
To Develop A Sense Of Patriotism And Personal Responsibility Among Students In Higher Education Institutions

Uzakov Akrom Avazovich¹, Khurramov Mansur Musurmon o'g'li²

¹*Lieutenant colonel, Head of the Faculty of Military Education, Tashkent State Pedagogical University named after Nizami*

²*Tashkent State Pedagogical University named after Nizami, Student of the Faculty of Military Education*

Abstract:

The articles about with the advent of the self-media era, there are increasing ways for college students to acquire various kinds of information and knowledge. At the same time, the change in ideology will also uproar. Some negative information on networks and media will affect young student, especially in the aspect of patriotic ideologies. Therefore, the requirement of patriotism education has been proposed, and a varied path of patriotic education has been conducted by the higher educational institutions within the self-media environment. The research will shed light on the problem that how to facilitate current college students actively take actions to self-educate and spread patriotism in the self-media environment.

Key words: *social media, patriotism, global village, blind patriotism, constructive patriotism.*

1. INTRODUCTION

This is the best time and the worst time. This is truer for college students. This best time represent it in the following aspects: Firstly, the living conditions have been largely promoted. With the continuous development of economy, the country has basically waved a farewell to the era of poverty and hunger. Nowadays, college students have upgrading needs for daily items like food and clothing. The self-media tools become important platforms to acquire of information to meet students' growing and verified needs. Secondly, the way of learning is diversified. Since the arrival of the media era, the traditional ways of teaching, through textbooks, newspapers and teachers, have been completely changed. Self-media channels provide college students abundant knowledge through the development of Internet technology and participation of the mass. More importantly, the knowledge on line seems to be more instant and can better catch up with the times. This provides new methods for college students to understand the country and the world. Thirdly, self-media provides self-integration and promotion. Due to the extensive use of the self-media tools, industries are

using self-media platforms' circle of friends, to promote products and corporate image. Undergraduates catch up with this trend and they also chose to integrate and promote themselves. For example, through the Facebook or other platforms' circle of friends, they express their own opinions on business projects, personal feelings and family issues, and opinions on social hot issues. They also seek understanding and familiarization from friends in the circle. The self-media tools shorten interpersonal distance and become convenient, instant and personalized display platforms. This is also a popular way for college students to promote themselves and their understanding of the world. In addition to this, college students will constantly learn new smart technologies and use the self-media platforms to showcase their interests or ideas. With the music and self-media's integration, students can use the smart phone to shoot micro-adapted music video. The videos are widely spread on the Internet through these media platforms. Among them, there are micro-films with the producer as one of the protagonists, thus to realize their own movie dreams. But for college students, this is also the worst era. In the era of self-media, anyone can express their opinions. Information on networks is too large and difficult to distinguish between true and false, which presses a negative impact on formation and development of college students' values. The online "Global Village" is almost borderless, so the college students are vulnerable to negative and extreme information from abroad. Being exposed to deliberately defame, demonizing or even vilifying information about China, college students might weaken their patriotism feelings over time. Patriotic enthusiasm could be reduced, and even words of rebellion might appear. Therefore, in the era of self-media, patriotism education for college students becomes a major educational issue.

2. MATERIALS AND METHODS

In order to be able to search for the reception of education for patriotism in modern education, first of all we have to point to the definition of patriotism and then explain how education for patriotism should be understood. In presenting the content of all these terms, the educational aspect of the conducted analysis should be kept in mind at all times. According to the definition from the Great Encyclopaedia by PWN¹, the term 'patriotism' is defined as a social and political attitude based on the rules of love and attachment to one's homeland, and the word 'patriotism' presented in literature, dictionaries or companion guides can be summarized in a few words – loving and cherishing one's homeland. However, this notion constant transformations, similarly to other terms connected with human social behavior. Despite this, patriotism today can still be defined as a concern for political life and future of homeland, but even more so as a concern for family, respecting private and common property, conscientious carrying out professional or education duties, putting common good over one's own. Therefore patriotism, as a certain state of positive attitude towards homeland and her problems, should be a basic value in educational work of teachers, and it should occupy an important place in it.

Patriotism in itself is also a value that calls for submitting and sacrificing personal goals to your homeland and your nation, if this is what is required. In short, patriotism is on the one hand the opposite of cosmopolitanism, and on the other hand nationalism. Love for

homeland is quite frequently connected with the attitude of emotional bond with one's own nation, its history, and also with spiritual membership of the community that created homeland in the past, does so in the present and will do in the future. Then this is a bond with people who belong to homeland, people that you grew up with in your family, school or other close environment. It might also be a bond with native literature, architecture, fine arts or music. If we understand patriotism in this way, it should be emphasized that love for homeland is not only connected with feelings and emotions. We should bear in mind that patriotism understood in the proper way is first and foremost an attitude and that is why it should be presented in the categories of cognitive, motivational, emotional and operational components.⁴

Patriotism or national pride is the feeling of love, devotion, and sense of attachment to a homeland and alliance with other citizens who share the same sentiment. This attachment can be a combination of many different feelings relating to one's own homeland, including ethnic, cultural, political or historical aspects. It encompasses a set of concepts closely related to nationalism.

George Orwell, in his influential essay *Notes on Nationalism* distinguished patriotism from the related concept of nationalism:

By 'patriotism' I mean devotion to a particular place and a particular way of life, which one believes to be the best in the world but has no wish to force upon other people. Patriotism is of its nature defensive, both militarily and culturally. Nationalism, on the other hand, is inseparable from the desire for power. The abiding purpose of every nationalist is to secure more power and more prestige, not for himself but for the nation or other unit in which he has chosen to sink his own individuality.

Patriotism has two main aspects. Blind patriotism represents a dependence type requiring the adoption of policies and activities of the country where patriot lives without questioning and is characterized by an unquestioned loyalty. Constructive patriotism requires people to dismiss the society's policies and activities when they witness a condition where people betray basic principles of society and principle humanistic values. Social psychologists evaluate patriotism in the scope of individuals' relationship with society. "according to the most common definition, patriotism can be defined to be the dependence of group members on their own territory.

Basic Requirements of Patriotism in Self-media Era

With such a large amount of information, college students have more convenient access to information in the self-media era. Patriotic education should be specified from particular aspects, so that students can hold on to the bottom line of some patriotic requirements.

3. METHODS

Firstly, political and ideological teaching methods in universities should be strengthen and modernized. One of the vital tasks undertaken by political and ideological education in colleges and universities is to enhance students' patriotism, and foster their aspiration to become useful talents for the construction of the motherland in the future. In classroom

education, with the assistants of self-media tools, students' development can be combined with specific events to demonstrate the importance of patriotism to students on the ground.

Secondly, teams of high-quality political counselor should be build. Political counselor is on the top of daily contact list for college students, and their words and deeds often directly exert tangible and intangible influence on students' thoughts and actions. Political counselor should be regarded as a main role in the patriotism education.

Thirdly, the education of traditional Uzbek culture should be strengthened. The nation has a splendid culture and a long history. There are many aspects that students should seriously study and learn from. However, due to the popularity of the Internet and the use of smart phones, students spend a lot of time on entertainment or social networking and few of them would meditate on traditional cultural knowledge. If forced to instill the learning, there is clearly a great conflict with the current values and wishes of students. By utilizing the functions of self-media, the students will learn or interpret and disseminate the essence of traditional culture through their own methods through the social media. This is a better path to strengthen patriotic education. Through the student's own mobile phone, the theory and knowledge in traditional culture can be referred to and applied anywhere and anytime. In the form of self-media materials, it would be fun and entertaining to assist the spreading and acceptance of Chinese traditional culture for college students.

Fourthly, school management should be reinforced. The daily life of college students mostly carried out within the campus. Therefore, the school is the main position for college students to accept patriotic education. When conducting patriotic education, it is imperative to strengthen school's management from teachers and counselors to administrators, staff members should have patriotic awareness, and form harmonious and positive atmospheres and environments. That would be assistances for the students to strengthen their patriotism, avoiding the mind swings or indetermination.

The mission of the University as a social institution is to answer the needs of society and to respond to changes and challenges in the education and training of young people to contribute to the further success of the graduates and the prosperity of society. In modern conditions, an effective education provides students with such skills, knowledge and values that allow them to operate successfully in their own cultural group, as well as the national-state, regional and global level.

Patriotism involves being respectful to one another and others, treating each other as equal. We must not discriminate against a person just because they are from a different community. We must all live harmony. Helping each other during times of crisis is a real sense of patriotism. Our nations provide us with resources and identity as an Indian. We must respect our country and contribute to its growth. As citizens, we need to remove social evils and corruption. We must promote education, good health, and eliminate poverty. Working towards making the country better is a part of patriotism.

Independent research (homework) stands out among the individual forms of patriotic upbringing of a child. For example, answering a teacher's questions by reading children's

works about the exploitation, courage, and honor of militants in the history of the homeland. Emotional experience is involved in any mental process and can serve as a basis for their unification, a systemic factor of inner mental life and a factor in shaping the most functional psychological system of activity. Empathy as a personal quality of children can be formed on the basis of emotional assessment determined by concrete actions. Individual forms of patriotic upbringing of the child are carried out mainly in the family. This is a family that plays a crucial role at a certain age. Therefore, the teacher should establish close ties with the families of students; involve parents in the process of patriotic upbringing of children. Thus, the success of patriotic work in the educational institution depends on the moral and psychological appearance of teachers, their psychological, pedagogical and professional training, attitude to their duties, as well as the ability to effectively cooperate with students' parents.

Russian President V.V. In one of his speeches, Putin said: "Educating the younger generation in the spirit of patriotism and spiritual and moral values is the basis for the moral well-being of society and the reliable development of the country. In Russia today, these most important issues are in the focus of the state. Legislation is being improved. Still, much work remains to be done. First, it is necessary to make full use of the strong potential of the public, volunteers, voluntary organizations and the media in this large-scale work. Only by relying on such active and proactive support can we achieve tangible results. "

4. DISCUSSIONS AND RESULTS

The content, forms and methods of civic and patriotic education in accordance with modern socio-pedagogical realities are needed. There is a need for an active component of civic education. Such an approach to education allows the formation and development of all types of universal learning activities:

1. Cognitive UUD: - search and selection of relevant information; - manifestation of cognitive initiative; - Symbolic actions, with the help of which the important features of the object are emphasized; - structural knowledge; - comprehension of spoken words in oral and written form; - Analysis of objects to highlight features (important, insignificant); - establishing cause-and-effect relationships, etc.
2. Normative ECM: - control and correction - making necessary additions and corrections to the action plan and method if there is a discrepancy between the standard, actual action and its outcome; based on the assessment of students, teachers and peers, this result can be modified into the results of their activities - assessment (mutual, self-esteem) - what has already been learned by students and what else o ' know the distribution and recognition of the need to learn, the quality and level of mastery; evaluation of work results; - self-management as the ability to mobilize forces and energy to move voluntarily and overcome obstacles.
3. Communicative ECM: - planning of educational cooperation with teachers and peers; - active cooperation in data search and collection; - management of partners' behavior - control, correction, evaluation of his actions; - to be able to express their ideas with sufficient

completeness and clarity, to have monologue and dialogic forms of speech; - application of knowledge in a particular educational environment.

4. Personal UUD: - personal, professional, self-determination of life; - to establish the relationship between the purpose of educational activity and its purpose by students; - moral and ethical direction; - assessment of the content of the studied material on the basis of social and personal values; - the ability to form their own position.

Accordingly, the civil-patriotic education of young people is not opposed to global education. Rather, in the modern conditions of the multinational state it is the basis, the solid ground, where you will continue to build a program of global education. At the same time, the main goal is to give each ethnic group the knowledge of their roots, without compromising the equivalence of other cultures, and to every citizen – understanding their civil rights and the importance of the state. Its key features are the expansion of the axiological potential of general subjects, the introduction to the content of ethno-regional component; introduction of the author's special course citizenship and patriotism – professionally important qualities of future specialists; the inclusion of students in various social activities, creating educational situations, discussion activities. Civil-patriotic education is a condition of successful function and development of any state, which is able to protect the rights of its citizens in the country and abroad, and to defend the territorial integrity of the country in the case an existing threat. Civil-patriotic education is investigated from different theoretical traditions.

5. CONCLUSION

In the context of historical processes, it changes its essence and role in directly dependent on social structure and historical formation, changing regimes of governance⁸. From the standpoint of sociocentrism, it produces the defining characteristics of belonging to a group, class, state, where human life is a subject to achieve common goals. From the point of view of anthropology, a key feature is the harmony of the rights and freedoms of the citizen and his liability and obligations. Civil-patriotic upbringing is a component not only of the social life of the individual, through the transmission of collective attitudes, the assimilation of the lifestyle of the people, the cultural knowledge and/or participation in the traditions, but also through the formation of personal ideals and values (Rapoport, 2009)

6. REFERENCE:

- [1] The entry 'patriotism' in *Wielka encyklopedia powszechna PWN*, Warszawa 1966, t. 8, ed. B. Suchodolski, p. 181–182.
- [2] Fundakowski S. (2006). Programy nauczania a wychowanie patriotyczne w szkole. in: Janiga W. (ed). *Wychowanie do patriotyzmu. Przemyśl–Rzeszów*. 439–445.
- [3] Lisica J. (2014). Wiara w Jezusa wyzwaniem do miłowania ojczyzny. *Studia Gdańskie*, (XXXIV),
- [4] Santorski A. (1998). Miłość ojczyzny jako nakaz chrześcijańskiego su - mienia, in: Skubiś I., Cichoćka J.P., Bisiuk J. (eds). *Szkoła miejscem kształtowania postawy patriotycznej*. Częstochowa, 31–39.

- [5] Schatz, R.T., Staub, E., & Lavine, H.(1999). On the varieties of national attachment: Blind versus constructive patriotism. *Political Psychology*, 20(1), 151- 174).
- [6] Bar-Tal, D., & Staub, E. (1997). Introduction: patriotism: its scope and meaning, *Patriotism in The Lives of Individuals and Nations* (Ed. Bar-Tal, D. & Staub, E.), Nelson-Hall Publishers; Chicago, s. 1-19
- [7] RAPOPORT, A. 2009. Patriotic Education in Russia: Stylistic Move or a Sign of Substantive Counter-Reform? *The Education Forum*, Vol. 73, No 2: 141–152. Russia.
- [8] AL-ZOUBI, M., & AL-DALABEEH, D. 2016. The Role of Irbid Directorate of Education in Supporting of Citizenship and Loyalty Values among Students: Look from Inside. *Journal of Education and Practice*, Vol. 7, No 3: 83–101. USA.
- [9] EGOROVA, M. 2015. Civil-Patriotic Education within the Modernization of Education System. *The Social Sciences*, Vol. 10, No 7: 1873–1876. USA.
- [10] EROKHIN, V., KOSTYUKOVA, T., & GALTSOVA, N. 2016. National and Patriotic Traditions of Upbringing in Russia: History and Modernity. *SHS Web of Conferences*, pp. 1–4. Russia.
- [11] Orwell, George *Essays*, John Carey, Ed., Alfred A. Knopf, New York, 2002
Source: <https://magazinalsu.ru/uz/formy-raboty-po-patrioticheskomu-vospitaniyu-mladshih-shkolnikov-metody.html> © magazinalsu.ru
- [12] Ishnazarovna, M. N. (2020, December). IMPROVEMENT OF STUDENTS WRITTEN COMPETENCE WHEN WORKING WITH OFFICIAL DOCUMENTS BASED ON FOREIGN EXPERIENCE. In *Archive of Conferences* (Vol. 10, No. 1, pp. 65-67)
- [13] Mustafayeva, N. I., Ametova, O. R., & Jumaniyozova, N. A. RETENTION OF VOCABULARY THROUGH TWO MEMORY STRATEGIES
- [14] Ametova, O., Ch, F., & Mamadayupova, V. (2019). THE THEME OF LIFE AND DEATH IN JK ROWLING’S BOOKS ABOUT ‘HARRY POTTER’. *European Journal of Research and Reflection in Educational Sciences* Vol,7(11).
- [15] Rozmatovna, A. O., & Fotima, A. CORE ELEMENTS OF FANTASY GENRE IN THE WORKS:“HARRY POTTER” BY JK ROWLING AND “RIDING A YELLOW GIANT” BY KHUDOYBERDI TUKHTABAEV. *Zbiór artykułów naukowych recenzowanych.*, 24.