

DEVELOPING THE CITIZENSHIP POSITION OF FUTURE TEACHERS BASED ON PERSONAL ORIENTED EDUCATIONAL TECHNOLOGIES

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Annotation

This article widely covers the development of citizenship among future teachers based on personal-oriented educational technologies, which is currently one of the most important issues.

Keywords: personal-oriented educational technologies, future teachers, civil position, higher educational institutions, spiritual values, student, legal culture, youth.

Since its inception, the idea of the spiritual and moral development of Uzbek citizens, including young people, has served as a methodological basis for educational programmes. This made it more important to develop a civic sense and position among future teachers. National values should be expressed in educational and methodological complexes that incorporate national educational ideas. These values should be inculcated in the minds of pupils and students at all stages of lifelong learning and serve to develop their citizenship. This requires their inclusion in all subjects.

Much of this work will be done in the training of future teachers. For their spiritual and moral development it is necessary to initially structure the civic position. Because citizenship is an integral part of human morality and spirituality.

As you know, today the system of education and upbringing in higher educational institutions is intensively formed and developed. This, in turn, will serve as an important strategic arm of education development for the foreseeable future. That is why today the study and introduction into the educational process of colorful models of the development of the citizenship of students acquires special urgency. This requires the application of developments aimed primarily at developing the creative abilities of students. Because students are a specific socio-cultural group in society. That is why it acts as the most dynamically developing, working layer of society. Students quickly adapt to sociocultural situations as the most energetic, knowledge-hungry members of society. Alternatively, they are critical of the process. Students also manifest themselves as a fundamental force for the integrity of society.

In the student period, a person has various interests. Our long-term observations show that this is a complex period of structuring the student's personality intelligence, a peculiar, multivariate phenomenon. Thus, the harmonizing task of students arises in connection with internal and external realities. Therefore, the purpose of educational work with students is to develop an

independent, democratic Uzbek citizen. They must enjoy all the rights accepted for members of society and be fully aware of their responsibilities. Because these rights enable students to develop independently in civil society.

One of the main challenges in this approach is to orient the educational process towards the development of active citizenship among students. A special place in this field is occupied by historical and legal sciences. Because in this process, they should be able to exercise all their rights, to take responsibility for their actions.

Since the first days of its development, Uzbek society has set for all its members the task of developing a civic attitude. Because building civil society requires the active participation of young people, especially students. To that end, they need to learn from the experience of Uzbekistan as independent, proactive citizens who demonstrate their civic position. Directly personal-oriented educational process serves the development of students' working conditions and civic consciousness. In this process, students form social experience based on their own knowledge and skills, processing, enrichment and development of skills of this activity, based on their civic position.

Within this pedagogical process, pedagogical activities are carried out to develop students' citizenship. The individual's position is expressed as a set of concepts of social activity and citizenship.

The ancestors of today's youth have long protected their country from various enemies. Succeeding generations have continued their glorious path. And today's young generation must be mobilized to do great things for their country.

By this time, the issues of civic education, civil society, historical heritage, legal education have become more urgent. The globalization of the socio-economic situation in Uzbekistan and the paradigm shift in social development have significantly broadened the range of public interests to their historical roots. Because the significance of the historical consciousness has increased. In parallel, the people's ideas about their history, past have become clear. History has always been closely linked to politics, even because of how it represents human development. The ruling circles have always sought to subjugate him, to force the people to follow them. This hindered the manifestation of history as a science, turning it into a weapon of politics. But in any case, the experience of human development has made it possible to discover surprising phenomena characteristic of new times. The historical consciousness of the people has served as the main force for the development of society in any era. On the other hand, historical memory manifests itself as a condition for the maturity of the people, national pride, self-confidence and self-determination.

Today it is possible to observe that the historical consciousness of young people is insufficiently formed, despite the high level of education in Uzbek society. What can explain the lack of formation of historical consciousness at a high level of erudition? there is a fair question: "What is this?" This can be explained by the fact that history has long been dominated by ideology as an integral part of politics. This state is often associated with incorrect historical data.

The consciousness of the individual is considered an independent phenomenon. By its development it not only influences the national life, but also develops it. Alternatively, it becomes important that historical consciousness takes an active place. It can both develop society and impede its progress. The social significance of historical consciousness is also manifested individually.

They are the basis of our pedagogical approaches:

Working with students to ensure their activity in order to strengthen the influence of historical consciousness on social life;

raising the historical knowledge of members of society by developing the historical consciousness of individual citizens, including student youth, individually; ensuring the progress of systematic consistent thinking in this way, etc.

Civic education, civic development is a central issue in the education of a harmonious generation. Citizenship is closely linked to self-sacrifice and manifests as its culmination. That is why, in order to raise dedicated young people, it is necessary to initially define a sense of citizenship in them.

Personal-oriented approach refers to methodological directions of development of pedagogical activity among students. It builds a system of concepts and actions with which future teachers interact. This process means self-realization of the student's personality, structuring his activity and its application in practice. On this basis, the unique features inherent only to the future teacher are formed.

How to fully implement personal-oriented learning in the educational process. This has been developed to some extent by Rogers. In the process of personal-oriented learning, learners become aware of the essence of acquiring the necessary knowledge and information. Pupils are provided with vocational training, solutions to their own problems and the mobilization of their internal energy and creative energy to acquire the necessary knowledge and skills.

As essential conditions for the development of students' citizenship in the process of personal-oriented education can be mentioned:

Filling personal-oriented educational process with knowledge and information vital for students;

To determine the positive attitude of students towards professional knowledge and rules necessary for the life of society;

Providing students with a free choice of educational materials and tools needed for activities;

Updating of the students' own individual activity, awakening in them the desire for personal development in the process of learning, providing spark basic knowledge.

I.S.Yakimanskaya emphasized the need for an individual position for each specialist. Students are not only subjects of personal-oriented educational process, but also carriers and subjects of professional social experience.

In the process of personal-oriented learning, this experience is refined, enriched and improved. The circumstances reflected in the personal experience of

the pupil are enriched and improved as he develops his cognitive activity. Thus, students develop a civic position. The content of this experience should be disclosed, enriched with scientific content and, if necessary, reformulated in the educational process.

At each stage of the pedagogical process, the dynamics of students' professional development develops in connection with the interaction of the educational process and pedagogical practice. It is only when they are interconnected that all the components of the students' professional activity are fully formed. At the same time, the main source of energy of the pedagogical process is personal activity of students and citizenship. On the same basis, the student gets the opportunity to fully develop himself as a specialist and a citizen. The basis of this development is the learner's learning methods and tools of individual activity. Through such methods and means, students are able to acquire civic and professional qualities that they have not fully developed. Alternatively, in this process, students also develop civic thinking and emotional intelligence. This condition is assessed by psychologists as a process of personal development. Thus, personal-oriented education is important for the formation of the student's personality, both professional and civic position, which enables him to change himself in the learning process by making his own individual decisions. Because the basis of personal-oriented learning is independent cognitive activity of students.

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