

European Journal of Research and Reflection in Educational Sciences

Volume 7 Number 12, 2019 PART I
ISSN 2056-5852



Progressive Academic Publishing, UK
www.idpublications.org

European Journal of Research and Reflection in Educational Sciences

Volume 7 Number 12, 2019 PART I
ISSN 2056-5852

Progressive Academic Publishing,
UK

www.idpublications.org

European Journal of
Research and Reflection in
Educational Sciences

(EJRRES)

Volume 7 Number 12, 2019 PART I
ISSN 2056-5852

Progressive Academic Publishing, UK
www.idpublications.org

Editor-in-Chief

Dr. Elizabeth Kilbride, UNITED KINGDOM

Editorial and Review Board

Dr. Md. Mokter Hossain, The University of Alabama, Tuscaloosa, USA

Dr. Fadzli bin Adam, Universiti Malaysia Terengganu, MALAYSIA

Dr. Alba Robert Dumi, Professor & Dean, Vlora University, ALBANIA

Dr. Jacob Mapara, Associate Professor, Great Zimbabwe University, ZIMBABWE

Kunyuan Qiao, Graduate Research Assistant, Peking University, Beijing, CHINA

Dr. Abdelhamid Nabil Deghidi, Lecturer, Majmaah University SAUDIA ARABIA

Dr. Abbas Ali Zarei, Imam Khomeini International University, Qazvin, IRAN

Dr. Faheem Ahmad, Research Scientist, North-West University, SOUTH AFRICA

Abdussalam Shibani, Lecturer, Coventry University, UNITED KINGDOM

Abbas Rahdar, Head, Department of Physics, University of Zabol, Zabol, IRAN

Dr Abdul Jaleel Kehinde Shittu, Senior Lecturer, Universiti Utara Malasia, MALAYSIA

Ali I.Al-Mosawi, Technical Institute of Babylon, IRAQ

Dr. Mohammad Hadi Dehghani, Tehran University of Medical Sciences, Tehran, IRAN

Dr. Gehad Mohamed Saleh, Professor of Geology, Nuclear Materials Authority (NMA), Cairo, EGYPT

Dr. Kasi Eswarappa, Centre for Women Development and Gender Studies, National Institute of Rural Development (NIRD), Rajendranagar, Hyderabad, INDIA

Dr. Mohammed Viquaruddin, Assistant Professor, Deogiri College, Aurangabad, INDIA

S. Kannan, Ph.D. Research Scholar, Department of History, Annamalai University, Annamalainagar, Tamil Nadu, INDIA

Dr. Pragnesh B. Parmar, Smt. B.K. Shah Medical Institute and Research Center, Vadodara, INDIA

Dr. Gunvanti B. Rathod, Smt. B.K. Shah Medical Institute and Research Centre, Vadodara, INDIA

European Journal of Research and Reflection in Educational Sciences (EJRRES) is a peer-reviewed research journal published by Progressive Academic Publishing, UK. The journal is indexed with Google Scholar, ROAD Directory of Open Access Resources, UK and Impact Factor International, UK. For this journal we welcome manuscripts in the following areas:

Teaching and Learning, Learning Theories and Teaching Methodologies, Educational Psychology, Philosophy of Education, Sociology of Education, Special Education, Literacy, Primary, Secondary and Higher Education, Educational management, Leadership and Management, Educational Research, Curriculum and Instruction, Educational Change, Teacher Education, Pre-service and In-service Teacher Education, Teaching Practice and Internship, Professional Development of Teachers, Teacher Educator and Trainer Trainers, Distance Education, Teacher Education through Distance Education, Virtual Education, Investment in Education and ant other areas related to Educational Studies.

How to Submit Manuscripts: Manuscripts can be submitted online through our website www.idpublications.org. Alternatively, authors can submit manuscripts as an email attachment to: editor@idpublications.org.

Publisher's Address: Progressive Academic Publishing, Somerset House, Birmingham Business Park, Birmingham, United Kingdom, Post Code: B37 7BF.

Website: www.idpublications.org

Email: editor@idpublications.org

European Journal of Research and Reflection in Educational Sciences

Volume 7 Number 12, 2019 PART I
ISSN 2056-5852

Articles in this issue

1. Kim, C. W., Park, M. S. & Huh, M. K. (2019). A study on the self-leadership of non-commissioned officer academy students. *European Journal of Research and Reflection in Educational Sciences*, 7 (12), 1-10.
2. Tulepbergenovna, K. F. (2019). The role of psychology in formation of lexical skills. *European Journal of Research and Reflection in Educational Sciences*, 7 (12), 11-14.
3. Loan, T. T. T. (2019). STEM education in Taiwan – lessons learned for Vietnam. *European Journal of Research and Reflection in Educational Sciences*, 7 (12), 15-21.
4. Maxmutovna, T. X. (2019). Influence of mass culture on the formation and development of the spiritual and moral image of the young generation. *European Journal of Research and Reflection in Educational Sciences*, 7 (12), 22-25.
5. Raupovna, X. R. (2019). The formation of professional speech of students in the learning process at the university. *European Journal of Research and Reflection in Educational Sciences*, 7 (12), 26-30.
6. Makhmudovich, Y. M. (2019). Experiences and challenges of future teacher training in value approach Assos. *European Journal of Research and Reflection in Educational Sciences*, 7 (12), 31-36.
7. Norbekova, B. (2019). In the science of psychology, the formation of ethnopsychological features and stereotypes of a person. *European Journal of Research and Reflection in Educational Sciences*, 7 (12), 37-39.
8. Rakhmonqulova, X. (2019). The role of Uzbek people's oral creativity in the development of speech skills in pre-school educational institutions. *European Journal of Research and Reflection in Educational Sciences*, 7 (12), 40-42.
9. Gulbahor, K. (2019). Pedagogical-psychological basis for the development of creative and intellectual abilities of children of preschool age. *European Journal of Research and Reflection in Educational Sciences*, 7 (12), 43-45.
10. Ismatulla, K. (2019). Music spiritual education of students at the influence of art. *European Journal of Research and Reflection in Educational Sciences*, 7 (12), 46-48.
11. Sadiqovna, U. M. (2019). Application of phytonyms in the works of Alisher Navoi. *European Journal of Research and Reflection in Educational Sciences*, 7 (12), 49-52.

12. Khamraqulovna, K. N. & Normukhammedovich, A. M. (2019). Methods and ways to develop the musical feelings of students in the lessons of music culture. *European Journal of Research and Reflection in Educational Sciences*, 7 (12), 53-55.
13. Djaniev, E. (2019). Modern solutions to axiological modernization of educational process. *European Journal of Research and Reflection in Educational Sciences*, 7 (12), 56-59.
14. Kosimova, U. (2019). Methods of using electronic educational resources in the study of trigonometry. *European Journal of Research and Reflection in Educational Sciences*, 7 (12), 60-64.
15. Allaberdieva, K. (2019). The main neuropedagogic possibilities of formation at children of senior preschool age of creative activity. *European Journal of Research and Reflection in Educational Sciences*, 7 (12), 65-67.
16. Turgunova, A. (2019). Gerontopedagogy – education, practice, problems and solutions. *European Journal of Research and Reflection in Educational Sciences*, 7 (12), 68-71.
17. Smirnova, S. S. (2019). Development of methodological competence of teachers for SDG 4 'quality education'. *European Journal of Research and Reflection in Educational Sciences*, 7 (12), 72-77.
18. Nishonova, M. (2019). Development of reflexive culture in students on the basis of acmeological approach. *European Journal of Research and Reflection in Educational Sciences*, 7 (12), 78-81.
19. Abdumajidovna, S. N. (2019). Teaching reading and vocabulary in foreign language. *European Journal of Research and Reflection in Educational Sciences*, 7 (12), 82-87.
20. Narziqul o'g'li, S. I. (2019). Conflictological competence and its scientific and theoretical analysis. *European Journal of Research and Reflection in Educational Sciences*, 7 (12), 88-91.
21. Eshchanov, R. et al. (2019). Priority challenges of education sector reforms in modernizing Uzbekistan. *European Journal of Research and Reflection in Educational Sciences*, 7 (12), 92-97.
22. Sitorabegim, M. (2019). Use of communicative culture and semantic structures in English lessons for ESP learners. *European Journal of Research and Reflection in Educational Sciences*, 7 (12), 98-101.
23. Ochilovich, B. G. (2019). The structure of the extensive curriculum is the basis of the effectiveness of the education. *European Journal of Research and Reflection in Educational Sciences*, 7 (12), 102-106.
24. Kupaysinovich, K. K. (2019). Interpretation of students' patriotic issues in oriental pedagogy. *European Journal of Research and Reflection in Educational Sciences*, 7 (12), 107-111.
25. Ibragimovna, K. N. (2019). Concept of improvement of professional methodical preparation of future chemistry teacher in the process of studying the biochemistry course. *European Journal of Research and Reflection in Educational Sciences*, 7 (12), 112-115.
26. Umirzakovna, R. M. (2019). Methods of increasing students' activity in teaching informatics. *European Journal of Research and Reflection in Educational Sciences*, 7 (12), 116-119.

27. Khadjieva, I. & Khadjikhanova, S. (2019). Flipped classroom strategy effects on students' achievements and motivation: evidence from CPFS level 2 students at WIUT. *European Journal of Research and Reflection in Educational Sciences*, 7 (12), 120-130.
28. Dilmurodovich, S. O. (2019). Developing ideological competence against ideological threats on higher education institutions' students. *European Journal of Research and Reflection in Educational Sciences*, 7 (12), 131-136.
29. Park, M. S. & Huh, M. K. (2019). Effect of self-esteem, major selection motivation, and communication on non-commissioned officers and students. *European Journal of Research and Reflection in Educational Sciences*, 7 (12), 137-146.
30. Jabborovna, B. S. (2019). About the development of children's communicational ability in preschool age. *European Journal of Research and Reflection in Educational Sciences*, 7 (12), 147-151.
31. Ekechukwu, R. O. & Abaa, A. E. (2019). Efficacy of cognitive behaviour therapy on excessive test anxiety reduction in secondary schools in Port Harcourt metropolis of rivers state, Nigeria. *European Journal of Research and Reflection in Educational Sciences*, 7 (12), 152-160.
32. Barno, T. (2019). Selecting teaching approaches in teaching English to young learners. *European Journal of Research and Reflection in Educational Sciences*, 7 (12), 161-168.
33. Uraimova, M. (2019). Teacher's professional skill as an important factor in improving educational occupation. *European Journal of Research and Reflection in Educational Sciences*, 7 (12), 169-174.
34. Mamurova, F. I. (2019). Development of professional community of teachers based on innovative methods. *European Journal of Research and Reflection in Educational Sciences*, 7 (12), 175-176.
35. Rashidovna, V. F. (2019). Ensuring continuity in the training of future professionals in the education system. *European Journal of Research and Reflection in Educational Sciences*, 7 (12), 177-183.
36. Akmaljonovich, K. J. (2019). The necessity of developing intellectual culture of students by the subject of philosophy. *European Journal of Research and Reflection in Educational Sciences*, 7 (12), 184-187.
37. Yarashev, J. T. (2019). Research on Bukhara music heritage through axiologic features. *European Journal of Research and Reflection in Educational Sciences*, 7 (12), 188-191.
38. Umirzakovna, R. M. (2019). The methods of developing the cognitive activity of students based on computer science and information technology. *European Journal of Research and Reflection in Educational Sciences*, 7 (12), 192-195.
39. Sharipjonovich, U. O. (2019). Integration of higher education of the republic of Uzbekistan and foreign states. *European Journal of Research and Reflection in Educational Sciences*, 7 (12), 196-199.
40. Karimovna, B. K. & Kushayevich, K. K. (2019). Development of physical culture and sports as the main factor social development of the young generation. *European Journal of Research and Reflection in Educational Sciences*, 7 (12), 200-204.

41. Kurbonovich, A. O. & Narzulloyevich, S. R. (2019). Methods of organizing and conducting athletic training. *European Journal of Research and Reflection in Educational Sciences*, 7 (12), 205-208.
42. Sadriddinovna, A. O. (2019). Developing children's dictionary through a multimedia tools. *European Journal of Research and Reflection in Educational Sciences*, 7 (12), 209-211.
43. Saidovna, S. S., Maxmudovna, N. M. & Ismailjanovna, R. M. (2019). Teaching reading children at primary school. *European Journal of Research and Reflection in Educational Sciences*, 7 (12), 212-216.
44. Nurjamol, O. et al. (2019). The introduction of modeled training means in sprinter training system. *European Journal of Research and Reflection in Educational Sciences*, 7 (12), 217-219.
45. Yakhshieva, Z. & Yakhshieva, M. (2019). Ecotourism as a subsystem of tourism in Uzbekistan. *European Journal of Research and Reflection in Educational Sciences*, 7 (12), 220-223.
46. Mukhitdinova, N. (2019). Modernist features in a portrait of the artist as a young man by James Joyce. *European Journal of Research and Reflection in Educational Sciences*, 7 (12), 224-227.
47. Abdimannobovna, M. L. et al. (2019). Ways to use multimedia in modern school education. *European Journal of Research and Reflection in Educational Sciences*, 7 (12), 228-231.
48. Zarnigor, B. & Ruzikulovna, S. D. (2019). Views of the great thinkers of the east about education and perfection of human. *European Journal of Research and Reflection in Educational Sciences*, 7 (12), 232-235.
49. Sulaymonov, I. (2019). Bobur's point of view on the history of the past and ordeal. *European Journal of Research and Reflection in Educational Sciences*, 7 (12), 237-240.
50. Rakhimova, I. (2019). Problematic education and the importance of using it in primary school reading classes. *European Journal of Research and Reflection in Educational Sciences*, 7 (12), 241-245.
51. Mekhritdinovich, U. A. (2019). Formation and development of patriotism among students in the institution of higher education. *European Journal of Research and Reflection in Educational Sciences*, 7 (12), 246-250.
52. Baxtiyorovich, H. S. (2019). Open and closed image of literary space in lyrics. *European Journal of Research and Reflection in Educational Sciences*, 7 (12), 251-255.
53. Narzullevna, K. V. (2019). Modal words and speech structures in the sense of "really". *European Journal of Research and Reflection in Educational Sciences*, 7 (12), 256-262.

Progressive Academic Publishing, UK
www.idpublications.org

FORMATION AND DEVELOPMENT OF PATRIOTISM AMONG STUDENTS IN THE INSTITUTION OF HIGHER EDUCATION

Uzakov Asliddin Mekhritdinovich

Lecturer, Bukhara State University, Bukhara, Uzbekistan.

E-mail address: article_02@mail.ru

ABSTRACT

In this article highlights the implementation of certain work with students to educate them in the spirit of patriotism, respect for national traditions and values. It reflects the conducted research in this direction.

Keywords: Patriotism, personality, patriotic education, formation, development, methods, methodology.

INTRODUCTION

During the years of independence, our country carried out to educate young people in the spirit of patriotism, respect for national traditions and values, the formation of spiritually developed and physically healthy generation, the protection of the rights and interests of young people. However, in modern conditions the priority importance of patriotic education increases due to the following circumstances:

- firstly, the strengthening of global geopolitical competition of the leading world powers in the context of the growing crisis, which requires systemic measures to strengthen the territorial, cultural, political and economic sovereignty of the Republic;

- secondly: the country's need to consolidate society, increase its defense capability, prestige in the minds of the population, the improvement of all spheres of society, the formation of civil society;

- thirdly: the lack of efficiency of individual institutions of education, due to the lack of effective performance of pedagogical technologies.

The Law of the Republic of Uzbekistan "On state youth policy" (2017) adopted for the purpose of radical improvement of activities in this area has created a solid legal basis for the education of harmoniously developed, self-thinking, initiative and energetic young people who are able to take responsibility for the future of our country, to use their potential in the interests of the people as well as the realization of their intellectual and creative potential.

It should be noted that the Strategy for action in five priority directions of development of the Republic of Uzbekistan in the years 2017-2021 defined a number of important new tasks to increase active youth participation in the reform process to build a democratic state and civil society.

The theoretical analysis of the source base allows us to identify the main approaches to the study of the problem of patriotism as a system of integrative quality of personality and patriotic education as an independent direction of education: research M.Kuranov, M.Makhmudov, A.Muhammadjonov, O.Fayzullayev, O.Jalilov, M.Khayrullyaev, A.Erkayev, M.Rajabov, etc., devoted to the essence of patriotism; S.M.Kodirov, S.Nishonova, U.Makhkamov, O.Khasanboyeva, Sh.Koraev, K.Karimbekov and others reveal the theoretical aspects of patriotic consciousness, consider the issues of patriotic education in relation to different social groups.

Materials and methods

The analysis of existing scientific approaches in the study of problems of patriotism indicates the existence of different positions in their understanding, exactly: S.M.Kodirov, S.Nishonova, U.Makhkamov and others consider patriotism “moral principle”, O.Musurmonova, Sh.A.Abdullayev, M.H.Makhmudov and others ”moral category”, N.P.Egorov, L.R.Bolotina, T.A.Ilyina, T.N.Malkovskaya, I.S.Marienko, Y.P.Sokolnilov, A.D.Soldatnikov and others, - “complex moral quality”, G.I.Shukina – “feature of morality”, I.F.Kharlamov – “set of moral feelings and traits behavior”, L.I.Mishchenko – “a collection of feelings, principles, and properties”, S.S.Khayrulin – “part of person's spirituality”.

The analysis of these approaches showed that methodological and methodical aspects of patriotic education were developed in the framework of pedagogy of general secondary education and are not sufficiently developed in higher education.

Developed and existing at the present time, the theoretical foundations and models of Patriotic education are systems mainly focused on the traditional cycle of education, poorly taking into account the modern normative legal aspects of Patriotic education, youth policy and motivations of students.

Current state of research is characterized by: lack of the patriotic upbringing in the institution of higher education (according to expert estimates the effects of institutions on patriotic education of youth occupies the last position after family and school); the lack of the teaching staff of clear state-value guidelines in solving pedagogical problems of Patriotic direction; the unformed educational space of patriotic-oriented education of the institution of higher education, which is still a disparate elements of the system training and education, created in previous years and not yet adapted to solve new problems in the light of the new educational paradigm; weak motivational and technological readiness of teachers to patriotic and other areas of education, the lack of verified and effective technology; insufficient development of qualitative indicators to assess the formation of patriotism among students.

The study raises the following questions: What model and the corresponding technology of patriotic education in the higher education students can give the best results? Does patriotism itself, as the most important unifying spiritual and practical regulator of social life, contribute to increasing the efficiency of the entire process of educating the students in the institution of higher education?

In this regard, there is a contradiction between the objective need to improve the patriotic education of higher education students on the basis of program-target modeling in accordance with the task of “turning educational institutions into centers of Patriotic education of youth” and the lack of development of this problem in theory and practice.

Formation and development of patriotism among modern youth, including students of higher education, is one of the most important tasks of modern education. The solution of this problem requires scientists and researchers not only to search for new forms and methods of educational activity, but also the use variety of scientific methodological basis for the study of patriotism and the process of patriotic education.

The aggravation of the international and military-political situation required the political leadership of the state to reconsider the attitude to patriotism and patriotic education of the citizens of Uzbekistan, giving patriotism the status of “national idea”[2]. Nowadays patriotism is considered as “love to the Motherland, devotion to the Fatherland, aspiration to serve its interests and readiness, up to self-sacrifice, to its protection”[4]. In the Republic of Uzbekistan by the Cabinet of Ministers of 23.02.2018. №140 approved the concept of education of youth in the military-patriotic spirit, as well as the program of measures for its implementation. The concept is developed on the basis of priority directions and principles of the state youth policy and defines actual tasks in the modern period of globalization, conditions of intensive development of information and communication technologies.

The concept is an integral part of the unified educational system, which pays attention to the close connection with the real socio-political changes in the life of Uzbekistan. The main content of the document is devoted to the formation of young people from early childhood basic concepts and patriotic feelings to protect and glorify the Motherland, devotion and readiness to fulfill their civil duty and constitutional duty to protect public and state interests. Leading scientists of the sphere of patriotism [4,5,6,7] noted the increase in the modern conditions of the consolidating power of patriotism, the increasing strengthening of its influence on the cultural development of the individual, the formation of youth, higher education students under its influence as active builders of a new, democratic state and reliable defenders, both in peace and wartime. At the same time, the analysis of scientific literature [4,5,6,7,8] shows that now in the interests of formation and development at students of military-patriotic education opportunities of the culturological approach is not in full force used.

Result and discussion

In our opinion, for the development of students' military-patriotic education it is advisable to use the mechanisms of education:

- education of youth in the spirit of the national idea and devotion to the Motherland, penetration into his heart and consciousness of the sense of protection of the Motherland, which is an honorable and sacred duty of citizen;
- awakening feelings pride for national heroes our ancient history and culture, selflessly fought for independence and prosperity favorite the Motherland, nurture desires be dignified their, strengthening confidence in strength and grievances about our army;
- formation of the concept that our army needs physically and spiritually prepared youth, that the protection of the Motherland is a sacred duty for every citizen of Uzbekistan;
- in assessing global and regional processes, the development of youth skills is always based on our national interests, ideological immunity to various internal and external threats;
- education of young people capable in any situation to make operational and independent decisions, effective use of military equipment;
- awareness of the youth on life examples of the fact that devotion to the Motherland is requirement of today and it is always required to be ready to protect the interests of Uzbekistan not only in the military, but also in other areas.

In this regard, it is important to determine the system, principles, methods and forms, stages and directions, the procedure for assessing the effectiveness of education of youth in the military-patriotic spirit.

This circumstance prompted to targeted study. The developed strategy and logic of the pedagogical experiment required an ascertaining experiment to reveal the initial state of patriotism among students of higher education. 568 students of different faculties of higher education institutions of the Republic were involved in carrying out such experiment. Diagnostics of initial level of patriotism of students was made by means of the approved techniques and tests and also the author's questionnaire.

To assess the cognitive component of patriotism of higher education students was used modified test of knowledge assessment "Military-Patriotic themes of Uzbekistan", "History, traditions, culture and achievements of the Republic of Uzbekistan", "Temurbeklar", "Burgutlar". The tests contain 16 questions, the answers to which were evaluated by respondents on a five-point system. The results of the test on the modified method of assessment of knowledge shows that the vast majority of students of 1-2 courses of non-pedagogical universities the level of knowledge on the history, traditions, culture and achievements of Uzbekistan corresponds to the average and is 73.7 %.

At the same time, 17.5% of respondents have a weak level of knowledge and correspond to a low indicator. And only students of pedagogical University revealed a high level of knowledge-

88.7 %. According to the results of individual interviews it was possible to establish that all of them are excellent students and are members of the asset faculties. The study of the respondents' answers showed that they all consider themselves patriots of the Fatherland (100 %); the majority of students are proud that they are citizens of Uzbekistan and claim that in General they have formed an active civil position, a sense of civil duty and a willingness to defend the sacred borders of the Fatherland (4 points). Students evaluate their knowledge of the history of Uzbekistan quite high-4.5 points; at the same time they evaluated their knowledge of the most important achievements of the Republic by 4.15 points. The question "I respect the languages and culture of other nationalities" was evaluated by only 2.99 points, which shows the need to strengthen attention in the process of education to this element of Patriotic activity. Students are respect and proud of the culture of Uzbekistan, its diversity, greatness and importance (3.11 points). At the same time, the question "I always feel unity with the people and I am proud of them" received the lowest rating - only 2.78 points. Enough detailed information was obtained with the help of a modified method of diagnosis of socialization of students.

The analysis of students' answers shows that the highest average score was obtained on such issues as: respect for the policy of the state, pride in national culture and belonging to their nationality, respect for the history, culture, traditions of their homeland, awareness of the greatness and glory of the native country, its role in world history, knowledge and respect for the laws of the state, their civil rights and duties, acceptance of spiritual and moral values of society. Averages were obtained on such questions as respect and love for their people and respect for the representatives of other nations. At the same time, the answers of the majority of students reliably show that they study national culture, traditions and customs of Uzbekistan very poorly and haphazardly, which indicates the lack of self-education and self-learning skills. At the same time, the answers of 29.7% of students correspond to low indicator, which indicates a lack of active participation of these students in patriotic activities. As a rule, they do not show activity at various events of the higher education, and also evade under various pretexts from specific assignments and tasks, do not show proper initiative. Among the participants of the experiment, 38.2% of the answers correspond to high indicator, which indicates the active participation of students in this group in patriotic and socio-political work. One of the studied questions was to determine the degree of formation of students' patriotic qualities. In the process of the survey and individual interviews with students examined:

- students' understanding of the essence of the patriotic qualities,
- what qualities students relate to the Patriotic,
- have each student and the level of formation of patriotic qualities,
- intentions of self-improvement patriotic qualities.

According to the results of interviews and surveys, it was found that students of pedagogical universities to patriotic qualities include: love for the Fatherland, love for his family and his home; love for the environment, the land on which he was born and lives; a sense of belonging to the history and traditions of the Fatherland and its armed forces; the need and responsibility for the security of the Fatherland; loyalty to the Fatherland and the people of Uzbekistan; pride in the heroic history of Uzbekistan; discipline and diligence; determination; courage; gallantry; firmness; honesty; tolerance to representatives of other peoples and religions. According to the identified list of patriotic qualities, students were asked to assess their own qualities on a five-point system (from 1 to 5).

The analysis of the results shows that the love for the Fatherland, love for your family and your home, love for the environment, to the land on which students were born and live, they rated high 4.7, 4.8 and 4.9, respectively. This allows us to judge a fairly high level of patriotism of students, the expression of which is understood and manifested in their love for family, Homeland and native land. Students unanimously rated the level of their honesty at 4 points, which speaks as the understanding of students that patriot is an honest, truthful, conscientious

and law-abiding citizen. Among the leading qualities of patriot, students distinguish loyalty to the Fatherland and the people of Uzbekistan (4.1 points); discipline and diligence (3.88 points). To the middle group of patriotic qualities were attributed: resistance, need and responsibility for the security of the Fatherland, courage, pride in the heroic history of the country, determination, courage, which suggests a significant component in the patriotism of students as true citizens of the country.

CONCLUSION

Thus, the experiment made it possible to establish that the current system of patriotic education in the higher education as a whole is effective. However, some shortcomings in the activities of the teaching staff, manifested in the enthusiasm for mass events of patriotic orientation, underestimation of the possibilities of individual work with students, the lack of specific measures for the development of patriotic qualities of students, improvement of personal patriotic position, the use of opportunities for self-education. All this suggests the need to organize a purposeful educational process to form the expansion of patriotic knowledge of students, enhance their patriotic activities, development and improvement of their patriotic qualities, which will significantly increase the level of patriotism of each student.

REFERENCES

- [1]. Constitution of the Republic of Uzbekistan. -Tashkent, 1992.
- [2]. Law of the Republic of Uzbekistan “On state youth policy”. -Tashkent, 2017.
- [3]. Strategy of actions in five priority directions of development of the Republic of Uzbekistan in 2017-2021.
- [4]. Resolution of the Cabinet of Ministers of 23.02.2018 № 140 “Concept of education of youth in the military-patriotic spirit”. -Tashkent, 2018.
- [5]. Mirziyoyev Sh.M. Together we will build a free, democratic and prosperous state of Uzbekistan. -Tashkent: Uzbekistan, 2017. -56 p.
- [6]. Kuranov M. On the main directions of the content of civil and patriotic education of students. -Tashkent: Spirituality, 2016. -180 p.
- [7]. Makhkamov U. Formation of patriotism among students of secondary schools. -Tashkent: Finance, 2009. -178 p.
- [8]. Makhmudov M.H. Formation of national consciousness among students of pedagogical universities // Pedagogical skill, 2016, №5. -17-18 p.
- [9]. Musina V.E. Patriotic education of schoolchildren: educational and methodical manual. Belgorod: PH “Belgorod” NIU “BelSU”, 2013. -156 p.
- [10]. Khasanbayeva O. The formation of patriotic qualities of pupils of younger school age. -Tashkent: Star, 2015. -122 p.
- [11]. https://www.norma.uz/novoe_v_zakonodatelstve/pravitelstvo_utverdilo_koncepciyu_vo_ennopatrioticheskogo_vospitaniya_molodeji