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CONDITIONS FOR DEVELOPING PERSONAL QUALITIES IN FUTURE TEACHERS THROUGH HISTORICAL FICTIONAL BOOKS

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Mavluda Kadirova

PhD student of Namangan State University, Uzbekistan

ABSTRACT

Historical fictional books are powerful tools for developing personal qualities in future teachers. By integrating historical context with fictional narratives, these works evoke empathy, critical thinking, and ethical awareness are essential traits for educators. This article identifies and explores the key conditions necessary to effectively integrate historical fictional books into teacher education programs, fostering qualities such as cultural competence, moral reasoning, and creativity in future educators.

KEYWORDS

Teacher education, future teacher, personal qualities, historical fictional books, conditions, future educators.

INTRODUCTION

Future teachers must possess not only academic and pedagogical skills but also essential personal qualities that enable them to engage, inspire, and guide their students (Stripling, 2011). Historical fictional books provide unique opportunities for nurturing these qualities by immersing readers in complex, emotionally

charged, and ethically challenging scenarios. To maximize their potential, specific pedagogical, organizational, and contextual conditions must be established. Future teachers are required to find the methodological aspects necessary for organizing the process of developing students' personal qualities



through historical fictional books (Gouthro & Holloway, 2013). In this process, attention to the following ensures the methodologically correct and successful organization of pedagogical activity:

- Students will learn about literary forms such as prose (story, short tale, novel), poetry (poem, ballad, ode), and dramaturgy (play, short story, miniature, radio production) (Kadirova, 2024);

- Introducing students to folklore works (examples of folk oral creativity) and their own works helps to increase their interest in reading literary and historical literature. Furthermore, in the context of familiarizing students with literary works, the creation of audio and video products of literary and historical literature, while effectively using the technical and functional capabilities of modern information technologies, creates an opportunity for them to “improve and diversify the individual’s relationship with books” (Kadirova, 2024).

In the process of developing the individuality of any activity, it is not so much the amount of effort spent on its organization that is considered effective, but the continuous, consistent, and uninterrupted nature of the process. Improving the personal qualities of students through artistic and historical means, turning the reading of historical fictional books into a small theatrical performance, and involving the students themselves in their participation and leads to the

expected result (Aytan, 2018). The responsibility of parents, teachers, and social organisations responsible for the field, who are unable to organise rationally and effectively from a theoretical-pedagogical and practical-methodological perspective, as well as publishers who create organisational and material support for the methodological system of improving students' personal qualities through pedagogical and psychological aspects, cannot be denied. As a result, taking the educational process to a new level in terms of quality is linked to enhancing the organisational and methodological components of instilling a library culture in students.

METHODS

Among the practical efforts aimed at encouraging reading and librarianship in our nation, the “Young Readers” competition stands out. This competition, which is being organised consistently, has its own legal foundation, and its content and structure are represented in the Regulation on the Procedure for organising the “Young Readers” Competition.

The purpose of the competition is to preserve and preserve the rich spiritual heritage of our great scholars, writers and thinkers who have emerged from our ancient and unique land, the unique works of our great ancestors who have made a great contribution to the development of universal civilization, culture, secular and historical science, to pass them on to



future generations, to deeply study and disseminate their rare heritage, history, exemplary life and social activity in all aspects, It is defined as educating our youth in a spirit of self-awareness, respect for national and universal values, and “widely popularizing library culture” among them.

The following tasks are envisaged to achieve the goal:

- encouraging all levels of young people to read books, as well as supporting their interest and aspirations in reading, and achieving the formation of a literary environment in places;

- further enhancing the understanding and knowledge of the history of our Motherland, national and universal values, social life, and activities in the minds of young people;

- to widely disseminate the masterpieces of our national literature and the work of our writers among young people, and to achieve the creation of artistically mature, high-quality works by creative young people in the future.

In scientific research conducted on topics close to and related to the research problem, the following scientific practical and methodological recommendations were put forward:

- in organizing the reading of historical and literary books among students, choosing literature with an

interesting plot, taking into account their course and personal opportunities;

- organizing their reading process on the basis of events in partner organizations;

- in the process of reading books, ask students and young people questions about the plot of historical and literary works, events, listen carefully to their answers, do not criticize, and listen patiently;

- work on drawings based on the plot of books and literary works among students;

- To achieve cooperation between higher education institutions, families, and communities in developing students' knowledge and use of books.

As a result of scientific research, it was revealed that, despite the high practical and methodological value of the theoretical ideas, scientific and historical evidence, and practical and methodological recommendations put forward in the studies as a result of scientific research, as well as the process of evaluating their practical application, and the expected effectiveness in terms of practical application has not been achieved. When studying the reasons for this, it was found that young people, including students of higher educational institutions, are not sufficiently familiar with the sources of literature in the field, teachers and educators who are responsible for consistently promoting the ideas of literary and historical works,



and that they are not included in a single database as a means of methodological assistance and support, especially on the issue of it became clear that there are cases where analytical periodicals, printed or electronic, that highlight scientific pedagogical and psychological research conducted abroad and their results have not been launched. In its place, the elimination of such shortcomings is in line with the goal, because solving the situations that are the opposite of them creates the opportunity to further effectively promote reading in society, library ideas, and the consistent and effective development of active library qualities in young people.

Developing the personal qualities of future teachers through historical and artistic works:

-In-depth study of the life and work of a number of our great ancestors, such as the enlightened innovators of the Uzbek people, who were able to express a sense of national pride: Mahmudkhodja Behbudiy, Abdurauf Fitrat, Sadriddin Aini, Fayzullo Khojaev, Obidjon Mahmudov, Iskhokhon Ibrat, Bobokhun Salimov, Boboniyaz Khoji Yusupov, Munavvar Qori Abdurashidkhanov, Abdulhamid Chulpon, Abdulla Qodiriy, Abdukadir Shafuri, Abdulla Avloniy, Ubaidullah Khoja Asadullah Khojaev and Usmon Nosir;

-Knowledge, especially knowledge, is glorified in our national values. Important thoughts about the fact that knowledge is the greatest wealth, that there is

nothing more valuable in the world, are expressed in such famous works as “Kalila and Dimna” by the ancient Indians, “Siyosatnoma” by Nizamulmulk, “Saodatnoma” by Nasir Khisrov, “Roshnoma” by Yusuf Khos Hojib, “Kutadgu bilik” by Ahmad Yugnaki, “Hibatul haqayiq” by Ahmad Yassawi, “Divoni hikmat” by Alisher Navoi, “Khamsa”, “Mahbub-ul qulub” by Alisher Navoi. It is necessary to read these works and gain the necessary and vivid knowledge and interpretations.

In the culture and history of the Uzbek nation, the scientific, artistic, historical, philosophical, medical, moral, legal and other works of our great ancestors, who have great knowledge, have made a worthy contribution to world civilization. Also, their great discoveries serve as the main factor in the development of personal qualities of future pedagogues through historical and artistic works. We have developed recommendations for reading and learning: Studying Uzbek figures, folk heroes and cultural heritage in the development of personal qualities of future teachers through historical and artistic works: Representatives of classical Uzbek literature such as Alisher Navoi, Hafiz Khorezmi, Haydar Khorezmi, Zakhiriddin Muhammad Babur, Mirzo Bedil, Turdi Farogmi, Makhmur, Munis Khorezmi, Boborakhim Mashrab, Muhammad Riza Ogahi, Zakirjon Kholmukhammad ugli Furkat, Muhammad Aminkhodja Mukimi, Muhammad Sharif Gulkhani,



Kamil Khorezmi, Ahmad Donish, Avaz Otari, Abdulla Qodiriy, Abdurauf Fitrat, Abdulhamid Chulpon, Usman Nosir, as well as writers who have made a worthy contribution to the establishment of modern Uzbek literature in world literature such as Gafur Gulom, Mirtemir, Shukhrat, Hamid Olimjon. The work of Said Ahmad, Odil Yakubov, Pirmkul Qodirov, Abdulla Aripov, Erkin Vakhidov, Utkir Khoshimov, Shavkat Rahmon, Muhammad Yusuf and others is of particular importance in spreading the name of Uzbekistan to the world. It also serves as a basis for further shaping the pride of athletes.

The courage of national heroes and legendary heroes such as Shirak and Tomaris, the courage of Spitamen, Abu Muslim, Mukanna, Temur Malik, Jaloliddin Manguberdi, Amir Temur, the generals, Najmiddin Kubro, Pulatkhan, Kurbanjon Dodho, Dukchi Eshon, Madaminbek qorbashi, Shermukhammad qorbashi, Sobir Rakhimov, Botir Boboev, Mamadali Topiboldiev, Ahmadjon Shukurov and others is an example for today's youth. Studying their activities encourages young people to love their homeland, fight for its interests and sacrifice their lives.

National and cultural heritage. Introducing students to examples of national cultural and historical heritage, such as national values (customs, rituals and traditions), folk oral creativity, literature, science and art (folk crafts, national architecture, painting, singing, dance and other types of art (cinema, theater, circus,

national puppetry), contributes to their understanding of nationality, historicity, national lifestyle and national identity. Studying types and examples of national cultural and historical heritage in the development of personal qualities of future teachers through historical and artistic works:

A long-standing tradition has been followed in the practice of teaching literature based on theoretical and practical analysis. According to this tradition, each topic is introduced in a certain format, that is, with information about the author's life and work, as well as with works of art cited as examples. Then, the events reflected in them, positive and negative images, the idea of the work and its solution are discussed. However, students are not allowed to deeply analyze the content of the works, evaluate the historical events being depicted, express personal opinions, discuss the authors' achievements, and discuss any mistakes they may have made. This situation is leading to the lack of development of students' independent thinking and analytical skills.

CONCLUSION

Historical fictional books offer a rich and dynamic medium for developing the personal qualities of future teachers. By fostering empathy, moral reasoning, and cultural competence, these narratives prepare educators to navigate the complexities of modern classrooms with compassion and creativity.



Establishing the right conditions such as curriculum integration, active learning approaches, a supportive environment, reflective practices, and technological tools that ensure the effective use of historical fiction in teacher education.

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