



## Using The Heritage Of The Ancestors In The Formation Of Patriotism In The English Language Lessons In Students

**Ibadat Khidirova Niyozalievna**

Teacher of Termiz State Pedagogical Institute

**Annotatsiu:** This article is a in pedagogical research, there are ideas about the system of patriotic education in students and approaches to the fact that the heritage of ancestors is an element of this system, didactic factors of using the heritage of ancestors in the formation of patriotism in students, and methods of educating students in the spirit of patriotism (using artistic and historical literature).

**Keywords.** Education, ancestry, heritage, didactics, student, pedagogy.

Technologies of using the heritage of ancestors in the formation of patriotism in young people to reveal the concept, we refer to the dictionaries and works of scientists. Many authors of philosophical, sociological and cultural works consider technology as an important component of human civilization. Let's turn to the dictionaries: "technology (from the ancient Greek art, skill, mastery; koyak - "word", "thought", "meaning", "concept") - methods and means to achieve the desired result collection" in a broad sense - the application of scientific knowledge to solve practical problems" is translated.

For a long time, technology has been the subject of engineering sciences, the field of technology includes efficient work tools and methods, and technology is also seen as a way of processing raw materials or materials to produce any goods, products and subsequently services. drawn up. According to the Dictionary of the History of Technology, in the early 20th century the definition of "technology" included "the collection of tools, processes, and ideas other than tools and machines." However, in the middle of the twentieth century, this term was already defined with such meanings as "the means or activities by which man changes and controls his living environment."

students about patriotism can be done in an age-appropriate, fun, and meaningful way. Here are some strategies for teaching students about patriotism:



Teaching the meaning of patriotism: Students may not have a clear understanding of what patriotism means. Teachers can teach them that patriotism means showing love, respect, and loyalty to one's country and its people, while recognizing the diversity of cultures, customs, and beliefs within a country[1].

Use age-appropriate materials: Students have limited attention spans and may not be able to grasp complex historical or political concepts. Using age-appropriate materials such as stories, songs, and videos can make learning about patriotism fun and engaging.

Celebrate National Holidays: Celebrating national holidays such as Independence Day, Memorial Day, or Veterans Day can be an opportunity to educate students about the history and significance of these events. Activities such as flag-raising ceremonies, singing the national anthem, or creating patriotic pieces can help students feel connected to their country[2].

In general, it involves creating a culture of teaching patriotism to students, teaching the meaning of patriotism in an age-appropriate manner, using interesting materials, celebrating national holidays, encouraging community service, and emphasizing civic engagement. By fostering a sense of pride, belonging, and responsibility, educators can help young students develop healthy and positive relationships with their countries.

Currently, the term "technology" refers to a wide phenomenon, including a social phenomenon, which includes society (social technologies), education (pedagogical technologies), cybernetics (information technologies), television (telecommunication technologies), nature (environmental technologies), politics (political technologies), religion (religious technologies), culture (culture-based technologies)[3].

Many scientists in the field of humanitarianism consider technology as an innovative process of social development. Therefore, in the process of forming patriotism in young people and using the heritage of ancestors in this process, turning to technology, especially pedagogical technologies, is the key to effectiveness. Recently, great attention has been paid to the use of pedagogical technologies in school practice. Many technologies are being used especially for young people to realize their patriotism, national identity and historical heritage. And below, the types of these technologies focused on the use of historical heritage were analyzed[4].



"New Uzbekistan needs knowledgeable and determined leaders who deeply understand the aspirations of our people, consider it a sacred duty to serve them faithfully. We will continue the personnel policy aimed at attracting highly qualified specialists with high intellectual potential and new thinking, independent thinkers, patriots and loyal to their people, who have mastered modern knowledge and skills to the public service.

The orientation of the modern school to the humanization of the educational process and the comprehensive development of the child's personality requires a harmonious combination of educational activities in which basic knowledge, skills and abilities are formed. related to creative activities. Non-traditional lessons are one of the important means of teaching, because they form the interest of students in learning, relieve stress in the learning process, help to form learning skills, and have an emotional impact on children, as a result of which they develop more solid and deep knowledge[5]. The characteristics of non-traditional classes are teachers' diversification of the student's life. Conducting such lessons is evidence of teachers' attempts to go beyond a certain template in the construction of the methodological structure of the lesson. And this includes their positive aspects. But the entire educational process cannot be built from such lessons: in their essence, they are good as a rest, a holiday for students. They should find a place in the work of every teacher, because they discuss his experience in building the methodological structure of the lesson in different ways[6].

In Non-Traditional classes, students must take Non-Traditional Assignments. A non-traditional task is a very broad concept. It includes a number of prizes that allow you to distinguish this type of tasks from traditional (standard) tasks. The main distinguishing feature of non-traditional tasks is their connection with "the so-called productive activity in psychology".

In addition, the following features also apply to non-traditional classes:

Independent search for methods and options for solving the educational task set by the student (choosing one of the proposed options or finding a real option and justifying the solution); unusual working conditions; active learning of previously acquired knowledge in unfamiliar conditions[7].

It can be presented in the form of non-traditional tasks, problem situations (difficult situations in which you need to find a way out using the acquired knowledge), role-playing and business games, competitions and competitions ("who is faster? "more? better?") and other tasks with entertainment elements



(everyday and fantasy situations, dramatization, linguistic tales, riddles, "investigations"). It is the correct formation of patriotism in students and reliance on these methods in the process of using the heritage of ancestors that is the key to effectiveness. Wide use of ancestral heritage in teaching processes is based on traditional methods, and introduction of a different approach to these processes serves to increase students' interest in this heritage[8].

Of course, non-standard lessons in terms of lesson design, organization, and delivery method are more liked by students than daily training sessions with a strict structure and a fixed work schedule. Therefore, all teachers should practice such lessons. It is proof that there will be role-playing games. Students become interested in the cultural heritage of allomalarni in the process of conveying various content to the group, taking on the role of allomalarni. But turning non-traditional lessons into the main form of application, introducing them into the system is not appropriate due to the loss of a lot of time, lack of serious knowledge, low efficiency, etc.

The use of non-traditional forms of lessons, in particular, lesson-game, lesson-discussion - this is a strong incentive in learning, this is a diverse and powerful motive, and others can be given as an example. Through such lessons, the stimulation of cognitive interest is more active and occurs faster. Partly because humans naturally love to play, another reason is that there are more reasons to engage in play than in conventional learning activities. FIFradkina studies the reasons why schoolchildren participate in games and finds that some teenagers participate in games to realize their abilities and potential, and find a way out in other educational activities. others - to get a high grade, others - to show themselves in front of the team, the fourth - to solve their communication problems, etc[9].

Non-traditional forms of lessons are emotional in nature, and therefore they can enliven even the most dry information and make it bright and memorable. In such classes, everyone can be involved in active activities, as opposed to passive listening or reading.

The analysis of pedagogical literature made it possible to distinguish several dozen non-traditional lessons. Their names give some idea about the goals, cottages, methods of conducting such classes. We list the most common types of non-traditional classes and bring many methodological techniques, innovations, innovative approaches for teachers to conduct different forms of classes.



Also, instilling patriotism in students is carried out in the course of the lesson, and the use of various non-traditional methods is important. For example, if we take only one form of lesson-travel, we can say that organizing lessons by going to the places where the creativity of our scholars is manifested, various statues and objects, and museums is one of the effective ways to achieve didactic goals. As just one example, the organization of classes in these forms in the Repression Victims Memorial Museums established in regional centers guarantees efficiency. In these places, there are many materials dedicated to our ancestors and their works, and it is natural that the students' sense of patriotism will increase after seeing these exhibits. Another method is to organize roundtable discussions about people who have served in the country's development and how they understand the country. It is natural that the event will leave an indelible mark on the hearts and minds of the students if it is organized with scientists who have studied the work of our scholars, their works, their way of life, and scientists who have put into words the works of our grandfathers.

#### REFERENCES:

1. Хидирова, И. (2019). ЭФФЕКТИВНОСТЬ ИНФОРМАЦИОННОЙ ТЕХНОЛОГИЙ В ОБУЧЕНИИ ЛЕКСИКЕ УЧАЩИХСЯ. In Молодой исследователь: вызовы и перспективы (pp. 93-96).
2. Хидирова, И. Н. (2019). КОММУНИКАТИВНАЯ КОМПЕТЕНЦИЯ КАК ОСНОВНАЯ ЦЕЛЬ ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ КАК ВТОРОМУ ИНОСТРАННОМУ. Интернаука, (19-3), 16-17.
3. Хидирова, И. Н., & Гелдиева, Д. Э. (2020). ФОРМА ИСПОЛЬЗОВАНИЯ ГЛАГОЛА В СОВРЕМЕННОМ АНГЛИЙСКОМ ЯЗЫКЕ. In КУЛЬТУРОЛОГИЯ, ИСКУССТВОВЕДЕНИЕ И ФИЛОЛОГИЯ: СОВРЕМЕННЫЕ ВЗГЛЯДЫ И НАУЧНЫЕ ИССЛЕДОВАНИЯ (pp. 7-11).
4. Хидирова, И., Саттарова, Г. Х., Карабаева, Д. Э., & Рахимов, Н. И. (2018). КАТЕГОРИЯ ВРЕМЕННОЙ ОТНЕСЕННОСТИ АНГЛИЙСКОГО ГЛАГОЛА. Студенческий вестник, (24-1), 49-51.
5. Arapov, G. N. (2023). Interpretation of the light industry lexicon in modern linguistics. *ISJ Theoretical & Applied Science*, 7(123), 2023.
6. Gayrat, A. (2021). Linguocultural study of light industry lexicon.



# **PEDAGOGICAL CLUSTER**

## **JOURNAL OF PEDAGOGICAL DEVELOPMENTS**



Website: <https://euroasianjournals.org/index.php/pc/index>

7. Namozovich, A. G. (2023). Expression of Ethnocultural Realia in the Lexicon of Light Industry in English, Uzbek and Russian. *Web of Semantic: Universal Journal on Innovative Education*, 2(3), 102-105.
8. Arapov, G. (2023). METHODS OF LINGUACULTURAL ANALYSIS OF LIGHT INDUSTRY LEXICON. *Interpretation and Researches*, 1(20).
9. Gayrat, A. (2022). GRAMMATICAL FEATURES OF THE LEXICON OF LIGHT INDUSTRY. *European International Journal of Multidisciplinary Research and Management Studies*, 2(12), 173-176.