

ETHNO-PEDAGOGICAL TOOLS FOR THE FORMATION AND DEVELOPMENT OF NATIONAL PRIDE IN THE TEACHERS

Abdullayev Mukhammadimin Egamberdievich,
Andijan State University Doctor of Philosophy in Pedagogical Sciences (PhD)

Abstract:

In this article, ethnopedagogical tools aimed at forming and developing a sense of national pride in students today are widely covered. Means of expressing national culture, samples of science, riches of art and literature, traditions and customs of family lifestyle, as well as ethno-pedagogical values, epics are the main means of conveying national pride to the minds of young people.

Keywords: Ethno-pedagogical value, national pride, customs, traditions, education, pedagogical views, combativeness, humanitarianism.

Introduction

The ethno-pedagogical values, which have an important place in the life of the Uzbek people, are expressed in the means of national culture that serve to form a sense of national pride in the students, in the wealth of science, art and literature, in the traditions and customs of the family lifestyle.

Didactic tools, methods, activities specific to everyday life, customs and traditions used for many centuries to form a sense of national pride in students are embodied in the people's views on education.

Our ancestors widely used fairy tales, epics, fairy tales and narratives to instill a sense of national pride in children. Parents always told stories to each child at night and encouraged them to be proud. With the help of epics and fairy tales, children have clear ideas about good and evil. These tools inspired them to show bravery, bravery and heroism. At the same time, the children were able to learn positive qualities such as mutual respect, kindness, tolerance, tolerance, generosity, kindness among people. Fairy tales and epics accompanied them throughout their childhood and encouraged them to do good deeds such as patriotism, national pride, and philanthropy. And the heroes of fairy tales and epics served as promoters of national pride for young people.

As an ethnopedagogical value, epics also served as the main means of conveying national pride to the minds of young people. People's life, their centuries-old dreams, the activities of heroes who are symbols of bravery and manhood are reflected in epics. In the stories, the experiences and views of the representatives of certain tribes, which serve to form a sense of national pride in children, are sung about heroism, hard work, combativeness, morality, sophistication, friendship, kindness, and humanitarianism, and serve to create a sense of self-awareness in young people. Ethno-pedagogical values, as a product of the intellect of our ancestors, serve as



an important pedagogical tool in the development of the cultural worldview of students, instilling in them a sense of identity and a sense of national pride.

Methods and literature

Today, when the minds of students are captured by various information on the Internet, encouraging them to read epics and fairy tales is of particular importance.

It is known that in the past customs and traditions as specific ethno-pedagogical values encouraged the young generation to work hard. Ethno-pedagogical values actively influence the development of national consciousness and national pride.

In the past, parents used customs and traditions to connect their children with the life of the society, and they formed the experience of interpersonal relations in them. Because customs and traditions, which are considered ethno-pedagogical values, have a strong impact on the feelings of young people and serve to develop the character and qualities characteristic of our mentality. Customs and traditions have a strong influence on children's experiences, helping to form a sense of national pride in them. At the same time, customs and traditions have a strong influence on the formation of young people as individuals and finding their place in society.

Traditions embody interpersonal relationships, family values, and rules of etiquette. For example, gender relations, respect for elders, etiquette of waiting for guests, eating etiquette, dressing and behavior typical of representatives of our nation are among these.

Analysis and results

Celebrating Navroz, Hasil, and Hayit as special ethno-pedagogical values passed down from generation to generation, and showing kindness and respect to each other in connection with these traditions will increase the possibilities of forming a sense of national pride in students.

Centuries-old pedagogical views of the Uzbek people are embodied in customs and traditions. The sanctity of the place of residence, the appreciation of customs and traditions, the sense of national pride is expressed in the cultural worldview and spirit, and these values are of particular importance for the education of the young generation.

Along with nationalism, values based on tolerance towards other peoples are expressed in the customs and traditions of the people. The cultural values of the Uzbek people are combined with the advanced cultural values of other nations. That is why such ethno-pedagogical values form the basis of education of national pride.

The Uzbek people have also mastered the advanced traditions and cultural values of other nations during their conscious life. For example, ethno-pedagogical values and cultures of the Uzbek, Turkmen, Kazakh, Kyrgyz, and Tajik peoples living in Central Asia are harmonious.

Education of national pride is of special importance in ethnopedagogy. The Uzbek people have their own ethno-pedagogical values, and the central issue of these values is the education of national pride. Being proud of one's traditions, values and identity is the foundation of national pride. From time immemorial, our ancestors paid attention to raising the young generation to be proud of human qualities. A proud person embodies qualities such as respect for the homeland, parents, valuing one's loved ones, striving for beauty, and being proud of one's national and cultural wealth.



Summary

The Uzbek people tried to make their children have good moral qualities, especially national pride, from a young age. For this, he used the most necessary pedagogical tools. The basis of national pride is loving the motherland, glorifying it in the image of a mother, and tried to convey this feeling from ancestors to generations with the help of various pedagogical tools. The wisdom that the homeland begins at the threshold is one of the main ethno-pedagogical values, and our ancestors strictly adhered to it. That is why there is a rule in the Naqshbandiyya order "Safar dar vatan", which serves to instill in young people the feeling of loving every inch of the homeland, getting to know all its corners, appreciating it, and being proud of it.

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