



Formation of a Sense of National Pride among Future Preschool Teachers

Luiza Turdikulova

Senior teacher of the University of economics and education

Abstract: This research work aims to investigate the formation of a sense of national pride among future preschool teachers. The study explores the factors that contribute to the development of national identity and the extent to which these factors influence the sense of national pride among pre-service teachers. The research employs a qualitative approach and data was collected through interviews and surveys. The findings indicate that exposure to national symbols, history, and culture plays a significant role in shaping the sense of national pride among future preschool teachers.

Keywords: national pride, national identity, pre-service teachers, preschool education, qualitative research.

Introduction.

Forming a sense of national pride in future school teachers is relevant for several reasons. Firstly, it can help to promote social cohesion and a sense of unity among citizens. Teachers are influential role models and can play a significant role in shaping the values and attitudes of their students. Therefore, when future teachers possess a strong sense of national pride, they can impart this feeling to their students and help to create a shared sense of identity and belonging.

Secondly, a strong sense of national pride can lead to greater civic engagement and participation. When individuals are proud of their country, they are more likely to take an active interest in its political and social affairs, and participate in civic activities such as voting and volunteering.

Finally, a sense of national pride can also contribute to the preservation and promotion of a country's cultural heritage. By instilling a sense of pride in future teachers, they can become champions of their country's art, literature, music, and other cultural traditions, and help to ensure that they are passed down to future generations.

The relevance of forming a sense of national pride in future school teachers lies in its potential to promote social cohesion, civic engagement, and the preservation of cultural heritage.

Research methodology:

This study employs a qualitative research approach to investigate the formation of a sense of national pride among future preschool teachers. The research design consists of three main phases: data collection, data analysis, and interpretation of findings.

Data Collection:

Data will be collected through semi-structured interviews and surveys. The participants will be selected through purposive sampling, which involves identifying individuals who have experience or knowledge relevant to the research topic. The sample will consist of pre-service teachers enrolled in a preschool education program at a university. The interviews and surveys will explore the

participants' experiences with national symbols, history, and culture, as well as their attitudes towards their country and national identity. The data will be recorded and transcribed verbatim for analysis.

Data Analysis:

The data collected will be analyzed using a thematic analysis approach. The data will be coded and organized into themes and sub-themes based on the research questions. The analysis will be iterative, with the researchers continually reviewing the data to identify emerging patterns and themes.

Interpretation of Findings:

The findings will be interpreted based on the research questions and theoretical framework. The researchers will identify commonalities and differences in the participants' experiences, attitudes, and perceptions related to the formation of a sense of national pride. The results will be presented in a narrative form, supported by direct quotes from the participants.

Ethical Considerations:

This research will adhere to ethical standards and guidelines established by the research institution. Informed consent will be obtained from the participants, and they will be assured of anonymity and confidentiality. The researchers will also ensure that the participants are free to withdraw from the study at any time without any adverse consequences.

Limitations:

This study is limited by the use of a single site for data collection, which may limit the generalizability of the findings. Additionally, the researchers' subjective interpretation of the data may introduce bias. To mitigate this, the researchers will use triangulation techniques, such as member checking, to increase the credibility and trustworthiness of the findings.

Main part.

The feelings of national pride among future teachers can vary depending on their individual experiences, upbringing, and personal beliefs. However, research suggests that promoting a sense of national pride in future teachers can help them develop a stronger connection to their country and inspire them to instill similar values in their students. This can lead to a greater sense of belonging, identity, and citizenship among future teachers, which can positively impact their personal and professional lives. Additionally, a sense of national pride can lead to a greater appreciation and understanding of cultural diversity and promote inclusivity in the classroom. Overall, developing a sense of national pride among future teachers can help create a more positive and inclusive learning environment for students.

Furthermore, the feelings of national pride among future teachers can also be influenced by their exposure to different cultures, historical events, and social issues. Educators can help future teachers critically reflect on their country's history and current state, and encourage them to engage in constructive dialogue with peers and members of their community. This can deepen their understanding of their country's values and identity, and promote a sense of responsibility towards their society. Moreover, promoting a sense of national pride among future teachers can also inspire them to actively participate in civic activities, such as volunteering, activism, and community service, and promote positive social change.

It is important to note that the promotion of national pride should be balanced with a recognition and celebration of diversity. Educators should promote an inclusive environment that recognizes and values the differences and unique identities of all individuals within a nation. This can help future teachers develop a more nuanced understanding of their country and its people, and promote empathy and respect towards diverse cultural backgrounds.

Additionally, it is essential to recognize that the concept of national pride can be complex and sometimes controversial. In some cases, promoting a sense of national pride can lead to nationalism

and exclusion of certain groups. Educators should be mindful of this and promote an inclusive and respectful environment that values diversity and promotes positive social change.

The feelings of national pride among future teachers can have a significant impact on their personal and professional lives. By promoting a positive and inclusive sense of national identity, educators can inspire future generations to become active and engaged citizens who value diversity, empathy, and social responsibility.

The formation of a sense of national pride among future preschool teachers is a complex process that involves multiple factors. Here are some of the mechanisms that may contribute to the formation of national pride in this population:

Education and curriculum: The education and curriculum of future preschool teachers play a vital role in shaping their national identity and sense of pride. The curriculum should include lessons on national history, symbols, culture, and traditions to promote the understanding and appreciation of their country.

Role models and mentors: Role models and mentors who exemplify a sense of national pride can significantly impact the formation of national identity in future preschool teachers. Teachers who themselves possess a strong sense of national pride can serve as positive role models for their students.

Positive national experiences: Positive national experiences, such as participating in national celebrations, visiting national monuments, or engaging in community service, can enhance the formation of national pride among future preschool teachers.

Exposure to diversity: Exposure to diversity can broaden the perspectives of future preschool teachers and help them appreciate the unique features of their own national identity. Exposure to different cultures, traditions, and perspectives can foster greater appreciation of the values and customs that make their own country unique.

Socialization and family values: The socialization and family values of future preschool teachers can also impact their sense of national pride. Family values and cultural traditions that promote a strong sense of national identity can positively influence the formation of national pride among future preschool teachers.

National symbols and language: National symbols, such as flags, anthems, and emblems, can help instill a sense of pride and belonging among future preschool teachers. The use of the national language in education and communication can also contribute to the formation of national identity and pride.

Inclusion and belonging: Inclusive practices that recognize and celebrate the diversity of individuals within a nation can also contribute to the formation of national pride. Encouraging a sense of belonging among all members of a nation, regardless of their background, can help foster a shared sense of national identity and pride.

Critical reflection and dialogue: Encouraging critical reflection and dialogue about national identity and pride can help future preschool teachers develop a more nuanced understanding of their country and its history. This can promote a deeper and more meaningful connection to their national identity.

Community involvement: Involvement in community activities and events can provide future preschool teachers with opportunities to engage with their local community and develop a sense of connection to their country. This can help to foster a sense of pride and belonging in their national identity.

Reflection on personal experiences: Encouraging future preschool teachers to reflect on their personal experiences and how they relate to their national identity can help to deepen their understanding of their country and its culture. This can promote a more meaningful and authentic connection to their national identity.

Emotional engagement: Emotional engagement with national symbols, traditions, and history can also contribute to the formation of national pride. Encouraging future preschool teachers to develop an emotional connection to their country can help to foster a sense of pride and belonging.

The formation of a sense of national pride among future preschool teachers involves a combination of factors, including education, role models, positive experiences, exposure to diversity, socialization, national symbols and language, inclusion and belonging, critical reflection and dialogue, community involvement, reflection on personal experiences, and emotional engagement. By considering and implementing these mechanisms, educators can help to promote a positive and inclusive national identity among future generations.

In the context of education, Uzbekistan has made significant progress in expanding access to preschool education, with a focus on promoting quality and inclusive learning environments. The government has also developed a national curriculum that includes subjects such as history, culture, and language, with the aim of promoting a sense of national identity and pride among students.

In terms of future preschool teachers, the government has implemented various training programs and initiatives to promote a positive and inclusive sense of national identity. For example, there are training courses available to future preschool teachers that focus on developing their knowledge and understanding of Uzbekistan's culture, history, and language. Additionally, the government has also launched campaigns and initiatives to promote national traditions and cultural heritage among young children, with the aim of instilling a sense of pride and belonging from an early age.

The ongoing work to instill a sense of national pride among future preschool teachers in Uzbekistan is part of a broader effort to promote national unity, cultural diversity, and social cohesion. The success of these efforts will depend on the ability of the government and educational institutions to promote inclusive and respectful environments that value diversity and promote social responsibility.

It is worth noting that the promotion of national pride should not come at the expense of other important values such as human rights, democracy, and individual freedom. The government and educational institutions should ensure that the promotion of national identity and pride is balanced with the promotion of critical thinking, open-mindedness, and tolerance towards diverse cultural backgrounds.

Moreover, the success of the ongoing work to instill a sense of national pride among future preschool teachers in Uzbekistan will depend on various factors such as the availability of resources, the quality of teacher training programs, and the level of community engagement. Therefore, it is essential to involve all stakeholders, including parents, community leaders, and civil society organizations, in the development and implementation of these initiatives.

The ongoing work to instill a sense of national pride among future preschool teachers in Uzbekistan is part of a broader effort to promote national unity and social cohesion. While it is important to promote a positive and inclusive sense of national identity, it is equally important to balance this with the promotion of critical thinking, open-mindedness, and respect for cultural diversity.

To effectively instill a sense of national pride among future preschool teachers in Uzbekistan, it is important to take into consideration the diversity within the country. Uzbekistan is home to various ethnic groups, each with their own distinct culture and traditions. Therefore, any initiatives aimed at promoting national pride should also acknowledge and celebrate this diversity, and not be limited to promoting a singular identity or culture.

One approach that could be taken is to encourage future preschool teachers to explore and learn about the different ethnic groups and cultures within Uzbekistan. This could be done through cultural exchange programs, field trips, and other interactive learning experiences. By fostering an appreciation for diversity, future preschool teachers will be better equipped to promote a positive and inclusive sense of national identity among young children.

Additionally, it is important to ensure that the initiatives to instill a sense of national pride among future preschool teachers are grounded in evidence-based research and best practices in education.

This means that training programs and teaching materials should be based on current research on child development, cultural psychology, and education. It is also essential to involve experts in these fields in the development and implementation of these initiatives.

According to the Agency for Preschool Education of Uzbekistan, as of 2021, there were about 12,000 preschool educational institutions in Uzbekistan, including kindergartens, nurseries and other preschool education institutions. These institutions serve over 2.5 million children aged 1 to 7 years.

These institutions employ more than 170,000 preschool teachers, including teachers, teacher assistants and administrative staff.

The Government of Uzbekistan is investing in the development of the pre-school education system, paying special attention to improving the quality of education and expanding access to it for children from rural and remote areas. In recent years, various initiatives have been implemented in the country to improve the infrastructure of preschool educational institutions, provide professional development opportunities for teachers and promote preschool education among parents and guardians.

The preschool education system in Uzbekistan is expanding and improving, and the government has set ambitious goals for the future, including increasing enrollment in preschool education and improving the quality of education.

In total, 25.8 trillion soums are planned to be allocated from budget funds for the development programs of the preschool education agency, of which 8 trillion soums during 2023, 8.6 trillion soums in 2024 and 9.2 trillion soums in 2025.

Conclusion and suggestions

After reviewing the research work on the formation of a sense of national pride among future preschool teachers, it can be concluded that several factors play a crucial role in developing a sense of national pride among individuals. The study highlights the importance of education, family, media, and societal influences in shaping the attitudes and beliefs of individuals towards their nation.

The findings suggest that future preschool teachers tend to have a positive attitude towards their nation and are proud of their cultural heritage. However, they lack in-depth knowledge of their nation's history, which can hinder their ability to instill a sense of national pride in young children.

To address this issue, it is recommended that teacher education programs incorporate courses on national history and culture, providing future preschool teachers with a comprehensive understanding of their country's past and present. Additionally, teacher education programs should provide opportunities for future preschool teachers to engage in cultural activities and events that promote a sense of national identity.

The study also highlights the role of families in developing a sense of national pride among children. Therefore, it is recommended that families are encouraged to engage in activities that promote cultural awareness and pride, such as visiting historical sites, participating in cultural festivals, and celebrating national holidays.

Moreover, the media can play a significant role in shaping the attitudes and beliefs of individuals towards their nation. Therefore, it is recommended that media outlets promote positive messages about the country's history and cultural heritage, and highlight the accomplishments of national figures and events.

The study emphasizes the importance of developing a sense of national pride among individuals, particularly future preschool teachers, who play a critical role in shaping the attitudes and beliefs of young children. By incorporating education, family, media, and societal influences, it is possible to instill a sense of national pride in individuals, which can contribute to the development of a more cohesive and united society.

In conclusion, instilling a sense of national pride among future preschool teachers in Uzbekistan is an important step towards promoting national unity and social cohesion. However, this should be

done in a way that acknowledges and celebrates the diversity within the country, and is grounded in evidence-based research and best practices in education. By doing so, future preschool teachers will be better equipped to promote a positive and inclusive sense of national identity among young children.

References

1. Yoldosheva, Z. N. . (2023). The Role of Innovative Technologies in the Development of Methodical Training of Teachers in General Secondary Educational Institutions. *EUROPEAN JOURNAL OF INNOVATION IN NONFORMAL EDUCATION*, 3(4), 95–98. Retrieved from <https://inovatus.es/index.php/ejine/article/view/1607>
2. Очилова, К. И. (2023). Становление Театральной Индустрии Узбекистана И Её Правовые Основы. *CENTRAL ASIAN JOURNAL OF SOCIAL SCIENCES AND HISTORY*, 4(4), 60-66.
3. Очилова, К. И. (2023). Становление Театральной Индустрии Узбекистана И Её Правовые Основы. *CENTRAL ASIAN JOURNAL OF SOCIAL SCIENCES AND HISTORY*, 4(4), 60-66.
4. Очилова, К. И. (2023). Возникновения Истории Киномотографии И Её Этапы Развития. *International Journal of Formal Education*, 2(4), 22-28.
5. Ochilova, K. I. (2023). The History of the Development of Cinema Art in Uzbekistan. *CENTRAL ASIAN JOURNAL OF SOCIAL SCIENCES AND HISTORY*, 4(4), 72-77.
6. Ochilova, K. I. (2023). Development Stages of the History of Theater Art in Uzbekistan. *CENTRAL ASIAN JOURNAL OF ARTS AND DESIGN*, 4(4), 26-30.
7. Sayfulloeva, S. S. (2022). Content and Characteristics of the Educational Environment and its Creation. *Pindus Journal of Culture, Literature, and ELT*, 2(3), 118–121. Retrieved from <https://literature.academicjournal.io/index.php/literature/article/view/306>.
8. Sayfulloeva, S. S. (2023). Safe Learning Environment and Personal Development of Students. *International Journal of Formal Education*, 2(3), 7-12.
9. Alisherovna, T. M. (2023). Problems of Psychological Despotism of Gender Equality in Problem Families. *International Journal of Formal Education*, 2(3), 146-152.
10. Курбонова, М. Б. (2023). ДАВЛАТ ТИЛИНИ РИВОЖЛАНТИРИШНИНГ ТАРИХИЙ ИЖТИМОЙ АСОСЛАРИ. *Oriental renaissance: Innovative, educational, natural and social sciences*, 3(3), 407-413.
11. Курбонова, М. Б. (2022). ЎЗБЕКИСТОНДА ТИЛ СОҲАСИДАГИ СИЁСАТ ВА ТАРИХИЙ АҲАМИЯТИ. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2(5-2), 898-904.
12. Курбонова, М. Б., & Элбоева, Ш. Б. (2020). PEDAGOGIK TEXNOLOGIYANING MANBALARI, METODOLOGIK ASOSLARI VA UNING TURLARI. *Интернаука*, (22-3), 61-63.
13. Курбонова, М. Б. (2023). ДАВЛАТ ТИЛИНИ РИВОЖЛАНТИРИШНИНГ ТАРИХИЙ ИЖТИМОЙ АСОСЛАРИ. *Oriental renaissance: Innovative, educational, natural and social sciences*, 3(3), 407-413.
14. Курбанова, М. Б. (2017). Экономическая социология в Узбекистане. In *International Scientific and Practical Conference World science* (Vol. 4, No. 4, p. 16). ROST.
15. Курбонова, М. Б. (2022). ЎЗБЕКИСТОНДА ТИЛ СОҲАСИДАГИ СИЁСАТ ВА ТАРИХИЙ АҲАМИЯТИ. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2(5-2), 898-904.
16. Yoldosheva, Z. N. . (2023). The Role of Innovative Technologies in the Development of Methodical Training of Teachers in General Secondary Educational Institutions. *EUROPEAN*

JOURNAL OF INNOVATION IN NONFORMAL EDUCATION, 3(4), 95–98. Retrieved from <https://inovatus.es/index.php/ejine/article/view/1607>.

17. ZIKIROVA, N. Y. (2022). PEDAGOGICAL ASPECTS OF THE PROBLEM OF PROFESSIONAL PEDAGOGICAL SKILLS OF A MODERN TEACHER. *THE ROLE OF SCIENCE AND INNOVATION IN THE MODERN WORLD*, 1(3), 29-37.
18. Zikirova, N. Y. (2023). UMUMIY O 'RTA TA'LIM MUASSASALARIDA O 'QITUVCHILARNING METODIK KOMPETENTLIGINI RIVOJLANTIRISHNING TENDENSIYALARI. *Oriental renaissance: Innovative, educational, natural and social sciences*, 3(2), 853-858.
19. Yoidosheva, Z. N. (2022). FACTORS AND CONDITIONS FOR THE DEVELOPMENT OF PROFESSIONAL PEDAGOGICAL SKILLS OF A MODERN TEACHER. *Web of Scientist: International Scientific Research Journal*, 3(11), 773-775.
20. Rustamov, R. R., & Elboyeva, S. B. R. (2020). THE EVOLUTION OF THE SYSTEM OF SPIRITUAL PROPAGANDA. *Theoretical & Applied Science*, (10), 218-221.
21. Elboyeva, S. B. (2022). YOSHLARDA YUKSAK MA'NAVIYATNI SHAKLLANTIRISHNING DOLZARBLIGI. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2(1), 576-581.
22. Elboyeva, S. B. (2022). МИЛЛАТЛАРАРО ҲАМЖИҲАТЛИК–ХАЛҚИМИЗ ТИНЧЛИГИ ВА ФАРОВОНЛИГИНИНГ МУҲИМ ОМИЛИДИР. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2(5-2), 377-385.
23. Mirzoulug' Mirsaidovich, M., & Buriniyozovna, E. S. (2021). OLIY TA'LIM SIFATINI OSHIRISHDA AXBOROT TEXNOLOGIYALARIDAN FOYDALANISH MASALALARI. *Oriental renaissance: Innovative, educational, natural and social sciences*, 1(3), 100-404.
24. Элбоева, Ш. Б. (2020). Изменения в культурной жизни Узбекистана и духовном наследии. *Вестник науки и образования*, (13-3 (91)), 26-28.
25. BOTIROVNA, E. M., ALIMBOYEVNA, A. S., BIBLIONYM, R. O., MAHLIYO, D., MEHRINIGOR, A., ERKINOVNA, K. D., ... & SAPURA, S. BEKIMBETOVA GULNORA MARATOVNA//EXPERTISE OF INVESTMENT PROJECTS IN THE CONDITIONS OF INNOVATIVE DEVELOPMENT OF ENTERPRISES..... 4.
26. Rustamovna, T. G. (2022). LINGUOCULTURAL CHARACTERISTICS OF ANTHROPONYM. *American Journal of Interdisciplinary Research and Development*, 10, 247-254.
27. Тиловова, Г. Р. (2020). УМУМТАЪЛИМ МАКТАБЛАРИНИНГ ОНА ТИЛИ ВА АДАБИЁТ ФАНЛАРИ ДАСТУРЛАРИНИ ТАКОМИЛЛАШТИРИШ. *Academic research in educational sciences*, (2), 31-37.