

Pedagogical Conditions Of Educating Future Teachers In Humane Spirit Using Ethnopedagogical Materials

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Abstract

The article deals with pedagogical conditions of educating future teachers in a humane spirit using ethnopedagogical materials. The importance of ethnopedagogy in the educational process is emphasized and the main methods of its application in teacher training are highlighted. Practical recommendations on integration of ethnopedagogical materials into educational programs are offered.

Keywords: ethnopedagogy, humane education, pedagogical conditions, future teachers, educational process

The modern education system faces many challenges, among which the key one is the training of teachers who are capable not only of transmitting knowledge, but also of developing an ecological attitude towards each student. This is due to the growing importance of an individual approach in the context of cultural diversity and globalization of society. In this context, ethnopedagogy, based on national cultural traditions and values, acquires special significance. It can become an effective tool that contributes to the humanization of the educational process.

Ethnopedagogy covers a wide range of educational technologies aimed at developing respect and understanding of cultural diversity in future teachers. This contributes to the formation of empathy, tolerance and mutual understanding - qualities that are becoming increasingly important in working with students of different nationalities and social groups.

This article is devoted to the study of pedagogical conditions and methodological approaches necessary for the effective integration of ethnopedagogical materials into the training of future teachers. We will consider how cultural aspects and national educational traditions can be productively implemented in the curricula of pedagogical institutions, and also analyze the results of their practical application.

According to research by such authors as G.N. Volkov and I.S. Konashov, understanding the world through the prism of cultural differences allows students to develop a lasting respect for the diversity of human cultures, and this forms the basis for a more humane approach to learning [1]. Ethnopedagogy emphasizes the importance of such qualities as respect, tolerance and cooperation, which are critical in the modern globalized world.

Key elements of ethnopedagogy include the use of folklore materials, the study of customs and traditions, and the actualization of cultural values not only of the past, but also in the context of the present and future. For example, researcher E.P. Smirnova emphasizes that these components form the basis for creating a favorable educational environment, where each student feels their value and significance regardless of their cultural environment [2]

In addition, ethnopedagogical practices help to strengthen intercultural interaction and create conditions for productive dialogue, thereby promoting the development of a humane environment in both educational and general education institutions. This helps future teachers to more effectively cope with the diversity of cultures in the classroom and contributes to their professional and personal self-realization.

In order to effectively integrate ethnopedagogical principles into the training of future teachers, specialized training modules have been developed that promote in-depth study and application of local cultural traditions in the educational process. These modules are aimed at developing students' understanding and respect for cultural diversity through practical experience and theoretical training.

Recommendations for the implementation of ethnopedagogical approaches:

1. Course "Cultural Traditions and Pedagogy": Development and implementation of a course dedicated to the study of national cultural practices and their application in pedagogy. This course covers not only theoretical aspects, but also practical exercises that will help students master the skills of using cultural traditions in their educational activities
2. Using Folklore in Teaching: Folk tales, legends and stories can be used as a basis for discussions of moral and ethical issues in the classroom. This not only brings life to the lessons, but also helps students develop critical thinking, the ability to analyze and interpret cultural texts.
3. Integration of ethnopedagogy into psychology and pedagogy: It is recommended to introduce elements of ethnopsychology in psychology classes, which will help future teachers better understand the cultural characteristics of perception, behavior and interaction of students. In the pedagogy course, it is possible to introduce ethnopedagogical cases and training sessions that develop skills for managing a multinational class.
4. Practical projects and research: Students are encouraged to undertake research projects that explore educational practices in different cultural contexts. This may include working with local communities, studying languages and customs, and developing educational programmes based on the cultural heritage of the region.
5. Collaborative seminars and workshops: Organizing seminars and workshops with representatives of different cultural communities helps to create a space for intercultural exchange and learning. Such events can become a platform for demonstrating ethnopedagogical methods and discussing their real application in schools. These recommendations are aimed at creating a learning environment that promotes the development of competencies in future teachers necessary for working in multi-ethnic groups and educating students taking into account their cultural identity. The systematic use of ethnopedagogical materials helps to create closer ties between educational institutions and local communities, enriching the educational process and increasing its effectiveness.

The use of ethnopedagogical materials and approaches in the process of training future teachers has a significant impact on the development of their personal and professional qualities. This process contributes to the formation of humane qualities and a respectful attitude towards cultural diversity, which is the basis for successful teaching practice in modern multinational conditions.

Key findings:

1. Strengthening the humanization of education: Ethnopedagogy plays a key role in the humanization of the educational process due to the emphasis on respect for the cultural and national characteristics of each student. This contributes to the formation of empathy, tolerance and mutual understanding in future teachers.
2. Enrichment of professional training: The integration of ethno-pedagogical components into educational programs contributes to the expansion of students' cultural competence, which subsequently has a positive effect on their ability to work effectively in an intercultural environment.
3. Formation of a cultural and tolerant position: Immersion in ethnopedagogical materials promotes a deeper understanding and respect for cultural diversity, which is necessary for the creation of an inclusive and supportive educational environment.
4. Recommendations for the implementation of ethnopedagogy: The active inclusion of ethnopedagogy in teacher training programs is recommended as a means of promoting the humanization of education. This can be achieved through the development of specialized courses, the practical application of cultural materials, and the organization of intercultural seminars.

Thus, ethnopedagogy offers valuable tools for preparing teachers who are able not only to transmit knowledge but also to foster respect and tolerance for cultural diversity. It contributes to the creation of an educational environment in which each student feels valued and respected, which in turn contributes to their successful learning and development.

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