

## THE NATIONAL SYSTEM OF SPIRITUAL EDUCATION IN UZBEK FOLK PEDAGOGY

**Bozorova Muslima Qodirovna**  
Professor of Termez State University

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### ANNOTATION

This article deals with the national system of spiritual education in Uzbek folk pedagogy to improve the system of using national values. Adolescence is a period of life with specific health and developmental needs and rights. It is also a time to develop knowledge and skills, learn to manage emotions and relationships, and acquire attributes and abilities that will be important for enjoying the adolescent years and assuming adult roles.

**Key words:** Family, national, usage, system, value.

When it comes to education, most families understand how to talk with a child, give advice, be lazy, and in educational institutions speak beautifully, praise pleasant qualities, read poems about motherland on holidays, events, sing songs, dance. If parents understand the health and well-being of children as a result of upbringing, the activities conducted in educational institutions are shown. In the old-age concomitant there are educational – causative, measurement criteria, while in the upbringing – the result is recognized as a concept that is not visible, measurement criteria can not be determined. Between the family and the educational institution there was a sensuality in the issue of upbringing. The XXI century entered the history of mankind as the age of globalism. "Mass culture", information attacks, philosophy of immorality, extremism, nihilism, the introduction of its own models of democracy, sites praising "world citizenship"(cosmopolitanism), missionary, proselytism, various shows, entertainment shows and music channels are organized, which destabilize modern national values.

Every parent knows well that it is necessary to bring up his child diligently, every day to be happy. However, they do not pay attention to the timely, early youth, step-by-step, continuous education of their children.

Most importantly, for many years, "continuous education" was not established in proportion to "continuous education". Upbringing has become an additional burden from children's education in their spare time – a secondary job. As a result of this, upbringing has become a resounding process. The pedagogical culture of society is declining, preschool education, school teachers, pedagogical and psychological knowledge of parents about upbringing does not meet the modern requirements. In fact, attendance, which was the problem of the school – became a social problem, the work of employees of internal affairs, neighborhood activists.

Set a goal or outcome: Be sure the students understand what the product of the role play should be, whether a plan, a schedule, a group opinion, or some other product Use role cards: Give each student a card that describes the person or role to be played. For lower-level students, the cards can include words or expressions that that person might use. Brainstorm: Before you start the role play, have students brainstorm as a class to predict what vocabulary, grammar, and idiomatic expressions they might use. Keep groups small: Less-confident students will feel more able to participate if they do not have to compete with many voices. Give students time to prepare: Let them work individually to outline their ideas and the language

they will need to express them. Be present as a resource, not a monitor: Stay in communicative mode to answer students' questions. Do not correct their pronunciation or grammar unless they specifically ask you about it.

Allow students to work at their own levels: Each student has individual language skills, an individual approach to working in groups, and a specific role to play in the activity. Do not expect all students to contribute equally to the discussion, or to use every grammar point you have taught. Do topical follow-up: Have students report to the class on the outcome of their role plays. Do linguistic follow-up: After the role play is over, give feedback on grammar or pronunciation problems you have heard. This can wait until another class period when you plan to review pronunciation or grammar anyway. The key concept defining the meaning of interactive methods is —interaction||. Interaction is understood as direct interpersonal communication, the most important feature of which is recognized as a person's ability to —take on the role of another||, to represent how a communication partner or group perceives it, and, accordingly, interpret the situation and design their own actions. Pedagogical interaction is an exchange of activities between the teacher and students, in which the activities of one determine the activities of others. Interactive pedagogical interaction is characterized by a high degree of communication between its participants, their communication, exchange of activities, the changing and diversity of their types, forms and techniques, focused reflection by the participants of their activities and the interaction that has taken place. Interactive pedagogical interaction, the implementation of interactive pedagogical methods aimed at changing, improving the behavioral models and activities of participants in the pedagogical process. Leading signs and tools of interactive pedagogical interaction are: polylogue, dialogue, mental activity, sense-creation, intersubjective relations, freedom of choice, creating a situation of success, positiveness and optimism of evaluation, reflection, etc. In the pedagogical interpretation, polylogue is the ability of each participant in the pedagogical process to have their own individual point of view on any problem under consideration; readiness and opportunity for participants to express this point of view; and any point of view, whatever it may be, has a right to exist. The dialogue assumes that the participants of the pedagogical process perceive themselves as equal partners, subjects of interaction. The mental activity as an essential feature of interactive methods consists in the organization of the intensive mental activity of the teacher and students; the teacher does not translate into the minds of students of ready-made knowledge, but the organization of their independent cognitive activity. Discussions, like role plays, succeed when the instructor prepares students first, and then gets out of the way. To succeed with discussions: Prepare the students: Give them input (both topical information and language forms) so that they will have something to say and the language with which to say it. The most common of such mistakes – oral training continues. Parents, educators of preschool institutions, teachers of schools are limited to telling children about loyalty to the motherland, responsibility, entrepreneurship and other qualities, reading poems and making stories. As a result, qualities do not become children's habits. Noble thought, noble word, Noble is not becoming out. As a result of this, there is a conflict between the words of young people about loyalty, responsibility, entrepreneurship, kindness to the motherland and their age-appropriate actions. This is the reason why hundreds of thousands of 18-year-old boys and girls, who come into independent life every year, are ready to enter into independent life without the necessary social compensation for their lives. Mistakes made in the upbringing are not visible at once. Complications of improper upbringing appear many years later in social

problems that arise in society due to the human factor. Today, the leading young people of Uzbekistan are gaining unprecedented achievements in various spheres, on a global scale, thanks to the purposeful and continuous upbringing of the state and its parents. At present, the mass media are experiencing a lot of unusual forms of crime in society, crime among women and young people, family breakdowns, corruption, egocentrism, reduction of compassion, blind imitation of "mass culture", apathy, arson, extremism, terrorism, alienation, fraud, self-reliance, irresponsibility, crisis of values, violence, entrepreneurship, deceit, fraud, immoral corruption, to the fate of the land such illusions as indifference are widely discussed. These social problems are manifested as the consequences of not teaching young people a certain category of qualities, verbal, old-fashioned conciseness to upbringing.

Deficiencies in education also harm the quality of Education. In particular, the fact that the teenager did not have the qualifications to mobilize for self - education, he was not taught this, appeared paid educational-tutoring Institute.

In our country, the period of ascent began. A new era shiddati sets its exact, strict requirements for education and training. In the field of education, foreign technologies are introduced to radically improve the material and spiritual conditions of educators, improve the quality of Education. Education is a sphere that is in harmony with education, but requires specific conditions, continuity. Education is the cultivation of educated young people, strong – willed upbringing, loyal to the motherland, entrepreneurial, compassionate. And this requires reform of youth education in Uzbekistan on the basis of a renewed national idea, on the basis of National-modern, scientific-technological basis. In the field of education, the old – general, abandoning fruitless co-existence, clearly, resistant to today's requirements, the base requires the formation on the basis of competences, virtues. Basic competences mean the ability of students to apply their knowledge, skills and skills in the performance of practical tasks that they encounter in Real life. This can be achieved by a new, systematic approach to education, guaranteed design and teaching of the basic qualifications, full use of the pedagogical opportunities of the family, preschool and general secondary educational institutions and raising scientific and methodical cooperation among them to a new level.

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