



IMPROVEMENT OF ETHNOPEDAGOGICAL BASIS OF DEVELOPMENT OF NATIONAL EDUCATION SYSTEM ON THE BASIS OF CLUSTER APPROACH

Abdurayimova Muborak Ural qizi,
Termez State University, Masters of Pedagogical Institutes
bekzodabdurayimov998494369@gmail.com

Annotation

This article provides extensive information on the ethnopedagogical approach to the development of the national education system and its importance in the educational process, the cluster approach to ethnopedagogical foundations and its forms and methods of improvement. A cluster approach based on folk pedagogy in the education system contributes to the further development of the educational process. In addition, the information presented in the article is substantiated using examples.

Keywords: ethnopedagogical approach, educational process, cluster approach, education.

Introduction

From the first days of independence, the implementation of reforms in the social, economic, cultural and spiritual spheres in our country poses important challenges to the upbringing of a harmoniously developed generation of young people of our great state. This, first of all, requires a comprehensive spiritual and moral upbringing of the next generation, the acquisition of knowledge, a broad outlook and faith in them. Because the future and prospects of our country depend on the upbringing of this generation[1]. Humanity was created in such a way that morality and upbringing coexist in harmony with it. Traditions, values, customs, inexhaustible wisdom of ancestors, folklore, in a word, ethnopedagogy (folk pedagogy) play an important role in their development. The national system of education, in line with the values of the people, which is part of ethnopedagogy, today plays an important role in the harmonious development of the younger generation[7].

Discussion Va Results

National upbringing, in fact important educational activity is known a to the goal in particular:

- Formation of a system of national values in the minds of young people;
- Development of a nationwide system of education;





- To describe the ideas of patriotism, moral norms, diligence as the essence of education;
- Inculcation of folk pedagogy in the content of education, etc[2].

The ethnopedagogical aspects of national education was a culturologist M. Mead . His research led not only to the formation of the heterostereo type (the sum of knowledge of one people about other peoples), but also to the formation of the av tostereotype (the sum of knowledge about his own people) in Asians and Africans , in other words, to self-realization . 'ladi.

influence of the national upbringing he received as a child is extremely important in understanding the behavior of each person in a particular national environment . Because there is a consistent link between the process of children's acceptance of national educational influences and the national behaviors of adults. Traditions , rituals, customs, production and life skills, myths, behavioral patterns, the specificity of the relationship with children, adolescents and the elderly play an important role in the national character of education . M. Mid notes in particular.

National education has a very important socio-psychological factor[8]. This is the nationality of the character. The concept of national character suggests that in different ethnoses they have a unique national character: the national character of the individual is a predominant psychological phenomenon, which is reflected in his national behavior; Based on these indicators, he concludes that it is possible to create a model of the character of people who are forbidden to this or that people, nation - a model of extreme national character[3].

A. Kar diner was the first to point out that there is an image of a model national person who embodies qualities that are common to people of the same nationality. He emphasizes, first of all, the national-educational influence of the family in the formation of the "national personality", and then the leading role of social upbringing factors ² .

As we go through the study of the upbringing of a harmoniously developed subject of nationality, not only the cultural and social, but also the physiological basis of nationality has been revealed[10].

The monuments of folk pedagogy, which is a manifestation of the spiritual heritage, are not only a set of pedagogical truths, but also our people reflect in it their ideals and important didactic principles. Let's talk about the science of ethnopedagogy, which deals with the pedagogy of different peoples[4].

Ethnopedagogy is a science about the experience of ethnic groups in the field of education, spiritual, inner and outer views on the ancient values of the family, tribe,





generation, nation. It demonstrates the use of folk pedagogy in modern conditions, collects and applies the experience of ethnic groups in this area.

In other words, ethnopedagogy can be seen as a history and theory of the upbringing of different peoples. In all nations, such qualities as unparalleled intelligence, kindness, courage, honesty, diligence, love for the Fatherland, loyalty to the people are highly valued[2-17].

As ethnopedagogue GNVolkov points out, “stereotypical descriptions that emphasize the strengths and uniqueness of each nation have not lost their relevance to this day”. Among them are such positive qualities as German orderliness, American business acumen, French courtesy, English formality, Uzbek hospitality[5].

It should be noted that in the active formation of the educational system, as noted above, folk pedagogy plays an important role. The cluster approach, based on ethnopedagogy, facilitates the implementation of the educational system .

What is a cluster approach and what is its essence? The cluster approach is, first of all, a widely used method in the education system , which plays an important role in the systematization of knowledge. The goal of applying the cluster approach is to harmonize different areas. There are specific rules for the organization of the cluster approach, among which we can name:

- a) Work on the basis of a cluster diagram (circle and outgoing lines);
- b) Insert a given theme into the circle part of the cluster;
- c) Fill in the lines around the circle based on a given topic;
- d) Summarizing the words that form an association with the topic in the process of filling the cluster;
- e) Adherence to the given time;
- f) Continuous filling of the cluster until a given time, and so on.

The ethnopedagogical approach to the development of the national education system and its importance in the educational process, the cluster approach to ethnopedagogical foundations are reflected in the combination of education and ethnopedagogy[6].

Conclusion

The ethnopedagogical approach to the development of the national education system and its importance in the educational process, the cluster approach to ethnopedagogical foundations today play an important role in the educational process and serve to improve the quality of education.





References

1. Samiev, A. DIRECTIONS OF SPIRITUAL AND MORAL EDUCATION OF YOUTH THROUGH HADITHS.
2. Asror, S. (2022). The Pedagogical Significance of the Use of the Works of Sufi Alloyar in the Teaching of Education in Primary School. EUROPEAN JOURNAL OF INNOVATION IN NONFORMAL EDUCATION, 2(4), 11-13.
3. Sayfidinovich, S. A. (2022). Examples of Spiritual Enlightenment and Moral Education in the Hadiths. Academic Journal of Digital Economics and Stability, 16, 111-115.
4. Sayfidinovich, A. S., & Oripovna, S. S. (2022). USE OF THE SCIENTIFIC AND PEDAGOGICAL HERITAGE OF ABU BAKR VARROQ TERMEZI IN THE SPIRITUAL AND MORAL EDUCATION OF STUDENTS. World Bulletin of Social Sciences, 8, 110-114.
5. Samiyev, A. S. (2020). THE LIFE AND BENIGNITY ACTIVITY OF ABU ABDULLAH MUHAMMAD IBN ISMAIL AL-BUKHARI. Theoretical & Applied Science, (5), 556-560.
6. Saydulloyevich, O. Y., & Shavkatovna, K. M. (2021). Developing Healthy Thinking in Students as a Pedagogical Problem. European Journal of Life Safety and Stability (2660-9630), 12, 424-429.
7. Xolova, M. S., & Ochilov, Y. S. (2021). Pedagogical Conditions For The Development Of Healthy Thinking In Students. Academic research in educational sciences, 2(6), 54-57.
8. Saydulloyevich, O. Y., & Raxmonovich, I. R. Factors of Orientation of Students to the Teaching Profession. JournalNX, 317-319.
9. Saydulloyevich, O. Y., & Kizi, J. N. Z. (2022). Methods Of Developing Labor Education At School And In The Family. Web of Scientist: International Scientific Research Journal, 3(3), 57-60.
10. Saydulloyevich, Y. O., & Abdullaevna, M. M. (2022). IMPROVEMENT OF METHODOLOGY OF USE OF NATIONAL ANANAS IN TEACHING PEDAGOGICAL SCIENCES IN THE SYSTEM OF PROFESSIONAL EDUCATION. Web of Scientist: International Scientific Research Journal, 3(3), 202-206.
11. Saydulloyevich, Y. O., & Kizi, N. R. N. (2022). ANALYSIS OF PEDAGOGICAL PROBLEMS OF GENDER DIFFERENCES IN RESOLVING CONFLICT SITUATIONS. Web of Scientist: International Scientific Research Journal, 3(3), 154-157.





12. Saydulloyevich, O. Y., & Shavkatovna, X. M. (2022). SCIENTIFIC ACTIVITY AND SPIRITUAL HERITAGE OF IMAM GHAZALI.
13. Джавлиевна, Д.С. (2022). ИСПОЛЬЗОВАНИЕ ИДЕЙ И ВЗГЛЯДОВ НАШИХ ПРОШЛЫХ СИМПТОМОВ ПРИ ПРИМЕНЕНИИ НОВЫХ ПЕДАГОГИЧЕСКИХ ТЕХНОЛОГИЙ В ОБРАЗОВАТЕЛЬНОМ ПРОЦЕССЕ. Web of Scientist: Международный научно-исследовательский журнал , 3 (3), 91-95.
14. alomova, G. A., & Khurramov, R. S. (2021). Abbreviation in English, Uzbek, Russian Languages Different Structural Types. Web of Scientist: International Scientific Research Journal, 2(12), 646-654.
15. Xurramov, R. S., Zokirov, J. G. O., & Temirova, M. K. Q. (2021). ETHNOPEDEGOGICAL FUNDAMENTALS OF DEVELOPING INTEREST IN NATURAL AESTHETICS IN PRIMARY SCHOOL STUDENTS. Scientific progress, 2(7), 832-839.
16. Zokirov, Javohir Gaybullo Ogli, & Xurramov, Rustam Sayfiddinovich (2021). FORMATION OF ETHNOPEDEGOGICAL VIEWS AMONG STUDENTS THROUGH THE STUDY OF THE LIFE AND WORK OF ALISHER NAVOI. Oriental renaissance: Innovative, educational, natural and social sciences, 1 (10), 339-343.
17. Sayfiddinovich, K. R. (2021). Didactic Bases of Ethnopedagogical Training of the Future Teacher in the Educational Field of University. CENTRAL ASIAN JOURNAL OF THEORETICAL & APPLIED SCIENCES, 2(11), 237-239.

