



Methods and Means of Developing Professional Competence Qualities of Teachers in Training Using Uzbek Folk Pedagogy

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Received: Nov 28, 2023; Accepted: Des 29, 2023; Published: Jan 29, 2024;

Abstract: In this state, the importance of using Uzbek national pedagogy and education of professional-competent qualities of pedagogues and raising qualifications, self-image of education of professional-moral qualities of pedagogues, na osno natsionalnyx traditional, customs and tradition of the Uzbek nation "Vospitanie professionalnyx khaestv u pedagogov, na osno idey narovnoy pedagogiki osveshchatsya" soderjanie vospitaniya professional-tvorcheskih knobnostey pedagogov.

Keywords: National pedagogy, traditions, professional-ethical qualities, education, nation, idea, pedagogue, professional and creative abilities, abilities, Uzbek nation.

Introduction. The development of professional competence qualities of school teachers in the process of professional development should include various activities. In particular, the use of folk pedagogy in classroom activities and extracurricular activities with the team of teachers embodies the effective aspects of the development of the professional competence of teachers.

Literature review. Appeal to the theory of the issue shows that the importance of folk pedagogical heritage in the upbringing of children was emphasized by K.D. Ushinsky, S.T. Shatsky, A.S. Makarenko, V.A. Sukhomlinsky, K.Nasyri. In modern studies, the problems of folk pedagogy are devoted to the works of G.N. Volkov, V.F. Afanasyev, Ya.I. G. Nigmatova, R. A. Nizamova, A. F. Khintibidze, F. Kh. I. Shorova, A.E. Izmailova, G.G. Munzuk, K.Sh. They highlight the pedagogical views of individual peoples, give a detailed analysis of folklore, customs, traditions that leave an imprint on the formation of a child's personality, on relationships between people, on the usual traits of character and behavior of various peoples in historical connection with their past.

Research Methodology. The traditional methods of folk pedagogy, which have a humanistic and personally oriented orientation, are widely used in the artistic education of children: understanding, instruction, personal example, clarification, accustoming, encouragement, approval, persuasion, showing an exercise, hint, reproach, condemnation, etc.

Analysis and results. Flexible (variable) teaching technologies were used in the audience training, providing mental activity that activates not only informational, but also motivational, communicative, operational and behavioral components of teachers in advanced training. For this purpose, educational and social situations were modeled in educational sessions, and variant processes of analysis and solving of these situations were developed. The technologies of teaching in the auditorium are interconnected with the system of work outside the auditorium conducted with the audience, and these technologies are ensured by the continuous pedagogical management of the practice of the traditions of folk pedagogy. The technology of works outside

the auditorium included "Mother language and literature week", "History night", contests. Also, by interpreting the opinions about the teaching profession and its place in folk pedagogy with teachers in training, the activities of training the criteria of professional competence of teachers were organized in the form of a practical training on the topic "Teaching profession in folk pedagogy and its place in education and training". This training was organized in three stages: challenge, understanding, thinking stage.

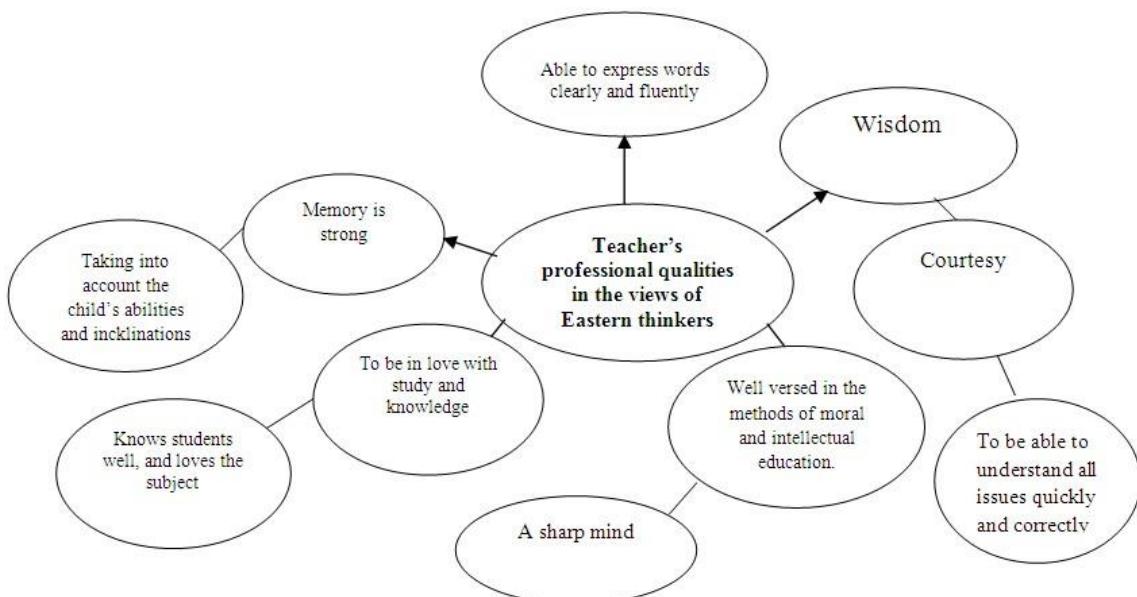
At the challenge stage, teachers were asked questions and a problematic situation was created:

1. Challenge:

- a) "Do not follow what you do not know. Of course, eyes, ears and heart are asked about everything" in which surah of the Qur'an is this statement made and what is its importance in the professional training of teachers? (Surah Isra, verse 36);
- b) "Learning knowledge and then not teaching it to others is like collecting the wealth of the world and hoarding it without spending it."
- c) What is the true essence of the proverbs "Don't be your father's child, be a man's child", "A teacher is greater than your father", "Parents give birth to a child, and a teacher educates him"?
- d) Farobi in his treatise "On Mind" considers the person who combines 12 qualities to be a moral person. What do you think these traits might be? What is the importance of these qualities in the teacher's professional training?

These questions given to teachers were focused on one goal, that is, by studying the teachers' thoughts about the teaching profession in the Islamic religion, the Holy Qur'an, the works and views of Eastern thinkers, to remind them of their thinking, what they know, and to arouse in them the need for curiosity, aspiration, and research.

During the challenge phase, teachers were asked questions and brainstormed for each question. teachers' answers were written on the board. After that, the teachers were asked to write down their thoughts and answers to these questions in their notebooks. After they finished writing, questions on the topic were asked, explained, and guidance was given. After that, the teachers searched and found the answers to the questions asked during the invitation process in the literature recommended in the lecture. In this place, we asked the guiding questions to the teachers in order to determine the opinions about the professional qualities of the teacher in the views of the Eastern thinkers. We suggested drawing them on the board in the "cluster" method and showing them:



Then, the next stage of the lesson - the stage of drawing conclusions. The teachers wrote essays and articles on the topic "Teaching profession in folk pedagogy and its role in education". They reflected on their impressions and conclusions on the topic. At the end of the session, the teachers read the articles and essays they wrote on the topic. The purpose of conducting this training was to help teachers to understand their professional qualities by studying the Islamic religion, Holy Quran, "Avesta" and Eastern thinkers about the teacher, and thus, it was reflected in the education of the criteria of professional competence in teachers.

Conclusion/Recommendation. The use of folk pedagogy in training the professional competence qualities of teachers in advanced training made it possible to form the following:

1. To ensure integration of teachers into national traditions with the help of humanitarian education tools;
2. To develop the role and importance of labor education in the teacher's professional activity based on the elements of labor traditions of the Uzbek people;
3. To determine the pedagogical possibilities of Uzbek folk games in the professional training of teachers;

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