

PEDAGOGICAL STRATEGIES FOR FORMING ETHNOCULTURE IN PRESCHOOL CHILDREN

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Abstract: *In this article, the problems of forming knowledge and understanding of ethnoculture among preschool children, as well as their solutions, are discussed. In addition, the article presents proposals and recommendations for the effective implementation of pedagogical strategies aimed at developing national values in children.*

Keywords: *preschool education, ethnoculture, national values, traditions and customs, pedagogical strategies*

Аннотация: *В данной статье раскрыты проблемы формирования знаний и представлений об этнокультуре у детей дошкольного возраста и пути их решения, а также приведены предложения и рекомендации по эффективному внедрению педагогических стратегий, направленных на формирование у детей национальных ценностей.*

Ключевые слова: *дошкольное образование, этнокультура, национальные ценности, традиции и обычаи, педагогические стратегии.*

Annotatsiya: *Mazkur maqolada maktabgacha yoshdagi bolalarda etnomadaniyat haqidagi bilim va tasavvurlarni shakllantirishdagi muommolari va ularni yechimi, hamda bolalarda milliy qadriyatlarimizni shakllantirish bo'yicha pedagogik strategiyalarni amaliyotga samarali tatbiq etish uchun taklif va tavsiyalar yoritib berilgan.*

Kalit so'zlar: *maktabgacha ta'lim, etnomadaniyat, milliy qadriyatlar, an'ana va urf-odatlar, pedagogik strategiyalar.*

Introduction. The 21st century is a century of globalization and high technologies, as well as a period when the desire of nations to self-consciousness and preserve their spiritual and cultural values is intensifying. As the President of the Republic of Uzbekistan Sh.M.Mirziyoyev noted, "As the heirs of the priceless wealth passed down from generation to generation, we must cherish the cultural heritage of our people like the apple of our eye, study it deeply on a scientific basis, and pass it on to future generations."²⁵ This task, first of all, requires educating the younger generation in the national spirit, forming in their hearts a sense of love and respect for the history, culture, and traditions of their people. The foundation of this process is laid at the

²⁵ Mirziyoyev, Sh. M. (2020). *Milliy taraqqiyot yo'limizni qat'iyat bilan davom ettirib, yangi bosqichga ko'taramiz.* O'zbekiston.

preschool education stage. It is at this age that a child's personality develops intensively, their worldview, moral and aesthetic norms are formed.²⁶

Analysis and discussion. The formation of ethnoculture in preschool children, that is, knowledge and ideas about the culture, customs, language, and values of their people, is crucial for personal development. However, to date, there are a number of problems in this regard:

➤ **Shortcomings in educational programs:** Current programs of preschool educational organizations do not pay sufficient attention to the ethnocultural component. Topics are often presented superficially, in a general form, and there are no interactive and systematic approaches appropriate to the children's age characteristics.

➤ **Pedagogical staff competencies:** Most educators lack sufficient knowledge and skills in the field of modern methodology and innovative technologies of ethnocultural education. This leads to lessons being boring and ineffective.

➤ **The negative impact of globalization:** elements of “mass culture,” penetrating through mass media, the internet, and especially cartoons, can create a sense of alienation from national values in children's minds.

➤ **Weak interaction between family and educational institution:** The role of family in ethnocultural education is invaluable. However, to date, mechanisms for actively involving parents in this process, working with them in cooperation, have not been fully established.

These problems demonstrate the relevance of developing and implementing effective pedagogical strategies for the formation of ethnoculture in preschool children.

To solve these problems, it is advisable to apply the following pedagogical strategies for implementing ethnocultural education in the preschool education process. These strategies are based on play, practical activities, and interactive communication, taking into account the children's age characteristics.²⁷

1. “Cultural immersion” strategy: This strategy implies “immersion” of children directly into the national cultural environment. For this purpose, special “Ethno-corners” will be organized in preschool educational institutions. In these corners, samples of national crafts (souzani, ceramics, wood carving), national costumes, musical instruments, and household items will be displayed. Children should have the opportunity not just to look at these objects, but to play with them, to touch them. Also, conducting master classes with the invitation of folk applied art masters to the institution will increase the effectiveness of this strategy.

2. Strategy of integrative lessons based on folklore: Uzbek folk oral art is an inexhaustible source of ethnocultural education. Through fairy tales (“Zumrad and Qimmat,” “Beat the Stick”), proverbs, riddles, and tongue twisters, children are taught

²⁶ Sodiqova, Sh. A. (2019). *Maktabgacha pedagogika*. Darslik. Tafakkur bo'stoni

²⁷ Shomurotova, N. (2022). O'yin texnologiyalari orqali maktabgacha yoshdagi bolalarda milliy qadriyatlarni shakllantirish. *Maktabgacha ta'lim jurnali*, (4), 45-48.

national values such as honesty, diligence, friendship, and respect for elders.²⁸ Classes should be conducted integratively, that is, in connection with areas such as speech development, music, and artistic activity. For example, during the staging of the “Bogirsoq” fairy tale, children both play roles and sing songs, and draw or make a “Bogirsoq” drawing from clay. This process forms a holistic ethnocultural understanding in the child.

3. Project activity strategy: Directing children towards conducting small research on a specific ethnocultural topic. For example, projects such as “Bread is the greatest of blessings,” “Navruz is the holiday of spring,” “The splendor of atlas and adras” can be organized. During the project, children, with the help of their parents, gather information (how to bake bread, the process of baking sumalak), draw pictures, prepare small scenes, and present their knowledge at the end of the project. This method develops children’s skills in independent search, creativity, and teamwork.

In the implementation of these strategies, it is important to rely on the concepts of personality-oriented education of such educators as Sh.A. Amonashvili, V.A. Sukhomlinsky, as well as the theory of socio-cultural development of L.S. Vygotsky.²⁹

Suggestions and recommendations. For the effective implementation of the above-mentioned pedagogical strategies in practice, the following scientifically based proposals and recommendations have been developed:

❖ **Improvement of methodological support:** creation of a separate methodological guide, multimedia resources, and visual didactic materials (games, cartoteka, posters) on ethnocultural education of preschool children based on the state educational program “Ilk qadam.” These materials should be developed based on a differentiated approach, taking into account the psychophysiological characteristics of each age group.

❖ **Personnel capacity building:** Inclusion of a special training module or course “Formation of Ethnoculture in Preschool Children” in the curricula of the Republican Institute for Retraining and Advanced Training of Directors and Specialists of Preschool Educational Organizations and Higher Educational Institutions of Pedagogical Direction. In these courses, educators should conduct not only theoretical knowledge but also practical classes on applying interactive methods in practice.

❖ **Implementing new forms of cooperation with parents:** abandoning traditional parent gatherings and organizing master classes such as “Our national values - in the family circle,” “Grandmother taught me,” competitions involving parents and children, national cuisine festivals, and folk games days. Engaging parents, together

²⁸ Kayumova, N. M. (2021). Maktabgacha yoshdagi bolalarni xalq pedagogikasi vositalari asosida ma'naviy-axloqiy tarbiyalash. *Zamonaviy ta'lim / Современное образование*, (6), 25-30

²⁹ Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

with their children, in projects such as compiling family genealogy, collecting information about family monuments.

❖ **Creation of a monitoring and evaluation system:** Development of diagnostic criteria and tools to determine the level of ethnocultural education of children. This diagnostics should include children's knowledge of national culture, their attitude towards values, and participation in practical activities. The results serve as a basis for correcting and improving educational work.

Conclusion. The formation of ethnoculture in preschool children is not just a pedagogical task, but the foundation of the nation's spiritual future. A systematic and scientifically based approach to this process will allow us to raise a spiritually rich and competitive generation that will serve the sustainable development of our country.

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