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Мәзил: Нөкис қаласы,
Ерназар Алакөз көшеси №54
Тел.: 224-23-00
e-mail: uzniipnkkf@mail.uz,
mugallim-pednauk@mail.uz
www.mugallim-uzliksiz-bilim.uz

Журналға келген мақалаларға жуўап қайтарылмайды, журналда жарияланған мақалалардан алынған узиндилер «Мугаллим хам узликсиз билимлендириў» журналынан алынды, деп корсетилиўи шэрт. Журналға 5-6 бет квлеминдеги материаллар еки интервалда TIMES NEW ROMAN шриф тинде электрон версиясы менен бирге қабыл етиледи. Мақалада келтирилген маглыўматларға автор жуўапкер.

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PEDAGOGICAL APPROACHES IN EDUCATION AND THEIR IMPORTANCE

Tashtemirova S.A.

Associate professor of the Chirchik State Pedagogical Institute of Tashkent region, doctor of philosophy in Pedagogical Sciences

Tashtemirov R.A.

Master's degree of the Chirchiq State Pedagogical Institute of Tashkent region

Keywords: education, moral education, physical education, family, parent, education, learning knowledge, qualities, pedagogical views, human resources, abilities, influences

Таянч сўзлар: тарбия, ахлоқий тарбия, жисмоний тарбия, оила, ота-она, таълим олиш, илм ўрганиш, фазилатлар, педагогик қарашлар, инсонпарвалик, қобилият, таъсирлар

Ключевые слова: образование, нравственное воспитание, физическое воспитание, семья, родитель, образование, учебные знания, качества, педагогические взгляды, человеческие ресурсы, способности, влияния

Today, great steps are being taken in our country to raise the development of education to the level of developed countries. In doing so, the long-term experience of our people requires an in-depth and consistent study of the social sciences, which embodies the traditions associated with cultural and spiritual development. The social sciences are multifaceted, the content of which includes historical and social processes in the development of society, national traditions, experiences in practical activities. The social sciences have the potential to directly develop the education of young people, as well as the issue of education is of special importance today and is an important priority and strategic issue for the development of the country. At a time when the process of integration of our country into the world community is accelerating, the dramatic changes taking place in the minds of the younger generation require a more serious approach to education than ever before.

It is known that in the pre-Islamic period, the peoples of Central Asia paid special attention to the issue of intellectual development of youth, and this was reflected in the Sogdian sources. The Avesto also states that the Sogdians' relations between people were governed by certain rules and strictly controlled. As a result, the groundwork has been laid for the development of nationally conscious, sane people, patriotic commanders and scientists.

Under the influence of Islam, high spiritual changes took place in the life of the peoples of Central Asia, and its moral and pedagogical views led to the improvement of our national pedagogy. Highly encyclopedic scholars have produced great figures

who have amazed Europe. Abu Hamid al-Ghazali, one of our scholars, paid special attention to the upbringing of children and said: "You must know! Child rearing is one of the most important tasks. The child is a deposit to the father and mother. The child's heart is pure, delicate, simple and free of any patterns and images. It is formed according to the pattern placed on it, it bends to the side it bends. If a child learns goodness and grows up in goodness, he will find happiness in this world and in the hereafter. Of course, his parents, teachers and everyone who brought him up share in this reward. If a child is neglected, grows up in evil, he will suffer misfortune and perish. In this case, the burden of guilt falls on those who put it, the parents. "

In Farobi's work, an enlightened person is described as follows: Let him be a speaker, let him respect the learned and the wise, let him not deprive himself of knowledge and the people of knowledge, and let him have knowledge of all real material things. From these thoughts we can see that he paid great attention to education in preparing young people to become perfect human beings. Ibn Sina's views on child rearing are also noteworthy, emphasizing that the moral upbringing of a child should be the main goal and task of the family, i.e. the parents. In turn, he says that the parent can be an educator only if he is constantly developing himself in this regard, working on himself, he will be able to correct shortcomings. Ibn Sina believes that one of the most important means of moral upbringing is to conduct individual conversations and teach without touching the child's pride. It is through these means that the emphasis is placed on the formation of a perfect human being through the integration of mental and physical education.

According to Yusuf Khas Khajib, every person should be brought up from birth in order to be worthy of society and mature, so as not to waste their time.

Mirzo Ulugbek, one of the great figures who made a worthy contribution to the development of pedagogical thought in Central Asia, who brought the science and culture of the peoples of Central Asia to the world stage, attached great importance to the intellectual and enlightenment education of the younger generation. He believes that only advanced science and culture will ensure the perfection of human thinking, the environment in which he is brought up will play an important role in enhancing child's interest in learning. In his pedagogical views, Mirzo Ulugbek pays special attention to the development of physically healthy, well-trained, courageous children, and emphasizes that in order for the person to be healthy and energetic, he should exercise at an early age, and teachers should be fair and honest so that there is no corruption and fraud in education. Mirzo Ulugbek emphasizes the important role of a healthy environment in increasing the child's interest in knowledge.

Alisher Navoi pays special attention to the strength and power of upbringing in the development of the child. He believes that as a result of upbringing, the child will become a mature and perfect person. Navoi also emphasizes the need to bring

up a child from an early age, that upbringing helps a person to develop good qualities, which are formed as a result of the spiritual influence of people on each other.

The work of Hussein Waz Al-Kashifi also emphasizes the issue of education, and states that the re-education of a person through education can develop mental abilities. In Kashifi's pedagogical views, special emphasis is placed on the ability to think independently in child rearing, requiring parents and teachers to take the issue seriously. The ability to think independently in the upbringing of a child is the basis for making decisions that will help him solve problems.

Jaloliddin Davoni spoke about the importance of parents in raising a child. In his opinion, the equal participation of both father and mother in family upbringing should help the child to acquire a certain profession of good manners, to attract social security, which is the material basis of science and profession. According to Saadi Sherozi, one of the great representatives of Eastern classical literature, the family is the foundation and mainstay of a child's happiness and future. Saadi highlights the role of the father in the upbringing of the child. Indeed, in the upbringing of a child, the father has a strong responsibility, which is the main responsibility in the upbringing of the child, in education, in the acquisition of a profession, in physical fitness. The pedagogical views presented by Saadi Sherozi state that children can be capable and incompetent, that in order for a child to develop, the ability in him must be further developed, otherwise the existing ability will fade away. He categorizes upbringing into three: mental, delicate, and physical labor education.

Kamil Khorezmi, one of the great representatives of the Uzbek social and literary life of the XIX century, in his works promotes the ideas of enlightenment, moral maturity and patriotism. He also expresses his pedagogical views on the well-being of the people, society, the role of man in the development of morality, the integral unity of moral and ethical education. According to Kamil Khorezmi, science, enlightenment should serve for the moral perfection of man, the development of social and spiritual life. Humility is a timeless, most beautiful human quality. Those who possess these qualities are perfect people of prestige. Humility protects a person from embarrassment from various unpleasantnesses. Historian, translator and calligrapher Munis advises not to give too much freedom to language in education. His works emphasize the need for the people to stay away from ignorance in order to be fair, conscious, educated, and call on young people to communicate humbly, to respect adults.

In his pedagogical views, Muhammad Reza Ogahi praised the education of sophistication, which he considers hospitality, which is one of our national traditions, one of the beautiful qualities. The etiquette of looking at the guest with deep respect, waiting for the guest, observation is reflected in the work of Ogahi and

encourages the formation of this quality in the upbringing of children. Ogahi emphasizes that education is also important in mastering the sciences and knowing the language. In his creative work, he encouraged young people to serve the welfare of the people, the homeland and society, to be vigilant and to speak the truth.

The views expressed by Nodira, one of our poets, are also important in the upbringing of children. In her views on upbringing, the ideas of humanity - justice, fairness, the interests of the people - play an important role. Nodira believes that the essence of life is to build a building of goodness. According to her, whoever has done good in his lifetime will leave a bright memory in his life with these good deeds. In general, the poet in her poems glorifies the harmoniously developed person and tells many useful lessons about education.

Berdimurod Berdakh emphasizes the important role of school in the mental education of young people. At school, the child should be brought up in a well-mannered manner. In his opinion, a teacher at a school should be an example to children with his politeness, pure heart, honesty, and thorough knowledge of his subject. Berdakh also emphasizes the important role of the family in the upbringing of children, saying that upbringing can achieve good results only if there is mutual respect between parents and children in the family environment. According to Berdakh, a person needs upbringing from birth, his first educators, of course, parents. If the representatives of the society are humane and fair in the upbringing of the younger generation, the society will prosper. To do this, it is necessary to educate the people, to cultivate in them a positive attitude.

The great poet and scholar, the great representative of Persian-Tajik classical literature Abdurahmon Jami spoke about the issues of education in the immortal heritage of various sciences, literature, including pedagogy, including in the prose work "Bakhoriston".

All the pedagogical views expressed above by our great thinkers on education emphasize the need to pay serious attention to the formation of national consciousness of students, the issue of education in the family and in general secondary education. Based on the importance of educating children in the development of society, the reform of the general secondary education system has led to the need to teach programs and subjects in accordance with our national mentality. As a result, a resolution was adopted "On measures to gradually introduce the subject of "Education" in general secondary education". This, in turn, is aimed at imparting spiritual and educational knowledge to students, the formation of skills of concept analysis and observation. The concept of "Education", which is the basis for teaching this subject, is aimed at solving current problems in the implementation of state policy in the field of education. The concept defines the priorities, main goals

and directions aimed at bringing the work of educating the younger generation to a new level.

In addition, the directions set out in the Concept serve to further expand the legal framework, economic opportunities and organizational mechanisms to educate the country's youth spiritually and physically, to realize their potential, to involve them in the development of the state and society, to adequately support their initiatives.

There are a number of priority principles in teaching the subject of “Education”, which are:

- the priority of national and universal values;
- developing a spirit of conscious patriotism;
- based on modern research in the field;
- openness and transparency;
- support and encouragement of educational initiatives;

government agencies, non-governmental non-profit organizations involved in the implementation of education policy, the adequacy and balance of activities of the private sector.

It began with the provision of the basics of teaching the subject “Education”, including the legal, organizational, managerial and scientific-methodological basis of teaching the subject “Education”.

The requirements for teaching the subject “Education” in general secondary schools were organized in three stages, as a result of which the qualification requirements and competencies that need to be formed in students were identified. It was recognized that at each stage of mastering the subject, the student has the competence in the field of spiritual and moral, intellectual, legal, civic, economic, physical, environmental, aesthetic education:

- to educate students at all levels in the spirit of respect for national and universal values;

- strengthening the effective interaction of the family with the school in the education of students, supporting the formation of respect for parents, people of other nationalities and cultures on the basis of universal principles;

- protection of children's rights and ensuring their legitimate interests;

- inculcation of national values in the system of continuing education based on the principle “From national revival to national growth”;

- to adapt students to social life through comprehensive, physical, mental, spiritual and moral development and to teach them to make the right decisions in various complex situations;

- formation of active civic positions in the child;

to explain that world religions are a spiritual value that has been passed down from generation to generation for many centuries, and that no world religion promotes the ideas of violence, terrorism and extremism;

strengthening cooperation with socio-educational institutions in the activities of the individual;

improving the system of individual work with children with spiritual and moral problems or gaps in their upbringing or children from troubled families, young people prone to crime or on the prophylactic list.

The science of education serves to form an active civic position in students, to promote their comprehensive socialization, effective cooperation, meaningful organization of time, respect for national, spiritual and universal values, the realization of their intellectual and creative potential.

The formation of educational thinking in students, teaching them to anticipate and focus on the future begins directly with self-awareness and is a necessary part of the formation of educational competencies. One of the necessary conditions for the formation of educational competencies in students can be achieved by teaching them new, non-standard thinking, while further expanding the possibilities of social sciences taught in schools, taking into account the age and psychological characteristics of students in the use of advanced methods.

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