is also one of the main areas of family education. Labor plays a great role in the development of an individual with strong character and determined will. In the proper upbringing of children in the family, the proper organization of the family economy, the involvement of children in the work of running the family economy is of great importance.

The family also organizes educational work on environmental protection (ecology), which in the process prepares the basis for the resolution of ideas about the compatibility between the concepts of "human-nature-society".

Based on the above, it can be concluded that the organization of family education in the above way will be the basis for the upbringing of a perfect person. The worldviews, life approaches and spiritual world of parents and other family members play a special role in the full maturity of children. It is also important that parents have a certain level of pedagogical knowledge.

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