

Fundamentals of Using Ethnopedagogy in Primary Education

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Annotation: In this article, communicative competence, issues of professional competence development of future teachers, the unity of three interrelated communicative, interactive and perceptive components in communication, teacher's professional communicative competence, communicative self-improvement, higher pedagogy training sessions of education.

Key words: ethnopedagogy, education, communicative competence, future teacher, communication, higher education.

Nowadays, the development of professional competence of future teachers is one of the urgent issues. Regarding this, in the educational institutions of our Republic, the communicative competence of the future pedagogue has created normative foundations for implementing effective mechanisms for communication with his student body, parents, colleagues.

Formation of the professional competence of the future teacher has a special place among the complex problems in the training of pedagogues. Especially at the current stage of reforms related to the modernization of education, the problem of adaptation to professional pedagogical activity is becoming more evident. Future teachers are enriched with practical, psychological, methodical, research types, as well as with the formation of teacher's professional competence. It is necessary to include the groups of diagnostic, communicative, management and projective studies in the essential characteristics of the professional competence diagnosis. The pedagogue's cognitive activity is largely determined by the complexity, dynamics, non-standardity of the things being studied, the influence of the boundaries that separate social phenomena, their search, uncertainty, which implies the skill of observation, modeling the interlocutor's inner world.

The Strategy of Actions of the President of the Republic of Uzbekistan for the further development of the Republic of Uzbekistan defines priority tasks such as "Continuous improvement of the quality and level of professional skills of pedagogues". This creates conditions for increasing the level of professional communication in social processes.

At the present time, the issues of human worldview are being fundamentally considered in pedagogy, the status of a person in social life is changing, and the education of the growing generation is being re-evaluated, which leads to a change in the interaction of the subjects of these processes. . Today, humanitarian aspects of the interaction between the teacher and the students are based on I. Kant's formula of strict non-coercion, which means that every person should achieve his goals and not allow himself to become a tool for others.

In the organization of pedagogical communication, it is not possible to proceed only from pedagogical goals and tasks, in fact, it is natural that they are the basis of the activity. The nature of communication in such a situation leads to the fact that the teacher always tries to communicate with him by expressing his opinion, that is, only "his" demand. In communication with children, it is

important to communicate with children, not by expressing "one's own" demands, but by taking into account their interests and aspirations, and communicating with them, so that the child is within the radius of pedagogical goals with his own interest and his own world. .

As a unity of three interrelated communicative, interactive and perceptive components, the tripartite approach is of particular importance in communication (G.M. Andreeva, A.A. Bodalev, B.D. Parigin). In this case, the communicative aspect of communication shows the interactive organizational aspect of students' information transfer and interaction, and the perceptive aspect shows their understanding of each other and the mutual understanding and emotional connection established on this basis. Teacher's communicative abilities with different concepts: "pedagogical skill", "qualification description", in the theory of pedagogical education, professional-based requirements for the teacher are expressed with different concepts: "pedagogical skill", "qualification description", "professionogram of the person", "professional readiness", "vocational-professional competence".

In general, the above-mentioned pedagogical categories describing the same phenomenon have specific content aspects and are used in different contexts. Closely related to the concept of "communicative competence" is the concept of "personal communicative core". The concept of "communicative core" appeared recently and was used for the first time by modern psychologist A.A. Bodalev in scientific research.

Considering the communicative core of a person as a psychological phenomenon, there is a basis that allows each person to communicate more successfully. Such a basis is present in any adult person, even in children, and personal characteristics and qualities can enter the communicative core.

It is they, in the end, the method and direction of communication, on the other hand, the low level of professional communicative competence of the teacher does not allow him to realize himself as a professional, and as a result, it can cause dissatisfaction with life in general. Taking into account the interaction of this general and professional communicative competence, we determined the following criteria for its manifestation: the first criterion is general communicative values. We included in them the value of a person for a pedagogue, the value of the communication process, the value of traditional forms of communication for a pedagogue; the second criterion - the pedagogue's interpersonal communication was defined as general communicative skills.

This is his ability to establish contact with close relatives, colleagues at work, parents of students; the third criterion is the level of the teacher's inclusion of general communicative values in his professional ideal, because the level of development of these values is of great importance in everyday and pedagogical communication.

In addition, they serve as a unique basis for the humanistic, facilitatory communication of the pedagogue with children, based on which student-orientation and self-awareness and self-confidence are the leading values of their work. The changes in the student's personality include the need to change the methods of their activity; the presence of professional communicative skills in the teacher has become the fourth criterion for evaluating the level of communicative competence, because professional pedagogical communication has a number of features that distinguish it from everyday communication.

The need to determine the criteria of the teacher's communicative competence made it possible to distinguish three levels of communicative competence: high, medium, and low.

A high level of communicative competence is characterized by a clearly expressed direction of humanistic interaction between the teacher and students, in which both participants serve as subjects of this process, in which each of them is understood as a person and perceived as unique, irrevocable. In addition, the teacher feels the need to communicate with children and uses ethical forms of communication in practice.

The teacher has significantly developed verbal and non-verbal communication skills, in which there is no discrepancy between the verbal and non-verbal components of communication. The teacher knows how to regulate his psychological and physiological state. Uses a cooperative method as a way out of a conflict situation.

The medium level of communicative competence implies insufficiently expressed value-communicative orientations of the teacher. Externally identified as humane, relations with students are characterized by fulfilling more social roles. Such teachers do not feel a special need for communication with children, the communication itself is strictly limited, often without positive emotional expressions. Verbal and non-verbal communication skills are significantly developed within the framework of professional necessity.

The teacher knows how to regulate his psychological and physiological state, in this sense there may be certain emotional instability. The low level of communicative competence among teachers was determined when they excluded one or several communicative values from their value orientations. Communication between a teacher and a student cannot be described as humane: students feel uncomfortable; the emotional aspect of the lesson is more negative; contact with children 12 is not available.

In the teacher's behavior, there is a discrepancy between the verbal and non-verbal organizer of communication. The teacher often does not know how to regulate his psychophysiological state. Based on the above, communicative competence is a dynamic derivative that passes through two stages in its development: general and professional communicative competence (in which they coexist from a certain stage of personal development), as well as its development from level to level possible

This development occurs through the spontaneous acquisition and teaching of the communication "language". If we are talking about a profession that is directly and directly related to communication, then this process will be productive with specially organized training and fulfillment of certain conditions. First of all, a future teacher should have basic knowledge.

Explanation of the development of the humanized communicative core of the person based on pedagogical sciences and the goal orientation of pedagogical sciences:

- history of pedagogy - studies the development of pedagogical ideas, theories and educational systems;
- pedagogy - studies the main laws of education as a specially organized pedagogical process and creates a basis for the development of all branches of pedagogical knowledge, general principles of pedagogy, didactics (theory of education), theory of education, management of education;
- pedagogy of youth - studies the characteristics and patterns of human development at different ages, preschool pedagogy, primary education pedagogy, androgogy (adult education), gerontology (pedagogy of old age);
- vocational pedagogy - studies the problems of vocational education, pedagogy of vocational schools, secondary special vocational schools, higher education, labor pedagogy; field pedagogy - studies the laws of special training of people for certain types of activities (pedagogical, engineering, military, legal, etc.);
- social pedagogy - develops problems of society's influence on personality formation and development, family pedagogy, labor team pedagogy, re-education;
- correctional (special) pedagogy - studies the education of children with physical and psychophysiological disabilities in their development, defectology (working with children with mental retardation), speech therapy (correction of speech defects), deaf pedagogy (hearing-impaired children working with children), typhlopedagogy (working with weak and blind children), oligophrenopedagogy (working with mentally retarded children);

- ethnopedagogy - studies the laws and features of folk and ethnic education;
- comparative pedagogy - reveals the features of educational organization in different countries of the world;
- private (subject) methodology - learning to teach specific academic subjects in all types of educational institutions;
- the philosophy of education is a branch of pedagogy that studies the role of philosophical doctrines in order to understand the essence of education, defines the ideology of education and upbringing, the goals of education and the way to realize them. Analyzes the main conceptual approaches to defining .

The goal of communicative self-improvement is clear, but the motives may be different. For a humanistic teacher, communicative self-improvement should be not only self-improvement for himself, but also as the main condition for the implementation of effective interaction, which contributes to the development of children, helps to preserve their individuality and uniqueness.

Therefore, practical training is of great importance in communicative self-development. The mechanisms for developing the communicative competence of future teachers required the development of methodological support for the organization of professional-pedagogical activities through a practical approach.

It is desirable to build the training session in three blocks: informational, self-awareness and practical. Such an understanding of the uniqueness of higher pedagogic education, the requirement of the people of the culture and education system, the teacher to constantly demonstrate his professional competence, can be a source of searching for the essence of the traditional education system.

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