

# OPPORTUNITIES TO PRESENT ETHNOPEDAGOGICAL VALUES TO STUDENTS USING FOLKLORE SAMPLES

Abdullaev M.E. (Republic of Uzbekistan)

*Abdullaev Muhammadimin Egamberdievich - doctoral Student,  
ANDIJAN STATE UNIVERSITY, ANDIJAN, REPUBLIC OF UZBEKISTAN*

**Abstract:** *in this article, the importance of students' mastery of ethnopedagogical values, teachers' acquaintance with the traditions, customs, songs, tales, legends of the Uzbek people, a broad worldview and a sense of national pride. As students develop the ability to analyze each other's work, to evaluate it appropriately, and to identify the strengths and weaknesses of each work, they will gain a deeper understanding of ethnopedagogical values. The formation of the school, the expansion of opportunities to develop students' cultural world and national pride through the provision of information about national holidays in the classroom.*

**Keywords:** *ethnopedagogical value, heuristic character, tradition, worldview, tradition, epic, fairy tale, story, legend*

## ВОЗМОЖНОСТИ ПРЕДСТАВИТЬ СТУДЕНТАМ ЭТНОПЕДАГОГИЧЕСКИЕ ЦЕННОСТИ С ИСПОЛЬЗОВАНИЕМ ФОЛЬКЛОРНЫХ ОБРАЗЦОВ

Абдуллаев М.Э. (Республика Узбекистан)

*Абдуллаев Мухаммадимин Эгамбердиевич – докторант,  
Андижанский государственный университет, г. Андижан, Республика Узбекистан*

**Аннотация:** *в этой статье подчеркивается важность овладения студентами этнопедагогическими ценностями, знакомства учителей с традициями, обычаями, песнями, сказками, легендами узбекского народа, широким мировоззрением и чувством национальной гордости. По мере того, как учащиеся развивают способность анализировать работу друг друга, оценивать ее надлежащим образом и определять сильные и слабые стороны каждой работы, они получают более глубокое понимание этнопедагогических ценностей. Формирование школы, расширение возможностей для развития культурного мировоззрения учащихся и национальной гордости посредством предоставления информации о национальных праздниках в классе.*

**Ключевые слова:** *этнопедагогическая ценность, эвристический характер, традиция, мировоззрение, традиция, эпос, сказка, рассказ, легенда.*

The examples of folklore reflect such noble feelings as love for the Motherland, parents, respect for the elderly, respect for the little ones. Lifestyle traditions, customs, values, which have been passed down through centuries of ethnopedagogical values, are a symbol of national pride. That is why the restoration of the cultural heritage of the past, its inculcation in the minds of the younger generation is a priority in public policy. In particular, the President of the Republic of Uzbekistan Shavkat Mirziyoyev in his congratulatory message on the inclusion of the art of baxshi in the list of intangible cultural heritage of UNESCO said: "... , all lovers of folk art will certainly be proud of our multinational people" [1].

It is important that ethnopedagogical values are mastered by students and that teachers use them where appropriate. It is important to instill a sense of national pride in students from an early age. Ethnopedagogical values take precedence. They are the most effective way to instill goodness in the hearts of students. Students are unfamiliar with Uzbek folk proverbs, tales, sayings, riddles, epics, traditions, and customs. [3]

The same can be said about young educators. A variety of materials on ethnopedagogical values help to develop students' ethnic self-awareness and national pride. This, in turn, allows us to compare national traditions with the traditions of other peoples and to understand their unique features. As a result, students' national and cultural outlook expands and a sense of national pride develops.

One of the tasks of social educators is to acquaint students with the traditions, customs, songs, tales and legends of the Uzbek people and, if necessary, to compare them with those of other nations. Such comparisons broaden students' understanding of ethnopedagogical values and help them understand their essence. There are many ways in which these pedagogical activities can be carried out [2].

In order to inculcate ethnopedagogical values in students, a certain amount of time is required in each lesson and class hour. In doing so, the teacher tells the students about the national and cultural views of the Uzbek people and instills in them a sense of national pride. At the same time, the teacher should give students creative tasks aimed at revealing the essence of ethnopedagogical values and encourage them to explore independently. Such assignments are designed to be creative, knowledge-based, heuristic in nature, encourage students to learn and research independently, and ask teachers and parents questions to help them overcome the challenges they face in the process.

Students will be required to think deeply about their assignments and work with encyclopedias and online materials. Independent assignments include writing essays on "Traditions of hospitality of the Uzbek people", "How

to celebrate Navruz", "The main heroes of Uzbek folk tales" and expressing them in pictures. As a result, the ability to independently study, analyze and be proud of ethnopedagogical values is developed. It is also recommended to organize various competitions, art evenings and performances based on fairy tales and epics that embody the life and traditions of the Uzbek people. It is also a good idea to encourage students to draw pictures based on fairy tales and epics. The teacher examines the students' independent work and discusses the work that sets them apart from the others, which allows them to achieve the expected results.

As students develop the ability to analyze each other's work, to evaluate it appropriately, and to identify the strengths and weaknesses of each work, they will gain a deeper understanding of ethnopedagogical values. The teacher should be able to tell students about their shortcomings carefully and show them how to overcome them. In addition, teachers should provide specific advice on how to improve students' independent work.

In the process of teacher-student relations, students are required to master the norms of Uzbek kindness, conversational culture, interpersonal skills. The teacher is required to clearly organize the discussion situations among the students, to manage the process effectively and to make specific corrections.

The widespread introduction of folk songs and fairy tales in schools, various competitions based on folk songs, festivals, festivals of young poets, will accelerate the formation of a sense of national pride in students. One of the main tasks of class teachers and educators is to motivate students to participate in such activities, to create their interests and needs through various pedagogical tools.

One of the main tasks of educators is to arouse students' interest in studying the history of the Motherland and the people. At the same time, it is possible to instill in students a sense of national pride by introducing them to folk dances. The nature of the region, historical monuments, sacred sites are also one of the main means of instilling in students a sense of national pride. It is advisable to acquaint students with historical monuments, stories about sacred places, legends and myths.

Such events and pedagogical tools arouse in students a sense of interest and pride in the traditions, customs, sacred sites, historical monuments, great people of the Uzbek people. As a result, their intelligence, thinking, cultural outlook expands, and a sense of national pride develops.

Classes also expand students' opportunities to develop their cultural outlook and national pride by providing information about national holidays. In particular, through information about Navruz, students will learn about the customs and traditions of the Uzbek people associated with this holiday.

It is recommended to use pictures, illustrations, visual aids, audio, video and visual aids related to this reality to inform about different traditions and customs. This requires the development of a comprehensive set of measures based on demonstration. This is necessary for students to gain a deeper understanding of the spiritual and cultural life of the Uzbek people. In the process of instilling a sense of national pride in students through a traditional ethnic approach, they are also introduced to universal cultural patterns and values.

At the same time, the national model of ethnic education should be based on the principles of ethnocultural compatibility and integration. The results of the analysis of ethnopedagogical theories and concepts show that in order to form a sense of national pride in each student, it is necessary to provide examples of folklore that embody ethnopedagogical values. At the same time, students should master the national and cultural heritage of the Uzbek people and feel a sense of pride in them.

In conclusion, the presentation of ethnopedagogical values to students is a complex pedagogical process, which involves the systematic presentation of cultural heritage accumulated by the Uzbek people. By presenting ethnopedagogical values passed down from ancestors to generations in specific pedagogical contexts, students have an opportunity to develop a sense of national pride. With the help of cultural riches, each student will be able to learn the customs, traditions and morals of their people.

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