

Problems of Improving the Methodology of Students' Use of National Traditions through Labor Education

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Abstract. This article describes the research process on the problems of the use of national traditions in the labor education of students, and concludes with a number of conclusions.

Keywords: Labor education, concept, value, didactics

INTRODUCTION

The entry of the Republic of Uzbekistan into the world educational space, the new social, economic, political and cultural changes in society urge secondary schools to radically reconsider many aspects of education, including the need to study national traditions and practices of the past and to engage students from an early age.

The role and significance of the advanced educational traditions of folk pedagogy in the development of national identity of the Uzbek people is reflected in the humanistic traditions of social cohesion, the growth of moral relations in labor, family and society. These traditions act as behavioral managers.

As a carrier of national ideology, the appeal to the advanced educational traditions of the people is of great humanitarian, socio-ethical, ethno-cultural significance. Academician A.E. Izmaylov says: "People pass from generation to generation their social experience, spiritual wealth as a legacy of the older generation to the younger, and thus create a history of material and spiritual culture of society ...".

Therefore, the study of advanced national features of upbringing the younger generation at the modern stage, its preparation for life and work in new conditions, as well as ways to use folk labor traditions and customs in the formation of the personality of students, identifying the possibilities of using forms and methods is one of the current scientific problems. It is known that in folk pedagogy, its principles and views embody centuries-old educational experience of working people, which has been repeatedly tested and confirmed in the rich practice of people's lives.

REFERENCES ANALYSIS AND METHODOLOGY

In the works of philosophers and sociologists (N.Mamatov, K.Nazarov, I.Karimov, etc.),

psychologists (Egoziyev, BRKodirov, V.Karimova, GBShoumarov, etc.), teachers (U.Aleulov, NNAzizkhodjayeva, T. Khasanov, etc.) an important place is given to the study of multifaceted problems of interaction between the environment and education, the influence of the laws of national traditions on them.

A special place is given to the work of A.E. Izmaylov, in which the chronology of the study of the problem from GS Vinogradov, GI Volkov to the present day is considered comprehensively and in depth. Among other researches the theoretical and methodical works of Sh.Kurbanov, A.K. Minavvarov, K.Pirliyev, E.Sayitkhalilov, F.Yuzlikayev deserve special attention.

The monographs of U.N. Nishonaliev, N.Muslimov, as well as the doctoral dissertation of R.A.Mavlonova deserve special interest. General methodological, theoretical aspects of the problem of labor training, its national features was studied by N.S. Safayev (process of labor creativity of students), R.G. Isyanov (pedagogical bases of combining teaching with production labor), I.T. Choriyev (rural general formation and development of the system of labor training and vocational guidance in schools) A.R.Khodjaboyev (preparation of rural schoolchildren for work on the basis of general links of polytechnic and vocational education), P.T.Magzumov (pedagogical bases of labor education of schoolchildren)), M. Khaydarov (system of education and upbringing of schoolchildren in small towns).

M.Ochilov, S.Ochilov, U.Makhkamov, O.Musurmonova, U.Tolipov, S.Nishonova, S.Bulatov, N.Sultanova, Z.Ismoilova, A.Musurmonov, M.Bozorova, E.Kholmiraev, and others' Candidate's dissertations are devoted to the discovery of various issues related to the moral and labor education of students in a specific regional context, using national traditions.

Sufficiently reliable analysis of the wide resource base of pedagogical research allowed identifying the problem of using the traditions of folk pedagogy as a complex, multifaceted, philosophical-social, psychological-pedagogical phenomenon that requires a comprehensive approach as a research method in the educational process . This is exactly what led to the choice of research topic.

RESULTS

The practical significance of the research is the theoretical and practical basis for solving the problem, the development of methodological developments for teachers, parents, teachers of pedagogical universities. Theoretical and practical materials on the effective organization of the educational process, in particular, can be used in labor education; improving labor education on the basis of national labor traditions; in the process of preparing textbooks and special courses on folk pedagogy for students of pedagogical faculties of elementary education, pedagogical teachers of higher educational institutions

Traditions are seen as an interconnected chain of folk customs that are the result of centuries of human activity - labor, life, and family influences. Events are seen as an artistic form of tradition, in which certain ideas and ethnic norms are symbolically expressed through music, song, dance, as well as journalism and artistic performances. Holidays are described as a set of personal and social activities, a traditional form of life.

The system developed in the labor education of students includes the following areas: development and implementation of various forms, means, methods, techniques and conditions for the use of national traditions within the integrated system of labor education; to establish an integral link between educational institutions, the family, the educational work of the community; expanding and improving the knowledge, skills and abilities of future teachers in the field of labor traditions with the introduction of a special course "Folk Pedagogy" in the field of labor education

of pedagogical schools; to organize one-purpose ideological and educational work among parents on the issues of labor education of children.

Based on the theoretical analysis, the main factors of student personality development were identified: the role of the social environment in the development of students' personality; its transmission in the value system, the relevance of upbringing to the specifics of ethnic culture, taking into account national labor traditions and customs in the process of upbringing.

The second chapter, entitled "Pedagogical system for improving the technology of using national traditions in the education of students" - the practical educational experience of the people on the basis of the developed system of use of folk traditions in the education of students, pamphlets, forms, and methods of folklore, games, customs, festivals, rituals, and labor transmitted from generation to generation.

An analysis of the experience of public labor education has shown that in the historical past, labor education was based on simple practical knowledge and had certain principles and tools to achieve the goal. In Uzbek folk pedagogy, such a pamphlet is a hard-working, highly moral, practical, physically mature, creative person who can feel the beauty of Mother Nature.

In the experimental classes, all extracurricular activities on the use of national traditions were conducted in a system proposed by the dissertation. In the control class, the teachers worked according to the traditional methods. The experimental materials included the following:

1. Criteria and principles of use of national traditions of the people.
2. Important topics in terms of the use of ethnopedagogical materials on national traditions in the study of different subjects in different classes.
3. Lesson development and methodology, taking into account the holistic approach to these traditions, as well as the consistency in their teaching (24 hours in total). Fifteen classes, 286 hours of experimental lessons.
4. Methods of organizing and conducting extracurricular activities based on ethnopedagogical traditions, taking into account the tasks of labor education of students. In fifteen classes, based on the experiment, 5 methodological programs were developed and 76 events were held.
5. Methodical recommendations on the use of ethnopedagogical materials in the study of different subjects in different classes.

The control experiment was conducted from 2015 to 2020. In conducting it, various methods were used to ensure the collection of objective material to determine the level of effectiveness of the concepts developed and tested by the dissertation. Criteria for assessing the knowledge, skills and abilities of students in the ethnopedagogical national traditions developed during the formative experiment were developed.

Evaluation criteria include the following parameters: knowledge of national traditions (quantitative indicator); the integrity of students' knowledge and understanding of the content and structure of national traditions (a measure of quality); students' ability to distinguish between national traditions of other nations (quantitative and qualitative indicators); students' learning about national traditions. According to the results of the experiment in the developed model of behavior, the level of knowledge, skills and abilities of students according to the studied national traditions is divided into three levels - high, medium and low.

Students, parents, club leaders, school administration, as well as extended group educators, community elders to determine the knowledge, skills and abilities of students in the studied

national traditions , interviews were conducted with parents based on the indicators and criteria outlined above. Recommendations for each student in the control and experimental classes were summarized.

DISCUSSION

The main principles of the pedagogical system of using folk traditions developed by the dissertation are: labor education, consistency and systematic, demanding and humane attitude to the child, taking into account the age and individual characteristics of students.

The dissertation defines the family, the community of peers, the community of adults as a key factor in the pedagogical system. The main means of labor education include: intensified industrial labor, folklore, play activities, holidays, which include customs, rituals, national customs; to the fundamental features - to consider labor as the main obligation of the person and as the main means of raising children; early involvement of children in productive labor, psychological preparation for work through the family work environment, folklore, play activities, as well as national labor holidays, customs and traditions; taking into account the pedagogical aspects of labor, ie the involvement of children in the upbringing of younger brothers and sisters; An important factor in parenting is the use of parents, family members, and peers.

We pay special attention to the role of advanced labor traditions and customs in the construction of labor education of students, because they embody the centuries-old educational experience of working people, the great potential for effective pedagogical influence.

The main requirements for the theoretical model of integrated use of national traditions in the labor education of students were: intensification of the educational process, its democratization, humanization; radically change the goals of labor education; upbringing and development of the person; understanding the moral value of labor; to have a moral attitude to work.

Social, intellectual and moral development of students in labor education; formation and satisfaction of their knowledge and activity needs and requirements; involvement in successful labor activities and in the system of universal moral relations has been identified as the main goal. The goal is to restructure both the content and the organizational components of the whole process of labor education - the teaching, education and personal development of students. Radical reconstruction envisages a significant increase in the role of labor education in the socialization of the student: the introduction of ethnopedagogical materials in labor education, bringing the educational process closer to the social experience of the student, philosophical, psychological, didactic reconsideration. The philosophical aspects of the proposed concept are related to the process of socialization of the individual, which is manifested as a specific type of development in the context of the activity of change, the formation of working capacity, widespread, self-government. It is done through the interpretation and explanation of a philosophical category, such as the formation of a person who has the prospects, the traditions, to find his place.

Psychologically, the dissertation forms a field of motivational needs of the student, which stimulates activity, interest, conscious, creative approach to learning activities by choosing the content of teaching.

The didactic aspect is manifested in the transformation of ethnopedagogical material and its corresponding forms, means and methods of its presentation and activation of education into the professional and professionally strengthened methods of knowledge, labor skills and abilities. It is achieved through concrete labor activity, which is understood as a socially valuable direction for the active participation of the student in the creation of material and spiritual wealth.

According to the dissertation, the inclusion of advanced labor traditions in the content of the set of philosophical, psychological and didactic components, which form a holistic conceptual basis of labor education, allows: to ensure the activation of students' learning activities; increase students' knowledge; achieve conscious mastery of the program material; increase the educational potential of the process of training, education and development of labor.

The integrated use of advanced national labor traditions in the education of students is based on the following psychological and pedagogical principles: taking into account the development of students by age; complexity, systematicity, sequence and coherence.

Preschools, families, schools (both in-class and out-of-class and extracurricular activities), and neighborhoods (residential community organizations) were identified as the optimal levels for the gradual implementation of student labor education based on advanced national labor traditions.

The unity of content and procedural aspects of the process of labor education of students determined the effective introduction of advanced national labor traditions, customs into the educational process, intensified the educational potential of the content of folk pedagogy, forms of pedagogical influence on students, introduced a different fog to the traditional set of methods and tools.

CONCLUSION

1. Modern methodological sources of the problem in theory and practice (at home and abroad) have been analyzed, the influence of national traditions on the work ethic of primary school students and on the formation of personal qualities in the learning process and in extracurricular activities have been shown. Conceptual pedagogical rules and pedagogical requirements have been developed.

2. A pedagogical system for the use of folk traditions in the labor education of students has been developed.

3. The concept of labor education of students has been developed.

4. The main requirements for the theoretical model of the use of folk traditions in the labor education of students have been developed.

5. The optimal levels of gradual implementation of labor education of students in the advanced national labor traditions have been substantiated.

6. An effective system of labor education has been developed based on the involvement of students in activities worthy of their efforts.

7. During the research, the possibility of a stratified approach to the formation of practical skills and abilities in students in the practical psychological and pedagogical training, the use of national traditions in the choice of various forms and methods of education in the implementation of labor education.

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