



Pedagogical Conditions of Ethno-Pedagogic Culture Development In Future Teachers

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Abstract: This article analyzes the pedagogical conditions for the development of ethnopedagogical culture in future teachers. Ethno-pedagogical culture is a deep understanding of national and traditional values, their effective application in the educational process, and the ability to convey them to the younger generation. The article describes the essence of ethnopedagogical culture, its components, as well as the main pedagogical conditions necessary for its development. An analysis of effectiveness is given as an example of innovative approaches and methods used in practice in the educational system.

Keywords: Ethno-Pedagogical Culture, National Values, Education, Pedagogical Conditions, Innovative Approach, Spiritual Education, Teacher Training.

Introduction

In today's era of rapid development of globalization and information technologies, preserving the national identity of the young generation and basing their spiritual and educational education on national values is one of the urgent issues. In this process, the educational system serves as the main tool. It is especially important to form the ethno-pedagogical culture of future teachers, to develop in them a sense of respect for the traditions and customs of their people. Because the teacher, as the educator of the nation, plays a decisive role in educating the young generation.

Ethno-pedagogical culture is characterized, first of all, by the teacher's deep knowledge of national values and traditions, his ability to convey them to students and use them in harmony with modern pedagogical technologies. Therefore, formation of special knowledge and skills of students in pedagogical higher educational institutions related to issues of national education is one of the urgent issues of today.

This article analyzes the pedagogical conditions necessary for the development of ethnopedagogical culture in future teachers. In the process of determining these conditions, the approaches, innovative methods and pedagogical technologies based on national values

are analyzed in the teacher training system. In addition, comments are made on the theoretical foundations and practical solutions of this process.

Methodology

The results of the analysis of scientific literature on the development of ethno-pedagogical culture among future teachers will help to determine the theoretical basis of this process and form practical methods. In this section, the content of the concept of ethno-pedagogical culture, its components, as well as advanced approaches to the use of national education and traditions in pedagogical processes are studied. Scientific studies show that the basis of ethno-pedagogical culture is connected with folk traditions, customs, oral creativity and spiritual values. For example: A. A. Konovalov and V. A. Sukhomlinsky emphasized the importance of national education in the personal development of the young generation. In the works of I. A. Karimov, the role of national identity awareness in the process of education and upbringing is highlighted. Current scientists, including Sh. Sharipov and N. Nazarov show the effectiveness of ethno-pedagogical approaches in the development of professional competences of teachers.

In the process of literature analysis, the main emphasis is on the relationship between the teacher and the student in folk pedagogy, reliance on national values and the use of interactive methods in the course of the lesson.

Research methods serve to deeply study the process of ethnopedagogical culture development:

Theoretical methods

1. Analysis of scientific sources on ethno-pedagogical culture
2. Systematization of national and folk pedagogy materials.
3. Determining the importance of national values in modern education through the historical-comparative method.

Practical methods

1. Observation: study of ethnopedagogical approaches in the pedagogical process
2. Experiment: testing methods based on national values in training future teachers.
3. Questionnaire and interviews: to determine the opinions of students and teachers.
4. Innovative approaches:

Projective methods: teaching students to take a creative approach to solving various national issues.

1. Information and communication technologies: study and presentation of materials related to national values in a virtual environment.
2. Case-study: creating issues to study the application of national values in real life.

The methods and analyzes presented above serve to organize the process of ethnopedagogical culture development on a scientific basis and increase its practical effectiveness.

Result and Discussion

- During the research, the following pedagogical conditions for the development of ethnopedagogical culture among future teachers were determined:

- Application of methods based on national values in the educational process. Students get familiar with national values and learn how to apply them in their pedagogical activities.
- Development of ethno-pedagogical competencies through interactive and innovative approaches. With the help of modern technologies, it was effective to teach knowledge about national culture and folk pedagogy in an interactive form.
- Reinforcement through practical exercises and projects. Students gained experience by participating in real projects related to national values.

The program for teachers was tested for the formation of ethno-pedagogical culture in the educational process. During the testing process, the changes in students' knowledge, skills and abilities were as follows:

Table 1

Indicators	Baseline (%)	Post-test (%)	Growth (%)
Knowledge of national values	45	85	40
Pedagogical competencies	50	80	30
Application of innovative approach	40	75	35

The results show that students need special methods based on national values to effectively acquire ethnopedagogical knowledge. Especially active participation in practical training increased their pedagogical skills. In addition, the process of using innovative technologies became interesting and motivating for students. These approaches helped not only to strengthen knowledge, but also to develop skills to apply it in practical activities.

1. Table of changes

Based on the above table, I will create a diagram to describe the changes in students' knowledge and competencies. The chart displays the differences between the initial and final results graphically.

2. Diagram: Growth of students' knowledge and skills

The diagram shows the growth of student results in terms of knowledge of national values, pedagogical competencies and application of innovative approaches.

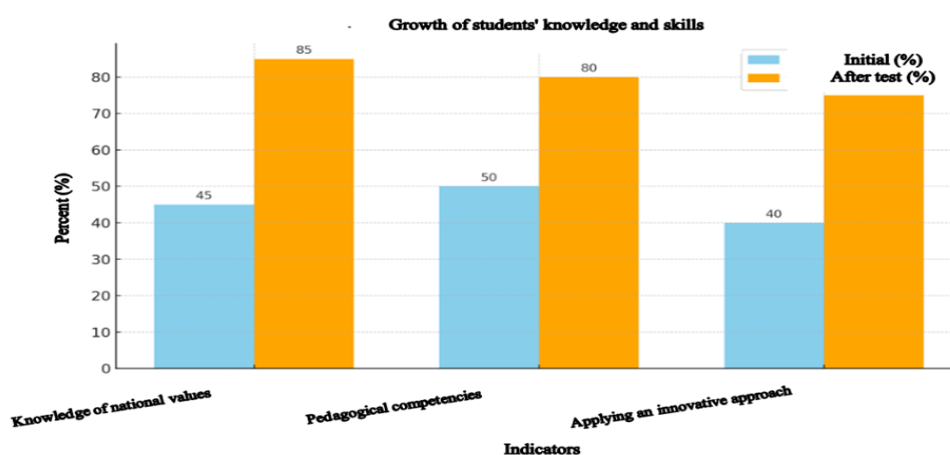


Figure 1

The diagram above shows the changes in the knowledge and skills of prospective teachers. As can be seen from the diagram:

- Knowledge about national values increased by 40%.
- Pedagogical competencies improved by 30%.
- The ability to use an innovative approach has increased by 35%.

During the research, the pedagogical conditions for the development of ethnopedagogical culture of future teachers were classified as follows:

Improvement of methodological support: special methodological manuals for students have been developed. These manuals included educational materials on national values, exercises based on folk pedagogy, and interactive activities. This helped to deepen understanding of national values among students.

Adaptation of the pedagogical process to national values: the use of exercises and activities related to folk pedagogy in the lessons gave effective results. For example, through national holidays, folk games, proverbs and riddles, students were widely involved in the study of folk culture. This approach played an important role in strengthening students' sense of respect for their national traditions.

Possibilities of sharing practical experience: Students participated in real pedagogical processes, for example, lessons organized in schools based on national values. This allowed them to strengthen their theoretical knowledge in practice.

Use of innovative technologies: Through the use of national educational materials on online platforms, students have learned effectively even in remote classes. Quizzes and forums on national values were organized in a virtual environment, encouraging opportunities for interactive activities were created.

Experiments and observations show that the above conditions changed students' knowledge as follows:

- Knowledge of national values: Students learned about their national heritage from 45% to 85%.
- Pedagogical competencies: The ability to use methods based on national values in the educational process has increased significantly.
- Practical training: By participating in practical training, the ability of students to learn lessons based on national values has improved.

The results of the research showed that: Integrated approach: the combination of modern methods in teaching knowledge about national values increases the effectiveness of education. Priority of practical approach: Students had the opportunity to test their knowledge in a real environment, not limited to theoretical knowledge. This had a positive effect on their professional growth. The role of technologies: Innovative technologies have helped to deliver education about national values in a modern, interesting and effective way.

Conclusion

Development of ethno-pedagogical culture in future teachers is one of the important directions of the modern educational process. In this study, the content and essence of

ethnopedagogical culture, its components and pedagogical conditions supporting its development were studied in depth.

Integrating national values into the teacher training process: Enriching future teachers' knowledge of national traditions and values, developing their skills in applying this knowledge in practical activities increases the effectiveness of the educational process. Students learned to respect their national heritage.

The importance of innovative technologies and interactive methods: The use of modern information and communication technologies made it possible to convey information about national education in an interesting and effective way. The use of interactive methods increased the motivation of students and encouraged them to actively participate.

The priority of practical activity: By applying national values in the educational process, teachers had the opportunity to test their knowledge and skills in a real environment. This helped them to develop pedagogical skills and creativity.

Effectiveness of the integrative approach: During the research, the combined use of traditional folk pedagogy and modern educational methods led to high results in the development of ethnopedagogical culture.

Based on the research, the following recommendations were developed:

- Expand special programs related to national values in the educational system and integrate them with all subjects.
- Active use of methods of folk pedagogy in the training of future teachers.
- Increasing the number of practices and projects on the topic of national education.
- Development of educational resources on national values using information and communication technologies.
- This study showed the importance of educating future teachers based on national values and serves as a scientific basis for practical developments in this direction.

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