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Title: EDUCATION OF PRESCHOOL EDUCATIONAL INSTITUTIONS IN THE SPIRIT OF NATIONAL PRIDE AND RESPECT FOR THE SPIRITUAL HERITAGE OF GREAT ANCESTORS

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EDUCATION OF PRESCHOOL EDUCATIONAL INSTITUTIONS IN THE SPIRIT OF NATIONAL PRIDE AND RESPECT FOR THE SPIRITUAL HERITAGE OF GREAT ANCESTORS

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Abstract: This article is based on the theoretical and pedagogical views of our great ancestors and statesmen, in particular, Abu Nasr Farabi and Abu Ali IbnSina on the upbringing of children in preschool education. The essence of reflexive education and its role in the pre-school educational process are analyzed.

Keywords: preschool education, oriental thinkers, educational process, reflexive approach, attitude to the past, conditions.

INTRODUCTION

Explaining the influence of Eastern thinkers on the widespread use of methods and techniques in the educational process in the education of the younger generation is relevant at every stage of the educational process. Eastern thinkers have revealed incomparable teachings and directions in the organization of the educational process. Abu Nasr al-Farabi (873-950) said: *"Education is the unification of theoretical qualities between peoples and cities, and education is the unification of innate qualities and practical professional qualities between these peoples"*. And educates a person, the trainee must voluntarily strive to acquire the necessary, mental and moral qualities – to be knowledgeable, to love truth and truthfulness, to be courageous, loyal to friends. He says that education is carried out only through words and learning, and education is carried out through practical work, experience, and believes that education consists of training every nation,

action, profession, consisting of practical skills of the nation. The scientist considers man to be the most perfect and mature end of world development. Accordingly, in his works, he emphasizes the need to educate and educate the person, and in this case, the expected goal of teaching methods is paramount.

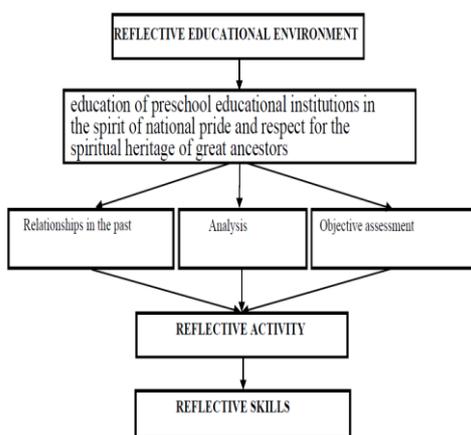
Abu Ali Ibn Sina (980-1037), like other thinkers, expressed his views on education in connection with his socio-philosophical views and interpreted them in his treatises. He dwells in the section "Teaching and educating a child at school" in his book *"Tadbirimanzil"* and describes the process of education and upbringing. "Educating children is the primary responsibility of the educator," he said. According to the thinker, he expressed his valuable views on child rearing and methods of upbringing. *"Raising a child is the family's main goal and responsibility"*, he said. *"A parent who is able to correct his or her own shortcomings can be an educator"*. It is emphasized that great

attention is paid to the upbringing of the child in a certain order from birth to standing.

Discussion and Results

In the process of spiritual and educational work aimed at educating students in the spirit of devotion to the Fatherland, national pride and respect for the spiritual heritage of great ancestors, the rich spiritual and cultural heritage of our people, oriental and universal values determine the future of the country. The application of a reflexive approach (analytical approach to the past, events and realities) to the process of inculcating in the hearts of young people the importance of friendship, solidarity, the need and essence of maintaining peace and stability in our country is of particular importance today.

Based on a reflexive approach to these processes, the creation of a reflexive educational environment implies the introduction of activities aimed at the analytical study of events and realities. In this regard, attention should be paid to the following model of the process of shaping the reflexive learning environment.



Based on this model, it can be said that the activity of analytical study of the past and reality is a reflexive activity in which students in the reflexive educational environment study, analyze and objectively evaluate past and present attitudes towards the studied concepts. In addition to imagination and solid concepts,

reflexive skills are formed. Hence, the basis of the reflexive educational environment created in preschool educational institutions is reflected in the reflexive activity. Reflexive activity is an activity of analytical thinking, in which analysis, cross-examination of events and phenomena, based on reliable and substantiated data, as well as on the basis of data analysis, secondary and direct factors related to a particular event and occurrence distinguishing between factors that cannot be influenced, and drawing conclusions based on the study and analysis of the interdependence and interdependence of the components of an event or reality. It is necessary to prevent ideological gaps in the minds of preschool children, to educate them in the spirit of love and devotion to the Motherland and to bring up a harmoniously developed generation that will serve the development of our country, to cover all aspects of educational processes. A reflexive approach is important in shaping and developing students' interest in the concepts, events or realities being studied in these educational processes. This is because in the process of a reflexive approach, there are favorable conditions for motivating students to analytical activities and the formation of reflexive skills in them.

The creation of a reflexive educational environment in preschool education serves to develop the personal initial understanding of students, to ensure their activity in the formation of interest in the subject and its importance, content. In the educational process in preschools, a reflexive approach allows students to form an idea about a particular concept, that is, to form, based on the study, analysis and objective assessment of the importance of the concepts studied, or to study, analyze and objectively evaluate past relationships. Interest in the study of our historical past and the formation of historical memory. The reflexive

educational environment organized in preschool educational institutions serves as an environment that creatively influences the formation and development of critical and analytical thinking skills in pupils. This is because in the process of a reflexive approach, learners draw conclusions based on an independent analysis and objective assessment of the content of the concepts being studied and their significance in the past and present.

The reflexive educational environment created in preschool educational institutions is based on the following: open and wide-ranging, sensitive and intolerant of problems in accepting the existing reality; analysis and objective evaluation based on comprehensive thinking; take into account their importance in the study of new concepts; analyze and compare the pros and cons of the relationship to these concepts; understanding the content and significance of concepts today; understanding the integrity and interdependence of all views, customs, traditions, values and cultures; to study events and realities that help to expand their worldview, to master what they do not know; it creates opportunities to overcome misconceptions, mistakes and difficulties, as well as to form a new worldview. The formation and development of analytical and critical thinking skills in students is based on reflexive processes, ie the ability to coordinate the activities of students in a reflexive learning environment and create the necessary conditions for analytical activities, ie to study, analyze and objectively evaluate the relationship between reality and concepts. includes creation.

One of the peculiarities of the reflexive approach is the organization of students' analytical activities and the formation of critical thinking skills. -encouragement, activism and encouragement and development of objective conclusions, broadening their worldview on the basis of the conducted analysis. In the process

of reflexive educational environment in preschool education, it is necessary to encourage students to engage in analytical activities and monitor their activities, analyze the results of analytical activities, coordinate and motivate the interaction between students.

Conclusion

Based on the introduction of a reflexive approach in preschool education, the creation of a reflexive educational environment is sufficient to form in students a rich idea of the past and future, motivate them to analytical activities and develop reflexive skills, develop students' personal understanding of homeland, independence and its meaning by illuminating the level, the formation of historical memory in them serves to create a sense of confidence in the future. Therefore, it is necessary to create conditions for the formation of a reflexive educational environment in preschool institutions, in which students learn about the past, respect our great ancestors, know their works and creations, our recent history, national traditions, customs, values and on the basis of a critical understanding of the attitude to our native language, to be able to understand the Motherland, independence and its meaning and significance, as well as an objective assessment of the conditions created today.

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