

Some Aspects of the Development of Competence of National Self-Awareness among Future Teachers

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Abstract - .The article analyzes the important features of the development of national consciousness competence in future teachers, defines the General and professional competences of future teachers for the development of national consciousness.

Keyword - Competence, Self-Consciousness, Teacher, Citizenship, Homeland, Psychology, Sociology.

Fundamental socio-economic transformations in Uzbekistan have put forward a number of important tasks to create a sovereign, economically developed, democratic state, ensuring constitutional freedoms, rights and obligations of its citizens. This suggests the need for the formation of national self-consciousness, high moral, moral and psychological qualities, among which patriotism, citizenship, and responsibility for the fate of the homeland are of particular importance. Various aspects of the formation of self-awareness are currently attracting the attention of sociologists, educators and psychologists.

The problem of studying the national identity of the individual has been and remains acute and relevant throughout the entire period of formation and development of statehood. Since ancient times, it has attracted the attention of inquisitive minds and luminaries of scientific thought in the fields of philosophy, psychology, politics, history, cultural studies, religious studies. Based on the analysis of scientific approaches to the definition of the concept of "self-consciousness", it was revealed that it is considered as a result and a prerequisite for the development of personality, aimed at solving problems related to the inner world of the personality, at understanding himself as a

whole, defining his own identity, forming meaningful ideas about personality yourself, your qualities, feelings, actions. The national self-awareness of a person as a systemic education is considered as part of three components: self-knowledge, emotional-value attitude to oneself and self-regulation of a person. In the process of national formation self-awareness, a person develops a self-image of society and its social ideal. National self-awareness is one of the foundations of social consciousness and a guideline for civic behavior, reflects a number of ideas and self-esteem, a person's awareness of the prospects for the development of society.

In the structure of self-consciousness, the nature of human activity is taken into account, within the framework of which his image of the "I" is formed and actualized. The levels of self-consciousness allocated to him in accordance with the levels of activity of a person as a biological individual (organism), social individual and personality. The processes of self-awareness and its integral neoplasms provide human activity at each level, playing the role of feedback with information about the "contribution" of the subject to his own activity. Since the nature of the activity and the nature of the leading needs of the subject at each

level are different, the processes reflecting this activity are also different, as well as the integral neoplasms of personality self-awareness.

Today, in world psychology, there are several approaches to the study of the genesis of national identity. Polar are the understanding of national self-consciousness as a genetically primary form of consciousness, proceeding from holistic self-perception and worldview in early childhood, and the understanding of self-consciousness as the highest form of consciousness, mediated by the entire course of development of personality consciousness. In the third approach, a binary interpretation of the genesis of self-consciousness is proposed, in which it is considered inextricably linked with the awareness of the external world as arising and developing simultaneously, interdependent and interdependent by it.

Very important is the process of formation in future teachers of the formation of a different level of competencies, including the competencies of national identity. Based on a comparative analysis of the contents of the concepts of "competence", "competence", a conclusion was made on the appropriateness of understanding competence as a certain alienated, predetermined requirement, and by the term "competency" to indicate an already completed personal quality (or set of qualities) and minimal experience in relation to activities in a given sphere. Competence is not determined through a certain amount of knowledge and skills, but characterizes a person's ability to mobilize acquired knowledge and skills in a specific situation. The teacher, solving the tasks of raising national self-awareness, must possess not only special knowledge and skills, but also have certain personal qualities of a citizen, such as an active civic position, civic initiative, civic duty and responsibility. The professional competence of a teacher is characterized by a combination of in-depth knowledge of the subject, psychology and pedagogy, the formation of personal civic qualities and the possession of ways of raising students' civic consciousness. In existing studies on teacher training, teacher competency is seen as part of his pedagogical skills. This is possible only with the actualization of the civic identity of the teacher himself. and thus, analysis of the state of the problem led to the construction of a working hypothesis: the formation of the future teacher's competence in the education of civic identity is possible by enriching the content of the disciplines of socio-economic, psychological, pedagogical and subject blocks, the introduction of an elective course aimed at understanding the essence of civic consciousness by a future teacher, his knowledge of the skills and methods

of educating future teachers about national identity, self-analysis and self-esteem ultatov practical activities; when students are involved in a variety of creative activities both at the stage of theoretical preparation and in the process of teaching practice. This required the development of study methods, criteria and indicators for the formation of the competence of the future teacher in the upbringing of national identity.

A theoretical analysis of studies devoted to the study of various aspects of the professional activity of a future teacher, a generalization of empirical data made it possible to determine the criteria for the formation of the professional competence of a future teacher in the upbringing of national self-awareness and to distinguish the following interrelated and interdependent indicators: motivational and value; cognitive; active and evaluative. They characterize: motivational-value indicator - the presence of high motivation among students, the attitude to mastering the skills to educate national identity and the awareness of the need to educate civic consciousness; cognitive indicator - the degree of assimilation by future teachers of pedagogical, methodological and special knowledge, the completeness and stability, the depth and strength of knowledge to educate national identity; activity indicator - the degree of mastery by future teachers of ways of organizing the process of educating national self-consciousness, the skills and navpses necessary to carry out activities of this kind, operating with these skills; an evaluation indicator is the formation of reflective skills and adequate self-assessment of the results of activities to educate national self-consciousness. Depending on the severity of the adopted criteria and indicators, three levels of formation of the future teacher's competence in the education of civic self-consciousness are highlighted: high; medium (sufficient); low (minimal). Pilot work was carried out on the basis of the Tashkent State Pedagogical University. In the experimental work, the following system of methods for measuring the dynamics of the formation of competence was chosen: recording the process of monitoring the educational, educational, professional, educational and research activities of students. To diagnose the manifestation of the motivational value indicator, complex questionnaires were used, including questions for students to identify: a) attitudes toward the study of questions of raising national self-awareness among future teachers, b) the degree of possession of relevant professional and pedagogical skills; c) the degree of awareness of the significance and content of the activities of the future teacher in the modern educational process; d) the level of

formation of adequate self-esteem. To identify the formation of national identity of the future teacher, a test questionnaire was used; the manifestation of a cognitive indicator was revealed by the test results; activity indicator was evaluated through a system of practical tasks of a creative nature; Diagnostics of the evaluation component was carried out according to the results of testing aimed at identifying students with the level of ability to introspection, self-assessment of the results of activities to educate civic consciousness. Throughout the experimental work, diagnostic tools remained constant.

The analytical activity of students in the study of curricula allowed us to identify the place and role of various disciplines in the upbringing of national identity of future teachers. The structural and functional analysis of the educational material in the classroom according to the methodology of teaching history and the idea of a national idea contributed to a meaningful selection of information valuable in the upbringing of national identity of future teachers. Topics were highlighted that ensure self-knowledge, the formation of future teachers of a holistic view of themselves as a citizen of their country, the understanding of the significance of the history of their family in the history of the state. The formation of such components of national self-consciousness as a territorial community, a state community, was planned when studying the topics "History on the map", "State symbols", etc. Out-of-class work of students to develop a lesson summary, organization and content of student activities was carried out taking into account the creation of conditions for development teachers, from mastery of facts and concepts, the ability to identify the cause and predict the consequence to civil, moral, cultural self-determination of personality and, mastering the ability to identify with a particular ideological or ethnic tradition, the values of Russian society.

In the educational process, along with the traditional form of conducting training sessions, it is necessary to include such classes as a civil forum on the problem "State and non-state holidays, their importance in the development of a citizen", a round table on the theme "Military-patriotic education and the formation of citizenship: state, problems, prospects" using the "problem wheel" methodology, the organizational and activity game "Election Campaign". Use the techniques of empirical study of the material (plot-like narrative, analytical, picture description, etc.), the methods of studying theoretical material (explanation, reasoning, proof, etc.), methods of problematization, theatricalization, The inclusion of active

dialogue technologies in the educational process contributes to the actualization of civic consciousness of students.

Based on the above facts, we can distinguish some general and professional competencies of the future teacher in the development of national identity. General competencies in self-knowledge:

- Demonstrate the ability to find the necessary literature, use databases and other sources of information; be able to search, select, systematize, analyze, process information on self-knowledge, evaluate its usefulness and purposeful application for solving set educational, scientific and practical problems; be able to present information in various forms (drawings, graphs, tables, diagrams, etc.) and on various media (paper, electronic version), as well as present information in practical classes and IWSST on self-knowledge; own modern information technologies and technical devices (Internet, e-mail, audio and video recording, interactive whiteboard, TV, projector, computer, printer, camera, cell phone, etc.). work effectively both individually and as a member of a team in self-knowledge classes; to recognize the need and have the ability to learn independently and improve pedagogical qualifications throughout life; have such abilities as: organization, responsibility, frankness, self-confidence, self-criticism, corporatism, reflection, emotional stability, creativity of thinking, adaptability, etc. demonstrate tolerance towards people (particularly students), languages, cultures, religions; know and comply with legal and regulatory acts; to know and abide by the student himself the norms of a healthy lifestyle, the rules of personal hygiene, as well as promote them among students during teaching practices; promote environmental awareness among students; demonstrate communication ability.

Professional competencies in the national self-knowledge of future teachers: use research of their own potential for professional self-development; to design and implement an individual program of professional self-knowledge and self-development; demonstrate the ability to apply knowledge obtained through self-knowledge to solve practical problems; demonstrate the ability to apply this knowledge to analyze life situations and solve problems; demonstrate the ability to select and use the necessary equipment, methods and techniques; demonstrate a creative approach to solving pedagogical problems; systematic improvement of their professional competence.

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