

## THE ESSENCE OF THE DEVELOPMENT OF NATIONAL CHARACTERISTICS IN STUDENTS THROUGH WORKS OF ART

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### Abstract

In this article, the possession of national character qualities serves the perception of national identity. And the understanding of national self is about ensuring that the individual is not dependent on others, is not subject to others and his rights are not infringed, and the person who is not subject to others is free, independent and able to demonstrate his potential in all spheres of social life, the free and independent activities of citizens, which in turn lead to the creation of material and spiritual wealth that will ensure the development of society.

**Keywords:** character, national character, self-awareness, mentality, adolescent, work of fiction.

### Introduction

The development of any society is determined, first of all, by the spiritual and moral maturity of its citizens, the possession of productive potential. And in the conditions of market relations, it is even more important that they have a high level of intellectual ability, skills in establishing relationships between social subjects, as well as creativity and social activity in the organization of professional and everyday activities. Consequently, market relations based on strong competition do not allow entities lacking qualities such as the above to find their place in society.

Having gained national independence of the Republic of Uzbekistan gave the right to take its place in the ranks of the world community and to express itself. Now, the social goal is to seek opportunities for the full use of this right, strengthen national independence and enrich it with new achievements. Achieving this goal will ensure a fully mature and harmonious education of the younger generation.

In the era of globalization and digitalization of information, there is a need not to lose vigilance in educating young people, including schoolchildren. Indeed,

the information environment, which is becoming increasingly relevant and cannot be controlled, the convergence of cultures of different nationalities and the Western culture that conquers the minds of young people under the name of "mass culture" are taking the place of national values. As a result of this, in the psyche and character of young people, qualities alien to the ideas of national morality are noticed. In this regard, the issue of the formation of national qualities in the younger generation, as well as the use of the possibilities of fiction, acquires a special urgency.

## Methodology of the study

In many sources, it is stated that the study of the national mentality of an individual or society, a nation, a particular community or individual requires a cautious approach. Indeed, "Any attempt to define mentality only by the size of a nation, the richness or poverty of its history, its dependence, its subordination, whether it belongs to the capitalist formation or not, can lead to serious errors. In order to determine it, it is necessary to take into account and compare it with other nations, the conditions in which this nation lived, the historical period, its past, its psyche and a number of other aspects must be studied. Approaching these issues on the basis of official indicators (the number of troops, the quantity and quality of weapons and weapons, the traceability of the state machine, etc.), in the post-World War II period a number of great powers (France, USA, Russia) faced a lot of unforeseen difficulties, after many years of fighting, they could not achieve victory, and were forced to leave Algeria, Vietnam, Afghanistan along with other territories."<sup>1</sup>

In the context of globalization, the Uzbek national mentality emphasizes the need to "seriously think about the practical role of these features in complex conditions, where external risks increase."<sup>2</sup> Because, in a context of increased external pressures and internal threats, they are taught that "with simplicity, with superficial concepts, it is impossible neither to resist nor to fight<sup>3</sup>."

<sup>1</sup> Мустақиллик: Изоҳли илмий-оммабоп луғат / Муаллифлар: М. Абдуллаев ва бошқ. Р.Рўзиев ва Қ.Хоназаров умумий таҳририда. – Т.: Шарқ нашриёт-матбаа концерни, 2006. – 192-б.

<sup>2</sup> Бекмуродов М.Б., Бегматов А. Миллий менталитет ва раҳбар маънавияти. – Т.: "Адолат" нашриёти, 2003. – 77 б.

<sup>3</sup> The manuscript. – 8th.

The authors, including M. Bekmurodov, A. Begmatov, consider it expedient to develop pragmatic, existential, rational features in the Uzbek mentality in the context of global informatization, generalization of national cultures.

In the 70s of the XIX century, the doctrine of "pragmatism", widespread in the United States, promotes the idea that "in practice it is necessary to attach more importance to what is most useful to a person."<sup>4</sup> Action, expressing the meaning of striving (from the Greek "pragmatis"), expresses the acquisition of certain benefits, interests through action, the purposeful efforts, activities of an individual bring him benefit in accordance with his work. The Western man is individualistic by nature, and the interest factor activates all his actions, while the active individual acts as the main criterion for his efforts. In our country, the pursuit of personal benefit is considered to be more self-centered than others, and is regarded as a factor that alienates a person from the community, makes him supposedly selfish<sup>5</sup>. The idea of pragmatism, founded by Charles Pierce in the United States and European countries, is considered useful, effective for business, as well as for any activity<sup>6</sup>.

## Analyses and Results

"Existentialism" (lat. The concept of "exsistentia" – "existence") puts forward the idea that everyday life is "the first basis of life", "the essential condition of human existence", "the adaptation of a person to external (objective) conditions", "the ability to manifest individual abilities".<sup>7</sup> "Market relations require a conscious approach to everything, a rational approach. Excessive tolerance limits habits to a certain extent, such as greed, greed, and a tendency to spend too sparingly. A rational approach to everything is gradually becoming the main principle of life. The existentialist approach is the force that encourages man to constantly realize and feel himself as a conscious, alert, alert, living, rational being. This approach includes in a person the ability to constantly renew himself, adaptability to external conditions, self-preservation, and the need for

<sup>4</sup> Uzbek tilining izoli lugati. N – Tartibli / 5 years. In the third year. A. Madvaliev taxriri ostida. – T.: "Uzbekistan National Encyclopedia Davlat ilmiy nashryoti, 2007. – p. 306.

<sup>5</sup> Бекмуродов М.Б., Бегматов А. Миллий менталитет ва раҳбар маънавияти. – Т.: "Адолат" нашриёти, 2003. – 9-6.

<sup>6</sup> Фалсафа. Қомусий луғат / Масъул муҳар. Қ. Назаров. – Т.: Ўзбекистон Файласуфлар миллий жамияти нашриёти. 2004. – 264-265-6.

<sup>7</sup> The Great Psychological Encyclopedia / The most complete modern edition. More than 5000 psychological terms and concepts. Moscow, Eksmo Publ., 2007. – 511-b.; Bekmurodov M.B., Begmatov A. Milliy mentalitet va ragbar manaviyati. – T.: "Adolat" nashriyoti, 2003. – 9-10-b.

regular improvement. The existentialist approach calls on the individual to get rid of conformism, that is, to get rid of conformism, excessive contentment, indifference and indifference, to stand firmly and steadily in his word, his point of view, beliefs. This trait also embodies a sense of responsibility for one's word, deed, and destiny<sup>8</sup>.

"Rationalism" (lat. The doctrine of "rationalis", fr. "rationalisme" – "based on reason, reason", "inclination") is based on the idea that "reason is the basis, the decisive source of true knowledge"<sup>9</sup>, "Everything consists of a simple system of relations with a certain form, stable, reducible property".<sup>10</sup> The view that an individual should be able to organize his actions rationally is of primary importance in teaching. "The Uzbek people are by nature a people who are fond of good, inclined to exemplary, respectful of the great, honorable to the small, and strong in followers. It is of utmost importance to be able to adapt the characteristics of the inclination to follow and imitate in the interests of the nation, to mobilize them for the prosperity of the country, to protect these features from unclean people, from dubious political currents, to protect them from falling victim to the grumpy intruders of the enemy."<sup>11</sup>

The development of national characteristics in students through works of art is a pedagogical process aimed at a specific purpose, which is organized on the basis of interaction of the class teacher, teachers of literature and employees of information and resource centers of secondary schools. Successful implementation of the process takes place in several stages based on the presence of certain pedagogical conditions, taking into account the effective influence of many factors.

Scientific research of M.U.Murodillaeva directed to the problem of developing national character in schoolchildren through works of art. The work pays special attention to the selection of historical and artistic works that have an educational effect on the development of national character traits in students. According to the author, the main stages of selecting historical and artistic works

<sup>8</sup> Бекмуродов М.Б., Бегматов А. Миллий менталитет ва раҳбар маънавияти. – Т.: "Адолат" нашриёти, 2003. – 9-10-6.

<sup>9</sup> Uzbek tilining izoli lugati. N – Tartibli / 5 years. In the third year. A.Madvaliev taxriri ostida. – Т.: "Uzbekistan National Encyclopedia Davlat ilmiy nashryoti, 2007. – p. 359.

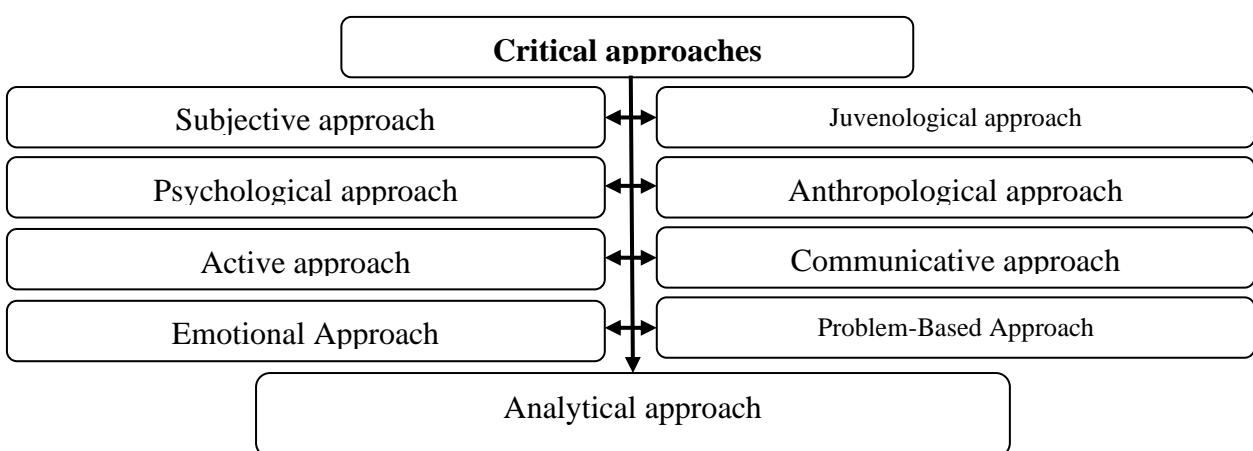
<sup>10</sup> Фалсафа. Қомусий луғат / Масъул мұхар. Қ.Назаров. – Т.: Ўзбекистон Файласуфлар миллий жамиияти нашриёти. 2004. – 267-268.

<sup>11</sup> Бекмуродов М.Б., Бегматов А. Миллий менталитет ва раҳбар маънавияти. – Т.: "Адолат" нашриёти, 2003. – 11-6.

that have an educational impact in the development of national character features in students are: 1) diagnosis; 2) compilation of literature list; 3) the selection of literature in accordance with the list; 4) drawing up a plan of spiritual and educational events; 5) to recommend literature to students; 6) literature review; 7) preparation of scenarios of spiritual and educational events; 8) organization of spiritual and enlightenment events; 9) reflective assessment of the effectiveness<sup>12</sup> of the event .

The development of pedagogical ideas at certain stages of historical development implies the development of new ideologically improved approaches in accordance with the social, economic, cultural changes taking place in society, the emerging problems in the field and the need to solve them, the requirements of society for the upbringing of the individual. Periodic renewals in themselves naturally undergo pedagogical activity on the basis of advanced, innovative ideas.

With the help of the concept of "approach", the attitude of an individual to someone, someone's behavior, opinion or something is illuminated. In pedagogy, the concept of "approach" is understood as the activity of a teacher or pupil aimed at ensuring the effectiveness of pedagogical activities aimed at a specific goal. Proceeding from this, the approaches that are important in the development of national character traits in students through works of art can be defined as follows (Figure 1.2.1):



**Figure 1.2.1. Approaches that are relevant to the development of national character in students through works of art**

<sup>12</sup> Муродиллаева М.У. Тарихий-бадиий асарлар воситасида ОХТМ курсантларида ҳарбий жасорат сифатларини ривожлантариш / Мет.қўлл. – Т.: “Сано-стандарт” нашриёти, 2021. – 36-б.

**1. Subjective approach.** In creating fiction, the author relies on his personal, subjective position in the presentation of reality, although he absorbs into its content the features of the mentality, morality and consciousness of a certain nation. At the same time, the subjective attitude of the reader is also manifested when accepting the views of the author of the work on the national character features covered in the works of art. This principle represents this idea.

**2. A Juvenological Approach.** The concept of "juvenalis" ("juvenalis"), which forms the basis of this approach, serves to illuminate the meaning of a certain age ("young", "very young") in Greek. As an education, juvenology (from the Greek "juventilis" – youth, "logos" – theory, outlook) studies the characteristics of a category of population under the age of 30 (in some countries 35), the psychological, social, physical maturation, professional, cultural and gender maturity of young people<sup>13</sup>.

The social status of young people is the same in all societies and in all periods: young people are at the same time the object of socialization and subject".<sup>14</sup> The juvenological approach to the development of national character features in students allows students to "understand themselves, independently organize actions, identify (equating their development as a person with social status)" through the selection of works of fiction corresponding to the age characteristics of students<sup>15</sup>. It is desirable to analyze the pedagogical and psychological aspects of the development of national character traits in students by means of works of art on the basis of the objects and the data obtained.

**3. Psychological approach.** The psyche of young people, their subjective attitude to reality, in particular national morality, national moral values, express their psychological maturity, adherence to certain ideas, adherence to national, "Western" or marginal (intermediate) culture. The priority ideas in modern education are not to forcibly assimilate certain ideas into the minds of young

<sup>13</sup> Lukov V.A. Juvenology: Problems of Formation of the Theory of Youth // Journal of the International Academy of Sciences (Russian Section). Moscow, 2007. - №2. – P. 66-67.

<sup>14</sup> Youth as a Social Group: Definition, Socio-Demographic Characteristics and Promising Directions of Research / O.A. Plugar, O.A. Plugar, T.M. Kononova, O.M. Goreva // El.-nauchnyy zh. Sovremennye problemy nauki i obrazovaniya. – 2015. – № 2-2.

<sup>15</sup> Teslenko A.N. Yuvenology as a resource of complex understanding of the youth phenomenon // Zh. Vestnik Kostroma State University named after N.A. Nekrasov. Series: Pedagogy. Psychology. Sociokinetics. T. 20. – Kostroma: 2014. – P. 176.

people, but to demonstrate, explain, listen to their opinions, as well as to be interested, aspirated and aware of their life goals. With the help of works of art, it is necessary to involve students in the practical process, taking into account their personal qualities and psychological maturity in the development of national character features, in this process to achieve an understanding of the essence of national morality, national consciousness and mentality. Accordingly, national character traits are classified on the basis of their systematic analysis of experiments by comparison.

**4. An Anthropological Approach.** The term "anthropology," translated from ancient Greek, means "the science of man," studies the creation, life, and development of man as a biological and social being<sup>16</sup>. Anthropology studies the natural and social dynamics of man based on scientific – religious, cybernetic, pedagogical, social, cultural, biological, physical and philosophical knowledge from several directions. The harmonious development of education with the socio-economic and cultural development in modern conditions has ensured the formation of ideas on "Feministic, Media and Visual Anthropology".<sup>17</sup>

In pedagogy, anthropology is approached as a phenomenon of education. The philosopher I. Kant based this on the three important sources of anthropological knowledge: the priority principles of other disciplines; the leading ideas of artistic works; It defines the formation of a researcher in different situations on the basis of the information obtained as a result of the interaction of social subjects with different categories in terms of age, occupation, gender, religious affiliation<sup>18</sup>.

An anthropological approach to the development of national character traits in students through works of art allows students to get acquainted with their autobiography, to study their attitude to the national characteristics reflected in the image of the heroes of the work. Autobiographical sources<sup>19</sup> allow for critical study of aspects specific to the upbringing dynamics in the lives of students.

<sup>16</sup> Anthropology // <https://ru.wikipedia.org/wiki/Anthropology>.

<sup>17</sup> Anthropology // <https://ru.wikipedia.org/wiki/Anthropology>.

<sup>18</sup> Maksakova V.I. Pedagogicheskaya antropologiya [Pedagogical anthropology]. posobie dlya stud. Higher. Ped. ucheb. Institutions. Moscow: Akademiya Publishing House, 2001. – P. 4.

<sup>19</sup> Firsova A.E. Primenenie antropologicheskogo podkhoda v sovremennoy otechestvennoy pedagogicheskoy teorii i innovatsionnoy obrazovatel'noy praktike [Application of the anthropological approach in modern Russian pedagogical theory and innovative educational practice]. ... Ph.D. in Pedagogy. – Volgograd: 2014. – P. 3.

**5. Active and practical approach.** National character features are manifested in the image of a person - his actions, behavior, attitude with others, thoughts, self-image in the process of communication. In this regard, the study of the influence of works of fiction on the development of national characteristics in students requires an assessment of their impact. To this end, during the research period, pedagogical situations based on the themes of the works of fiction were created to encourage students to solve them or to ensure their participation in these situations.

**6. Communicative approach.** The most important feature of artistic works, At the same time, the process of communication plays a special role in making students aware of the impressions they receive from them. In this regard, it is desirable to ensure that this process is based on an active dialogue in the development of national characteristics of works of fiction in students. During communication, teachers should pay attention to the students' attention to thinking, thinking, analyzing the situation and forming pedagogical tasks that allow them to come to a final stop. On the example of works of art highlighting national characteristics, pedagogical tasks - "Socquatic conversation", heuristic dialogue, intellectual map, logical puzzles were used to create an atmosphere of active dialogue.

**7. Emotional approach.** By its nature, fiction serves to educate a person with emotional qualities such as emotional delay, expressiveness, emotional stability or instability, tolerance or intolerance, dynamicism, depression, a sense of self-confidence in himself and tomorrow. It is advisable to organize discussions on the interpretation of works of art, to use tools that affect the emotions of students in the performance of pedagogical tasks. At the same time, it is important for teachers to use lively, dynamic speech, to choose influential places, personas and objects expressed in works of art.

**8. A problematic approach.** In all times, the intellectual development of the individual in education has been an important pedagogical task. In the history of the development of pedagogical ideas, attention has been paid to this problem in all periods, and methods, means and methods of its successful solution have been sought. The problematic method of cognition put forward by Socrates in ancient

Greece has been the "core" in the development of personality intelligence in the process of education and education for centuries. The reliance on innovative ideas in pedagogy ensured a further improvement of the "Socratic method". Today, not only in education, but also in the process of upbringing, such as the organization of the process of communication on the basis of a problem problem, "Socratic conversation", heuristic dialogue, intellectual map, logical puzzles, thinking in students, thinking, finding many solutions to the problem, organizing discussions on solutions, achieving comprehensiveness of discussions, choosing an effective solution among a large number of solutions, presenting a solution that is considered reasonable builds competencies.

**9. Analytical approach.** If the effectiveness of the educational process is determined by the thorough mastering of topics by students, the ability of students to use the existing theoretical knowledge in practice, the effectiveness of the educational process is determined by the degree to which the organized event aroused social activity in students, their impressions and emotional experiences from the event. Knowledge about it depends on the analytical process that takes place at the end of each event. The analysis process is done by organizing the process at the end of the event or by setting a separate time for discussion. Pedagogically, it is effective to set a separate time for discussion on the event. The discussion process can be carried out at the "Hour of Spirituality" or a free discussion can be organized in the open air.

The choice of educational principles that determine the effectiveness of pedagogical activity is also important for the success of the process of developing national characteristics in students through works of art.

Humanism, democracy, nationalism, conformity to nature, adaptation to cultural development, continuity, nationalization of the educational process, differentiation and individualization, consistency, systematicity, multivariate, integrativity<sup>20</sup>; The general priority principles of the educational process are humanization, orientation to values and values, the educational possibility of all educational subjects<sup>21</sup>.

<sup>20</sup> Principles of national education // <https://studbooks.net/9612/> pedagogika/printsipy\_natsionalnogo\_vospitaniya.

<sup>21</sup> Smirnova Yu.V. Basic principles of implementation of national and international education in general education // Zh. Vestnik Kostroma State University named after N.A. Nekrasov. Special issue. – Kostroma: 2008. – P. 58-59.

## Conclusion

Social and humanitarian sciences and works of art play a special role in the development of a person, his acquisition of spiritual, moral and volitional qualities. The pedagogical experience has confirmed that works of art, images of the characters reflected in them have the power to develop national characteristics in students.

Acquaintance with the examples of classical and modern Uzbek literature, the study of the national way of life and the peculiarities of national character, their effective use in the process of literary education serves to acquire the will, spiritual and moral features of the students. In this sense, the roundtable, roundtable organized with the participation of teachers of social and humanitarian sciences and the results obtained from them were characterized by positive results.

Close acquaintance of students with the national characteristics of the Uzbek people will form in them the skills of assessing the appearance, willful, spiritual and moral qualities of artistic heroes, as well as establish a personal attitude towards them. Effective results were obtained by studying the current state of development of national characteristics by means of works of art, and the necessary recommendations were developed based on the results obtained.

The study of the activities of educational institutions, the organization of spiritual and educational events, observation of students' activities showed that the issue of the development of national characteristics in works of art was overlooked, there are objective and subjective reasons.

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