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ISSUES OF DEVELOPMENT OF ETHNO-PEDAGOGICAL CULTURE OF FUTURE TEACHERS ON THE BASE OF HISTORICAL AND ETHNOGRAPHIC MATERIALS

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Abstract

The article highlights the importance of using historical and ethnographic materials in developing the ethnopedagogical culture of future teachers. It is emphasized that the use of historical and ethnographic materials reflecting national values, customs, and traditions in the educational process can contribute to the formation of patriotism among students.

Keywords: *ethnopedagogy, historical and ethnographic materials, professional development of teachers, national values, culture of the Uzbek people*

Introduction

The rich history and culture of Uzbekistan is an important resource for the national education system. Through historical and ethnographic materials, students can get in-depth information about the past, culture, customs and traditions of their people. This, in turn, serves to raise their national consciousness and educate them in the spirit of love for the motherland. Restoring national values in the society, educating the young generation in the national spirit and forming their ethnopedagogical culture is one of the important tasks today. Raising a generation that deeply understands the history, culture and values of their nation and treats them with respect is of great importance in preserving national spirituality and ensuring the integrity of society. In

this process, it is very important to equip future teachers with knowledge of ethno-pedagogical culture and enrich educational processes using historical-ethnographic materials.

Ethnopedagogy includes educational methods formed on the basis of national traditions and values, and strengthens national pride, traditional knowledge and values in the minds of young people (Ismailova M., 2018; Karimov F., 2019). And the historical-ethnographic materials embody the knowledge about the lifestyle, customs and rituals of the past generations, and they provide an opportunity to use them effectively in the process of training future teachers. This article analyzes the issues of using historical-ethnographic materials in the development of ethnopedagogical culture of future

teachers and shows the importance of their use in pedagogical activity.

Research methodology

The methodology of this research is aimed at studying the issues of using historical-ethnographic materials in the development of ethno-pedagogical culture of future teachers, and involves the use of the following main methods:

1. Theoretical analysis: At this stage, existing theoretical sources and research works on the role of ethnopedagogy and national values in education are studied. Pedagogical possibilities of ethnopedagogical culture development based on historical and ethnographic materials are identified through theoretical analysis. In this way, the topic is explained in more depth through available scientific sources.

2. Ethnographic research: Through this method, ways of using historical-ethnographic materials to preserve and develop national values and traditions are analyzed. Based on the rich heritage and traditions of the Uzbek people, various historical sources, ceremonies and customs are studied and their role in the educational process is analyzed.

3. Practical research (experiment): In the research, practical training is conducted with future teachers, and the effectiveness of special educational programs and pedagogical technologies for the formation and development of ethno-pedagogical culture is tested. Using the data obtained as a result of this experiment, the level of effectiveness of the use of historical-ethnographic materials is measured.

4. Interviews and questionnaires: questionnaires and interviews will be conducted to determine the level of knowledge and interest in ethnopedagogical culture of future teachers. Through this method, there is an opportunity to deeply analyze the opinions of students and teachers and to study their attitude to ethno-pedagogical culture.

5. Comparative analysis: Based on the researches and experiences carried out on the development of ethno-pedagogical culture of teachers in different countries, a comparative analysis is conducted in order to adapt them to local conditions. With the help of this method, the possibilities of applying foreign experience to the Uzbek education system are explored.

Based on these methods, reasonable conclusions are made in the research aimed at determining the role and importance of historical-ethnographic materials in the development of ethno-pedagogical culture. The results of the research will be important in preparing future teachers for pedagogical activities aimed at deepening the assimilation of national values.

Analysis and results

This study analyzed the influence and effectiveness of historical-ethnographic materials in the development of ethnopedagogical culture of future teachers. Based on practical experiments and questionnaires conducted during the research, the following main results were achieved:

1. Changes in the development of ethno-pedagogical culture: According to the results of practical experiments, it was observed that the classes conducted on the basis of historical-ethnographic materials are effective in forming a positive attitude towards national pride and ethno-pedagogical values in students. This was especially reflected by increasing their knowledge of national rituals and customs, understanding their spiritual values.

2. Results of the survey: Based on the results of the survey and interviews, the majority of teachers (85%) emphasized the need to use historical-ethnographic materials in the development of ethno-pedagogical culture. The respondents highly appreciated the influence of these materials in conveying their national values to the younger generation.

3. Comparative analysis: A comparative analysis of the researches and experiments carried out in different countries was conducted and it was found that the effectiveness was increased through the use of curricula and methods formed on the basis of national values in the foreign education system. These results were adapted to local conditions, and the possibilities of application in the Uzbek education system were studied.

Using tables and charts, research results are presented graphically, including:

Diagram 1: Attitudes of the students who participated in the survey to the use of historical-ethnographic materials in the development of ethnopedagogical culture. This chart shows the positive, neutral and nega-

tive opinions of the respondents in percentages. Attitudes towards the use of historical-ethnographic materials in the development of ethno-pedagogical culture among future

teachers – positive (85%), neutral (10%) and negative (5%) opinions of the respondents are reflected here in percentages.

Figure 1. Relationships regarding the use of historical-ethnographic materials in the development of ethno-pedagogical culture

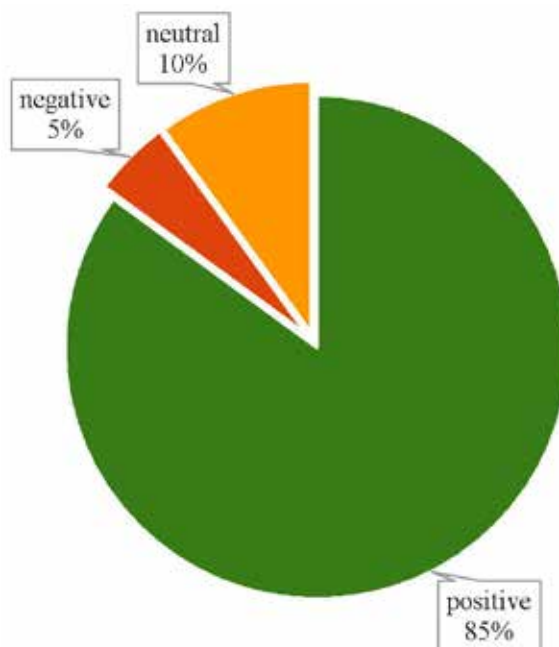


Diagram 2: The level of effectiveness achieved using historical-ethnographic materials in the process of developing ethno-pedagogical culture. This chart shows the results by experimental group and compares the changes of students in each group.

Performance indicators obtained in experimental groups during the development of ethno-pedagogical culture. The experiment was conducted in three groups, and the efficiency for them was 75%, 80%, and 90%, respectively.

Figure 2. Effectiveness of ethnopedagogical culture development in experimental groups

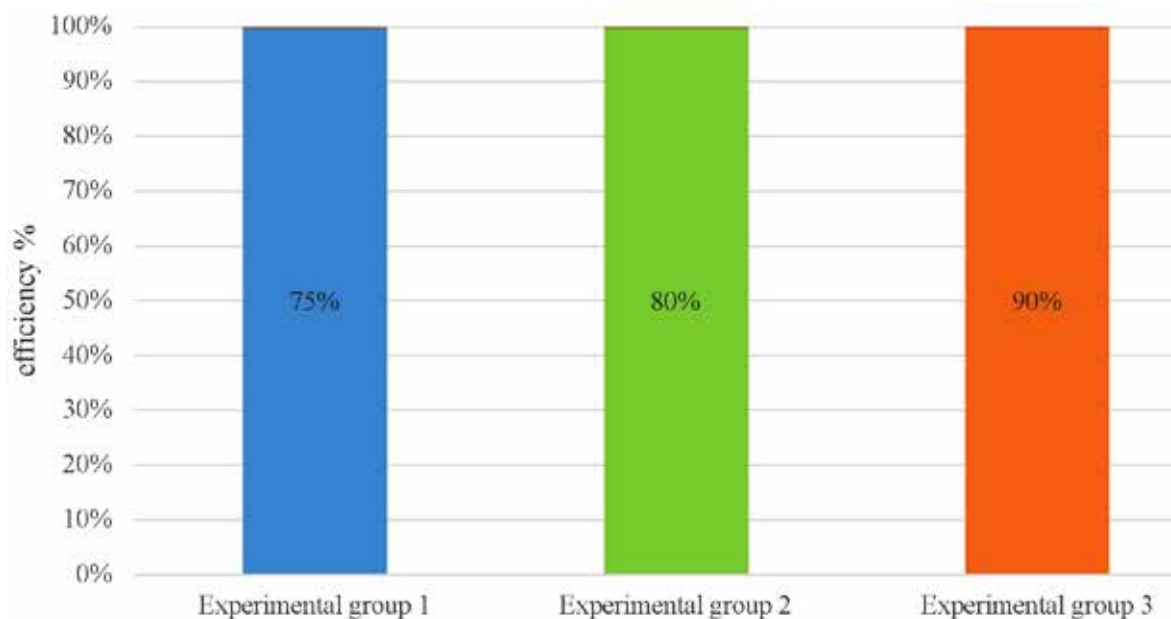


Table 1: The main factors affecting the formation of ethno-pedagogical culture. In this table, factors such as historical-ethnographic materials, interactive methods and methods of teaching national values are presented and the level of influence of each is evaluated.

- Historical-ethnographic materials: 85%
- Interactive methods: 75%
- Methods of teaching national values: 65%

Table 1. *The main factors affecting the formation of ethno-pedagogical culture*

Influencing factors	Level of influence (%)
Historical and ethnographic materials	85
Interactive methods	75
Methods of teaching national values	65

The information obtained through these tables and diagrams is visually expressed, and the role and importance of historical-ethnographic materials in the development of ethnopedagogical culture of future teachers is more deeply understood. The results serve as a basis for more effective use of these methods in the future.

Summary

As a result of studying the issues of using historical and ethnographic materials in the development of ethnopedagogical culture of future teachers, the following main conclusions were reached. First of all, the effective application of national education and cultural values in the educational process helps to form a sense of national pride and self-awareness in teachers. With the help of historical-ethnographic materials, students gain in-depth knowledge of national traditions, customs, and historical heritage, and their positive attitude towards national values is

formed (Nematov M., 2024; Volkov G. N., Baubekova G. D., 2000).

Secondly, the results of the research showed that the assimilation of historical-ethnographic materials in the educational process is an effective way to improve the ethnopedagogical culture of students and future teachers. At the same time, such an approach allows students to preserve the national heritage, convey it to the younger generation, and apply the knowledge learned in their pedagogical activities.

Therefore, introducing historical-ethnographic materials into pedagogical programs and equipping teachers with ethno-pedagogical culture will give positive results in the development of the national education system. The results of this research can serve as a basis for additional scientific research aimed at the development of ethnopedagogical culture in the future.

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