

A Model for Improving the Pedagogical Conditions of Developing Patriotic Characters of Students in the Conditions of Transformation

Sadiev Valijon Alijonovich

Doctor of Philosophy (PhD) in Pedagogical Sciences

Abstract: In the contemporary era of rapid global changes and societal transformations, the significance of fostering patriotic characters in students has become increasingly crucial. Patriotism is not merely a sentiment, but a fundamental aspect of an individual's identity, playing a vital role in shaping their values, attitudes, and behaviors. Developing patriotic characters in students is essential for promoting social cohesion, national unity, and collective identity. However, the complexities of transformation pose significant challenges to educators in creating an environment that cultivates patriotism among students. This article presents a model for improving the pedagogical conditions of developing patriotic characters of students in the conditions of transformation.

Keywords: global changes, education, learners, patriotic character, national education system, challenges, models.



This is an open-access article under the [CC-BY 4.0](https://creativecommons.org/licenses/by/4.0/) license

Introduction: In educational spaces everywhere, we see the requirements to bring learners who are talented and independent, with developing patriotic ideals and aspirations. We have faced a wide range of problems and difficulties in our work of educating young generations in the age of innovation and development. The most pressing problem to solve at this point is the issue of educating students to have a more developed patriotic character. The arrival of the platform highlighted through analysis and practical stories that one substantial shift, one historical mission in social and economic platform, was high-speed growth, fundamentally changing the life of the country and society. This observed fact made us further interested in finding a model of teaching to actively and creatively develop the patriotic quality of students and teachers.

Background of the Study

The orientation of the national education system in laws and good learning is very important. Education is the noblest assignment and the noble goal of the mission to educate. The education system is always based on traditional education and is consistent with the mission of the nation. Education is defined as a best-practice method by which parents and children learn together. These days, the mission of education mainly belongs to the school. Consequently, the school has been identified as the cradle of that education. At school, students have teachers who teach the same content to all students. The teacher fulfills the role of a guide in teaching, nurtures the

human good, trains students in cooperative group work, and helps students in their studies. The content of the mission of education in general and Patriotic Education in recent years should be imbued with the distinctive features of each development to harmoniously educate citizens. On the basis of inheriting and promoting the achievements, we still have many shortcomings that need to be solved, such as true patriotism changing in terms of both quantity and quality of education; moral ethics education has yet to meet life's requirements, etc. The main reasons for the above limitations, as well as the weaknesses of the present, are not convincing enough in the basic perspective of the party and the state representative in implementing the mission of patriotic education so that students acquire a correct understanding of the national education of the people. Specifically, the study of ethics, education, law, and other educational theories needs to be scientifically consolidated in a realistic context.

Research Problem and Objectives

Content of the Problem of Integrity in Training the Younger Generation in Patriotic Dimensions at the Present Stage of Transformation of Society

At the present stage of the development of society, the updating of the answer to the question of how to care for the younger generation, provide it with an appropriate value and ideological standard, and inculcate a feeling of respect and love for their Fatherland are becoming especially relevant. The answer to these questions is on the agenda for society, government, and parents. That is why today, along with the solution of social problems and the development of the social sphere, there is urgency, namely regarding the personal and spiritual growth of individuals, their awareness of their own worth, and their role and responsibility for their country. Nevertheless, despite this general demand, specific plans of action for the organization of education, ideas about the content of the moral and psychological climate of the educational institution, and the preparation of students for state and interclass competencies are vague and often contradictory.

The above can be accomplished not by one introduced education or school discipline but by each discipline, by each teacher—in teaching students in their own discipline or subject. In this, the role of the teacher of any discipline who teaches students in the process of learning and education is decisive. Each teacher is responsible for the moral and patriotic development of students, preparing them to become fully functioning individuals and creating an educational environment where they feel the importance of every stage of learning. However, the above statement in the programs of pedagogical schools has astonishingly small reflection. First of all, we think this is connected with the fact that the science regarding the practice of creating the patriotic images of students is not systematically developed. It is about this, and the issue of the possible development of a model is supposed to be addressed in this study.

Significance of the Study

After the collapse of the Soviet Union, Uzbekistan gained its independence. Students who were born after 1991 did not know the socialist Motherland, its philosophy, ideas, symbols, and values. Putting the essence and content of patriotism to them, nurturing in them the love of homeland and readiness to sacrifice for a bright future was a complex and responsible issue. One of the principal conditions for the successful resolution of the key issue is implementing the value of patriotic education, the act of educating young people in the spirit of patriotism, investing in them spiritual heritage that is national, ethical, or ideological value, raising individuals ready to sacrifice everything for the defense of the Motherland. The key concepts and relations to which the above-mentioned subject is organized are needed to be studied by pedagogical science. In the propositional aspect, a comprehensive study of the theory and practice of patriotic educational work on the implementation of its potential to enhance the efficiency of the national education system is very important.

The social and pedagogical significance of the study in modern terms has clear academic, practical, and logical content. Its academic substance is an approach to the essence, content, and technologies of motivating improvement by the pedagogical conditions of senior pupils in the context of transformations in university educational activity. The specific applied meaning of the study is in the development of a model for improving the pedagogical conditions of developing the characters of students in the context of the transformation of university education. Scientists and leading specialists engaged in theoretical and practical research on the subject of the study might find the research outcomes appealing. University teachers and pedagogical personnel can use the research outcomes in practice.

Literature review.

The literature surrounding character education highlights its significance in shaping the moral and ethical dimensions of students, particularly in the context of transformative pedagogical practices.

Sacher, (2004) provides a foundational understanding of character education within teacher education programs, emphasizing the complex nature of character development and the necessity for teacher educators to serve as role models. This complexity is echoed in the responses of pre-service teachers, who often perceive their existing values as sufficient, prompting a critical examination of how to effectively foster character education among adult learners.

Knapp Chandler, (2005) expands on the concept of character education by delineating its relationship with prosocial competence, which encompasses the virtues and behavioral patterns essential for ethical decision-making [3]. This exploration underscores the systematic approach required to instill core values that translate into good character habits. Chandler's work lays the groundwork for understanding the broader implications of character education in fostering responsible citizenship among students.

Building on this foundation, M. Barbato, (2007) presents empirical evidence from a character education initiative in South Carolina, revealing significant improvements in student and teacher attitudes following the implementation of character-building practices. This study connects historical perspectives on character education with contemporary educational practices, illustrating the enduring importance of moral instruction in schools. Barbato's findings reinforce the notion that character education is not merely an academic exercise but a vital component of preparing students for societal engagement.

Silay, (2013) further articulates the role of teachers as pivotal figures in the moral development of students, asserting that character education must be habitualized through consistent practice. The interconnection between values education and character education is emphasized, highlighting the necessity for educators to embody the values they wish to instill in their students. This perspective aligns with the broader educational goal of shaping character through intentional and reflective teaching practices [1].

In a more recent context, A. Alexander, (2016) critically examines the effectiveness of character-building initiatives within high school settings, noting the discrepancies that can arise between educators' beliefs and the realities faced by students. Alexander argues for a comprehensive model of character education that integrates moral sensitivity, judgment, motivation, and character, thereby providing a structured approach to fostering civic engagement among students. This model addresses the challenges posed by ideological differences and underscores the importance of proactive character education strategies.

Analysis and Results.

Patriotic character refers to the set of values, attitudes, and behaviors that an individual exhibits towards their nation, reflecting a deep sense of loyalty, commitment, and devotion. It is characterized by a strong sense of national identity, a willingness to contribute to the well-being

of the nation, and a commitment to the nation's values and principles. Developing patriotic characters in students requires a multidimensional approach, encompassing cognitive, emotional, and behavioral aspects¹. This involves the acquisition of knowledge, the development of positive attitudes, and the cultivation of behaviors that reflect patriotism.

The Challenges of Transformation

The contemporary era is marked by rapid and profound transformations that impact various aspects of society, including education. These transformations create significant challenges for educators seeking to develop patriotic characters in students. Some of the key challenges include:

Globalization: The increasing interconnectedness of the world has created a global village, where national boundaries are becoming increasingly blurred. This has led to a decline in national identity and a rise in cosmopolitanism, making it challenging to promote patriotism.

Diversity and pluralism: The increasing diversity of student populations has created a complex educational environment, where diverse cultures, values, and identities interact. This requires educators to develop inclusive approaches that cater to diverse student needs.

Technological advancements: The rapid pace of technological change has transformed the way students learn and interact. This has created new challenges for educators seeking to develop patriotic characters, as students are increasingly influenced by globalized media and virtual communities.

A model for improving pedagogical conditions

To address the challenges of transformation and develop patriotic characters in students, we propose a model that integrates the following components:

Curriculum reform: A revised curriculum that incorporates patriotic education, focusing on the nation's history, culture, and values. This should include the study of significant national events, figures, and cultural practices that shape the nation's identity.

Inclusive and diversity-sensitive pedagogy: Educators should adopt inclusive approaches that recognize and value diverse student backgrounds and experiences. This involves creating a safe and respectful learning environment that fosters a sense of belonging and participation².

Critical thinking and critical patriotism: Educators should encourage critical thinking and critical patriotism, where students are encouraged to critically examine and reflect on the nation's values, policies, and practices. This promotes a nuanced understanding of patriotism and fosters critical engagement.

Experiential learning and community engagement: Students should be provided with opportunities for experiential learning and community engagement, where they can apply theoretical knowledge in practical contexts. This involves partnerships with local communities, organizations, and institutions.

Teacher training and support: Educators require training and support to effectively develop patriotic characters in students. This involves professional development opportunities that focus on patriotic education, diversity, and inclusive pedagogy.

¹ Mary Knapp Chandler (2005) The Effects of a Character Education Program on Elementary Students\u2019 Prosocial Competence

² Constance Sacher (2004) Character education in teacher education programs

Implementation and Evaluation

The implementation of this model requires a systemic approach, involving all stakeholders, including educators, administrators, policymakers, and the broader community. The following strategies are recommended for implementation:

Phased introduction: The model should be introduced gradually, starting with pilot programs and evaluations to ensure that the approach is effective and feasible.

Capacity building: Educators and administrators should receive training and support to develop the necessary skills and knowledge to implement the model.

Ongoing evaluation and monitoring: The model should be continuously evaluated and monitored to ensure that it is achieving its intended outcomes and making the necessary adjustments.

Conclusion.

Developing patriotic characters in students is a complex and challenging task, especially in the conditions of transformation. However, with a well-designed model that integrates curriculum reform, inclusive pedagogy, critical thinking, experiential learning, and teacher training, educators can create a supportive environment that fosters patriotism and national identity. The proposed model offers a framework for improving pedagogical conditions and promoting patriotic characters in students. By implementing this model, educators can contribute to the development of a new generation of patriotic citizens, who are committed to the well-being and prosperity of their nation.

References:

1. Nur Silay (2013) A Survey of Values Education and its Connection with Character Education
2. Adeola A Alexander (2016) Teacher Perceptions of the Effectiveness of Character-Building Initiatives at an Expeditionary Learning Outward Bound High School
3. Mary Knapp Chandler (2005) The Effects of a Character Education Program on Elementary Students\u27 Prosocial Competence
4. Siti Nuraeni Muhtar, Dahlya Indra Nurwanti, R. Nadia R. P. Dalimunthe (2019) \u201cI Teach Character in My Class\u201d: Integrating Character Education in EFL Reading Classroom at Islamic Higher Education
5. Christina M. Barbato (2007) Impact of character education on a third-grade inclusion classroom
6. Constance Sacher (2004) Character education in teacher education programs