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O Research Article

## ETHNO-PEDAGOGICAL RESEARCH IN PRESCHOOL EDUCATION

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# Abstract

The article discusses methods of formation of ethno-cultural and ethno-artistic competences, the place of the national ethnos in the world culture, methods of inculcating the national traditions and values of the Uzbek people into the minds of the young generation.

### Keywords

Cultural heritage, ethno-cultural competence, ethno-artistic competence, aesthetic education, spiritual and moral education, man-made world, ethno-cultural.

### INTRODUCTION

Preserving cultural heritage and implementing it in the form of modern education is one of the main tasks of preschool educational institutions today. Therefore, the program of spiritual and moral education of citizens of Uzbekistan, Uzbek ethno-cultural and ethno-aimed at forming the artistic competence of the young generation through education. The concept establishes the purpose, tasks, structure, content and forms of ethno-cultural education. In its content, folk art culture, which has wide opportunities for establishing cultural dialogue based on high educational potential and folk pedagogy, occupies a special place. "The concept of development of the preschool education system until 2030" adopted by the President Sh.M. Mirziyayev created wide International Journal of Advance Scientific Research (ISSN - 2750-1396) VOLUME 03 ISSUE 06 Pages: 240-246 SJIF IMPACT FACTOR (2021: 5.478) (2022: 5.636) (2023: 6.741) OCLC - 1368736135 Crossref 0 S Google S WorldCat MENDELEY



opportunities for more than 2.5 million children aged 3-7 living in Uzbekistan. it is also intended to teach Uzbek customs, rituals, traditions, examples of folk art, and children's games [1].

Analysis of literature on the topic (Literature review). As President Shavkat Mirziyoyev said: "Alisher Navoi is a thinker who can save the world from spiritual decline." His work Mahbub ul-Qulub is a work that can be used to educate the young generation in every way and to develop their spiritual consciousness.

The first work is "Mahbub ul-Qulub" by Alisher Navoi. In Alisher Navoi's work "Mahbub ul-Qulub", the ideas of ethics are put forward, the virtues of people are glorified, such as generosity, kindness, humility, honesty, hard work, modesty, humility. Hazrat Navoi considers arrogance, laziness, corruption, lying, fraud, ignorance, and greed as vices against humanity. The work reflects the conclusions drawn by the thinker based on his long-term life experience and observations through original thoughts Farabiy's work "Views of the people of Fazil city". In his work "Views of Virtuous City People", the author commented on 12 virtues that are given to a person through education [2].

Ibn Sina's work "Tadbir al-manzil" describes the family, its invaluable importance in the life of a person and society, the duties of the head of the family, the conditions of managing the house, the aspects that should be followed in the upbringing of children, the head of the family should choose a partner for himself. The issues that should be paid attention to are discussed. Yusuf Khos Hajib's work "Qutadgu Bilig" (Knowledge that leads to happiness) is an exhortation to urge a person to perfection. In the work, through symbols and symbols, such issues as man and faith, man and society, man and duty are described in a very simple and beautiful poetic style of Kaikovus's work "Nightmare".

The basis of "Nightmare" is the Holy Qur'anic surahs, hadiths and wise stories representing the activities and instructions of Muhammad (pbuh). The work consists of 44 chapters, the first 4 chapters are about knowing the truth, the creation of Prophets, being thankful for God's blessings, and the remaining 40 chapters are about respecting parents, acquiring scientific knowledge, art, war, trade, includes many issues such as farming work and learning a trade, following the rules of etiquette, raising children, generosity and youth.In the work, craft and science are considered the main factors of the development of society [3].

People are divided into 3 groups and their place in society is determined; human qualities are also divided into 3 groups: intelligence, honesty, youth. Our next literature is the book "People's Pedagogy" by M.J. Mutalipova. In this book, the pedagogical views and ideas created by our people, traditions of national manners, and national values are reflected in the scientific study, careful analysis and It is thought that implementation and transfer to the next generation is an important and urgent issue of today. International Journal of Advance Scientific Research (ISSN – 2750-1396) VOLUME 03 ISSUE 06 Pages: 240-246 SJIF IMPACT FACTOR (2021: 5.478) (2022: 5.636) (2023: 6.741) OCLC – 1368736135

Folk pedagogy includes the forms of education, the ways, means and conditions of achieving it. The values of folk pedagogy help the modern educational process to form national consciousness in the young generation, to develop their understanding of the place of their nation and ethnos in world culture. Folk pedagogy forms an integral concept of education reflected in modern pedagogical approaches and technologies of education in a single ensemble with folk oral creativity, folk applied arts and crafts, holiday culture.

Professor O.U. Hasanbayeva's book "Pedagogy of preschool education" describes the specific features, rules, and implementation tools and methods of educating children of preschool age. The role of the teacher in the society and the cooperation of the family and the community in the education of preschool children are widely covered. Pre-school education pedagogy is the means and methods of organizing educational activities, the ability to correctly solve problems arising in the educational process and their solutions, to use innovative technology methods, to find the right solution to difficulties [3].

In his research, D. Nafasov[4] shows that ethnopedagogical research directly requires taking into account the tourist activities of our scholars[5]. In Sh.Yakubova's scientific research[6], he cited the pedagogical views of Eastern scholars as the main factors and evaluation criteria for the formation of a positive worldview in preschool children [7].

- Research methodology (Research Methodology). The leading experts in the field of

folk art and pedagogy conducted research in order to understand the role of folk art in artistic education and aesthetic education during the 20th century. Although folk pedagogy has not yet found its place in the general education system, experts have not stopped researching. Today, there are 7,104 preschool education organizations operating in Uzbekistan, of which 5,604 (79%) are state, 63 are departmental, and (21%)1,437 are non-governmental organizations. All preschool education in Uzbekistan institutions operate on the basis of the "Ilk Kadam" state educational program. In this, each pupil can choose the type of activity based on his interest, it will In pre-school educational institutions, moral ideas presented in Alisher Navoi's work "Mahbub ul-Qulub" are staged, with the help of cartoons and various didactic games, the virtues of people - generosity, kindness, humility, honesty, hard work. A number of virtues such as modesty are being inculcated in the minds of the young generation. In the educational process of artistic and aesthetic development, various artistic materials are sufficiently used for the effective creative activity of children in decorative and practical art, teaching-methodical and museum-exposition materials, folklore traditions are used causing swelling. In the past, the lack of material and technical support caused the problem of transferring cultural values, including regional values, to the younger generation.

Today, preschool educational institutions have the most modern material and technical support. Creating a comprehensive system of artistic



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education with the help of folk pedagogy requires new approaches - modernization of all levels of folk education based on the humanization of the pedagogical process in the conditions of the modern educational paradigm. The prevention of cultural deprivation consists in creating a system of forms and methods of optimal implementation of the educational process for a given region, requiring the interdependence of structures of different levels: regional, city and preschool educational organizations.

The universality of the acquired experience of creative activity is used in the effective (aesthetic and artistic-creative) activity of the child: effective activity includes the specific activity of the child, in which the child "dominates" over the materials, learns artistic tools, creates a unique subjective new product, understands his "I", learns and thereby expresses an emotional value relationship to the world and to oneself - in aesthetic activity, a certain relationship between the content of the real world and its figurative expression is reflected and evaluated through artistic images Tools of folk pedagogy (nature, religion, Uzbek language, literature, proverbs and sayings, riddles, tales, epics, legends, folk songs, games, traditions, rituals, labor education) fills the integrative process meaningfully with bright artistic images. In modern education, looking at the child as a subject of development, orienting him to the relationship of values, inculcating socio-cultural values (man, nature, society, work, knowledge) and the main values in life - goodness, truth, beauty. Recognition of the new goals of the educational system, interest in the interaction of

the participants of the educational process in the "teacher-student" system, the creation of partnership, cooperation situations, as well as the interaction of each child with peers. should bring about changes aimed at ensuring that he chooses his activities. The principles of folk pedagogy can be the basis for changing the components of the pedagogical process of art education: methods of pedagogical activity, teaching tools, education, and development organizational forms.Traditional methods of humanistic and personally oriented folk pedagogy are widely used in artistic education of children: understanding, instruction, personal example, explanation, teaching, encouragement, confirmation, persuasion, showing exercises, pointing, condemnation etc. The child can be interested in the future activity by inviting him to "perception of beauty", surprise, game, fairy tale, riddle, problem, cooperation. It is not difficult to attract attention to effective activities by getting acquainted with new materials, used tools, and technological techniques. The result of creative activity was certainly accepted as worthy of use for general purposes. Explanations and beliefs are used to form a positive attitude of children to work, nature, artistic culture, appropriate behavior in the family and society. For folk pedagogy, it has always been of special importance to demonstrate methods of performing various types of crafts, household work (working with tools, processing materials, technologies of cultural experience: weaving, carving, embroidery, etc.). In modern education, all methods are used in various forms of organizing children's activities: in creative

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workshops and living rooms, master classes, in various forms of joint creation with a folk craftsman, artist, parents and peers, exhibitions and holidays. The system of artistic ethnocultural education provides interdependence, which covers the perspectives of goal setting, planning, programming, design, management, socio-cultural, including ethno-cultural phenomena and educational processes. The research is based on the process of acquiring personal relationships by the child, "creating a new image of oneself, one's own possibilities as a necessary condition for endlessly diverse creative achievements in various spheres of human life."

The system of artistic education of children based on familiarization with folk culture:

1. "I am in the world of wildlife and man" - to conduct search and research work on the study of Motherland (nature, society, cultural and artistic values of the spiritual and material world); development of partial programs on local studies, introducing children to the artistic culture of the region (city, village); expansion of knowledge about nature and man, "spiritualization of nature".

2. "I am in the world of kindness and compassion"
education of love and compassion for the neighbor, humane attitude to people, sensitivity, kindness, participation in possible help activities.

3. "I am in the world of folk art and national traditions" - to form interest in the history of folk culture, folk values and traditions, to create conditions for the child's development as a



cultural subject, and to create his own life in the process of cooperation with adults.

4. "I am in the world of art and inspiration" creating conditions for introducing children to art, directing children's interests and abilities to cultural creativity in the problematic sphere of art and culture, developing imagination, creative abilities, non-standard thinking; involving children and adults in the creative process in various forms of artistic activity.

5. "I am in the world of work and folk crafts" introducing children to the man-made world, developing artistic work skills, getting to know the world of professions, developing manual labor skills.

6. "I am in the world of games and holidays" learning the history of games, toys, holiday traditions, meaningful organization of children's free time, theatricalization (theatre design, costume design, use of irchakh design, etc.), use of creative activities, performances for the organization and holding of holidays.

7. "I am in the world of my loved ones and my family" - forming a kindergarten and family educational team based on common interests in the world of family, lineage, family values, family traditions; providing the family with "transmission channels" of national values; strengthening the bonds of generations.

8. "I am in the world of music and folk tales" formation of interest in folk music, folk epics, fairy tales; introducing children to the world of folk wisdom, good feelings, universal values; 

understanding the world through self-awareness through literary and musical creativity.

9. "I am in the world of friendship and communication" - expanding knowledge about a person, society, oneself; formation of friendly relations in the team based on common attitude, aspirations, cooperation, formation of aesthetic communication skills, "dialogue of cultures", expansion of communicative competences.

10. "I am in the world of health and a healthy lifestyle" - formation of ideas about a healthy lifestyle based on examples of folklore, customs, rituals; restore the traditions of folk medicine expand knowledge about medicinal plants, get acquainted with the methods of creation [8].

Analysis and results - The results of the analysis of the research conducted with the pupils of preschool educational institutions operating on the basis of the state curriculum "Ilk Kadam" in Uzbekistan show that 70-80% of them are positive. A study based on familiarization with folk culture - students were observed using 10 directions to choose the one they liked. 150 students took part in the process. Among them, 8 people chose the direction "I am in the world of wildlife and human beings", 5 people chose the direction "I am in the world of kindness and mercy" - 5 people, "I am in the world of folk art and national traditions" "I am in the world" - 7 people, "I am in the world of art and inspiration" - 12 people, "I am in the world of labor and folk crafts" - 5 people, "I am in the world of games and holidays" "I am in the world" - 58 people, "I am in the world of my loved ones and family" - 25

people, Those who chose the direction "I am in the world of music and folk tales" - 7 people, those who chose the direction "I am in the world of friendship and communication" - 8 people, those who chose the direction "I am in the world of health and healthy lifestyle" - 15 The results of the research show that children liked the world of games and holidays more than anything else. Because the young generation who can lay the foundation stone of the new Uzbekistan, and who can easily compete with their equals from all over the world, who have been educated based on the criteria of oriental education, are growing up. Representatives of this generation are not only our historical works, our national values, traditions, customs. It is necessary to know the examples of our holidays, folk art, foreign languages, and the use of new innovative technologies.Conclusion/Recommendations. conclusion, it can be said that Alisher Navoi's "Mahbub ul-Qulub", Farabi's "Views of the people of Fazil Shahar", Ibn Sina's "Tadbir al-manzil", Yusuf Khos Hajib's "Kutadgu bilig", Fairy tales, proverbs, proverbs, examples of folklore, cartoons created on the basis of the ideas presented in the works of Kaikovus "Nightmare" are the ground for the formation of educated, polite, well-educated, in general, "perfect people" of preschoolers. These masterpieces are a huge force of great importance for human development. Over the years, their value increases. Ethnopedagogy is built on the basis of works of direct educational value. Especially, the ethnopedagogy of the Uzbek people is a clear example of this. can be thus, an integral model of ethno-cultural pedagogical art

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education, including emotional, cognitive, axiological and activity components, is implemented in their unity and interdependence.

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