

PEDAGOGICAL CONDITIONS OF USE OF MATERIALS OF THE UZBEK FOLK PEDAGOGY THE COURSE PEDAGOGY

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ABSTRACT

The article considers pedagogical conditions of use of materials of the Uzbek folk pedagogy the course pedagogy, which takes into account national characteristics of the people in the process of teaching and upbringing of the younger generation

Keywords: history of pedagogy, national characteristics, Uzbek people, upbringing the younger generation

INTRODUCTION

In this regard, with particular urgency the question of "strengthening the role of the spiritual and moral education, the return to their roots, to raise political consciousness and legal culture of the younger generation" [3]. In addressing this issue, the important role belongs to the historical-pedagogical science, the purpose of which is to explore the question of upbringing of the younger generation in all periods of society development, put in every period of its development before the family, schools and other educational institutions all new and new tasks.

Therefore, the study of the educational thought of the Uzbek people in different periods of historical development and of its great representatives gives the possibility to consider national characteristics of the people in the process of teaching and upbringing of the younger generation. In this regard, the study of the development of pedagogical thought in the territory of the present Uzbekistan, plays an important value in the education of the younger generation because "we have a responsibility to help create conditions so that our young men and women were able to master the whole of knowledge required of an educated person, to imbibe cultural, moral, ethical and spiritual values that will enable them to quickly and smoothly adapt to new conditions, to be active participants in the construction of its new state of the reform process" [4]. A necessary condition for the solution to this problem is to improve teacher training. This requires educational institutions to train and educate teachers with organizational skills, teaching skills and parenting skills of the younger generation. One of the directions of its improvement is the improvement of teaching of pedagogical disciplines. As experience shows considerable scope for improvement of teaching pedagogical theory, is the use of materials of national pedagogics. However, teachers today are not armed with evidence-based recommendations in this area. Needs such advice was felt very keenly.

The fact that not only the special educational work; but also their surrounding microenvironment, its traditions, customs, and mores influence the identity of the student. The strengthening of educational influence on the younger generation involves targeting of the microenvironment in shaping the personality of students. To solve this problem is impossible without a good knowledge of the teachers' folk pedagogy; its ideas and concepts; techniques

methods and tools. Therefore, the study of the educational thought of the Uzbek people in different periods of historical development and of its great representatives gives the possibility to consider national characteristics of the people in the process of teaching and upbringing of the younger generation.

Uzbek people have developed and accumulated gradually in the centuries-old experience kind of amazing methods, techniques and tools of educating the younger generation of his time. These rules, methods, techniques, and tools of national education have stood the test of time, mass practices, and vacivaci and enriched, they are being adopted by every generation of people and not lost their value until now.

To them in Uzbek pedagogy include an explanation of the formation of habits through teaching, training, daily routine life, an example of a sample tip; edification, order, conviction, please, blandishment, statement requests, approval, praise, gratitude, wishes, wish happy journey, prohibition, reproach, condemnation, punishment, request an apology, the ability to judge a laugh, preside to get him to admit his guilt, to take the oath, etc.

In the life of Uzbeks have developed certain traditions, to promote the upbringing of children, among them hoary of various types, children's games, children's creativity, gatherings in the teahouses, children's peers in a purse.

Each of these traditions and spoke a kind or tool, or technique, or method of education. Like other peoples, Uzbek people has a rich scientific and literary heritage, created in centuries, and he has made a great contribution to the development of world science, art and literature. An integral part of Uzbek culture is folklore; folklore of the Uzbek people is rich with amazing stories, and various epic poems, beautiful songs, which incorporates the life experiences of the working people, Proverbs and sayings, many riddles and jokes. Each of the genres of the Uzbek folklore has and carries great educational opportunities. In the life of Uzbeks have developed certain traditions, to promote the upbringing of children, among them hoary of various types, children's games, children's creativity, gatherings in the teahouses, children's peers in a purse.

Consider the possibility of using materials of national pedagogics in studying some of these topics.

Experience shows that when opening the subject of pedagogy in the process of passing the first of these topics is highly advisable briefly. In General terms to cover the process of the emergence of pedagogy as a science, to show the place of folk pedagogy in the process, to reveal its essence as a socio-pedagogical phenomenon, its intrinsic characteristics and modern significance. It is important to show the value of traditional pedagogy and how a particular stage of development of human knowledge in the field of education and today acting as a factor of identity formation, and as the richest source from which today's pedagogical theory and practice can and should draw knowledge about education.

Note that in today's programs in pedagogy and history of pedagogy absolutely no attention to understanding these issues. This approach can lead to the formation of a completely incorrect understanding of the process of the emergence of pedagogical science, the important misunderstanding in this process of folk pedagogy, in the underestimation of the role of the masses in the emergence and development of pedagogical science.

In the study of "Development, education and formation of personality" usually covers the doctrine of the social essence of the person, the relationship and interaction of biological and social factors in development of personality, the importance of education as a decisive factor of identity formation, regularities and driving forces of the development of the personality, is given a critique of contemporary foreign teaching theories, examines the role of activity and communication in personality development, characterized by age-related stages in the development of the student.

However, in folk pedagogy does not specifically cover the above issues - however, it is possible to meet many facts that magnify the role of education in the development of children: the value of respect and reverence for elders, the value of hard work, the value of knowledge, etc. One of the Central leading National program for training is the idea of comprehensive development of personality. The idea of such development, identity formation at the present stage permeates essentially all sections of the program. Teacher training for the implementation of this idea in everyday educational practices largely determines the effectiveness of its educational activities. This predetermined the fact that experimental work on the use of materials of national pedagogics in the process of studying of pedagogical theory focused on the themes of the course in which the problem of comprehensive development of personality of the younger generation is seen directly and in detail.

According to the current on the today programmer on pedagogy, students first thoroughly consider the problem of comprehensive development of personality of the younger generation in the lectures under the topic "the Purpose and objectives of education" and "the Essence pedagogical of the process of education".

In lectures on these topics usually reveal the common goals of education, its value in educational activities, is a characteristic of the essence of the process of education, its driving forces, the most important laws and core principles. Considering the all-round development of the personality, to the teachers for lectures and usually give a brief characterization of the most important aspects and components of education - intellectual, moral, labor, physical and aesthetic. Later these parties in more detail, in relation to school practice discussed in the relevant topics of the course "Pedagogy of school". The idea development of the individual nominated us as one of the Central, leading and studying with students of didactics.

At all stages of the study course of pedagogics, in the consideration of all aspects of the comprehensive development of students' personality, we have continuously sought to rely on folk pedagogy, the use of existing facts, data, and other materials. In the course of academic work on pedagogy, we systematically revealed to the students that since ancient time's people had a stake in a healthy and comprehensive development of the younger generation, and that it stood in the center of his diverse educational activities.

Using the materials of folk pedagogy when addressing the comprehensive development of the student, we always proceeded in the experimental work of the position put forward by us on the basis of the analysis of the ratio of scientific or professional and folk pedagogy, which consists in the fact that, in considering certain issues of training and education Central to take a position of scientific pedagogy, and materials of national pedagogics should be subject to disclosure and analysis of the leading ideas of pedagogical science; one or another of its sections.

In the light of modern requirements of educational theory and practice, we discussed in the lecture course objectives and content of labor education and vocational guidance of students, the method of work of the teacher in this direction. In an effort perhaps greater use in light of these issues the advanced pedagogical experience; we are however reviewing each of them in the pedagogical process used and the materials of national pedagogics. Describing labor education and career guidance as the most important in the light of modern requirements, at the same time we showed what importance attached to the Uzbek people work in the life and education of the person. We told that the origin of education, as folk art closely connected with labor activity of people. Labor education occurred simultaneously with the work.

In the educational system of the people preparing children for life had as its main content of their training to work. The conviction of the Uzbek people, the work is above all riches, gold, silver, jewelry for Example, in the story "the Mind and wealth" tells how one day the old father called his sons and decided to evaluate their intelligence, wealth. One of the sons praises his ring with emerald stone, the other a Golden robe, and a third strap, decorated with silver and pearls. the youngest said that he had no jewels, but he has hardworking hands, a brave heart, smart head. Answers younger son liked the man, and he decided all his wealth to inherit him. Here noteworthy is the fact that the son gives the first place to hardworking hands, to second the brave heart, the third - smart head, because the heart and mind become brave and bright thanks to the hard work. He appreciates the work, because they say, "wealth comes by labor." In characterizing the place of labor education in the overall process of identity formation, we used not only the data of modern psychology, pedagogy, and materials of national pedagogics. Analyzing these materials, we showed that in the national pedagogic work is considered a determinant of both intellectual and moral, labor, physical and aesthetic education, and this is natural, because human labor in the understanding of the masses and determines his intelligence, and beauty, and moral qualities.

Thus, in our days not only increases the need to develop recommendations for the use of materials of national pedagogics in vocational training the future teachers, but also expanding opportunities for their development.

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