

On the typological study of the educational process

Rano Rizaeva

Researcher (Uzbekistan)

ABSTRACT

Today's globalization process requires the peoples of the world to find ways to ensure peace, development and stability in the future of mankind. The origins of the great problems, conflicts, and disputes that affect the destiny of humanity in the world are determined by the extent to which universal values influence an individual's worldview.

Key words: *great problems, conflicts, disputes, destiny of humanity, individual's worldview, society, pedagogical and psychological problems, education system.*

I. Introduction

Naturally, if a person brought up in the spirit of noble ideas takes the initiative in making decisions that are important for the future of society, for the development of mankind, in the history of individual upbringing, it is often the case that various problems for the public arise as a result of their assumption. That's why the world's media is doing research to find different effective ways to raise a well-rounded person. Among the works in this direction, the study of pedagogical and psychological problems related to the self-awareness of students of the education system, the reform of the education system, the issue of ensuring the continuity of education and upbringing require our pedagogical scientists to conduct serious research is doing.

After the people of Uzbekistan gained national independence, serious attention was paid to the radical reform of the education system. Significant work has also been done in this regard. In particular, changes have been made to the content of social sciences in general secondary education and higher education. Curriculum content has been updated. Textbooks have been redesigned, and teaching materials have been shaped by national ideology. However, this does not mean that a sense of national identity can change the minds of schoolchildren.

II. Literature review

According to the Russian scientist Y.V. Donoeva, who studied ethnocultural factors in the field of health of adolescents, their interests, interests, adolescents in the implementation of work aimed at improving the personality of students the interrelationships between, in particular, ethnocultural relations should also be understood as important values. It seems that ethnocultural relations, that is, the national values of the individual and respect for them, play an important role in the formation of adolescents' consciousness, mental and physical health.

Another Russian psychologist, Y.V. Kavalevskaya, has found that identity plays an important role in young people's future prospects and careers. The scientist found that when a person - a young man or woman - begins to understand himself, the placement of information in his mind is very important. This information (the Internet, the media, witnessing events in social life, etc.) determines what kind of person he is. The views of the scientist show that in the process of self-realization in the mind of the

emerging person, there is a national identity, a national upbringing. He also cites examples of the negative effects and positive effects of information aggression on young people's minds during his research.

In this regard, we would like to emphasize the need for a more serious approach to the issue. In the upbringing of adolescents, national characteristics, national upbringing and regional spiritual environment are also important. We can draw a final conclusion on this issue through a typological study of the educational process of adolescents living in Europe and adolescents living in Uzbekistan.

III. Analysis

According to I.L. Krasnov, a scholar who studied multicultural education in educational institutions in the United States, the concept of culture emerged in the second half of the twentieth century in determining the place of national culture of non-European peoples in education.

In his research, the researcher argues that the concept of multiculturalism is a national culture. It is precisely this national culture that is in the center of attention of the children of the nation. Although the United States is a multi-ethnic country, the educational system has a strong influence on the upbringing of children of different nationalities. That's natural. In the upbringing of the children of each nation, the national symbols and values of that nation are reflected to a certain extent. However, the scientist noted that "democracy and cultural diversity" serve as a unique tool for the formation of identity. The fact that these two concepts serve to express logically close concepts leads to the formation of national identity in the minds of young people. Even in America, it is recognized that national identity begins with the family.

According to Z.X. Magamadova, an educator who has studied the issues of tolerance in the upbringing of adolescents, one of the pedagogical possibilities of the concept of tolerance is the understanding of the adolescent's personality, which is realized through respect for universal values.

While creating a psychosocial description of tolerance, the researcher notes that cognitive cognition and emotional spectrum are important as components of it.

According to B.N. Karmishova, a researcher of educational traditions in Tajik folklore, based on scientific observations, examples of Tajik folklore serve as an important educational tool in the process of understanding the identity of students. The behavior and actions of the trained heroes, in a sense, learn from their relationships. Gain an understanding of one's ancestors, ethnicity, and values.

Indeed, the use of folklore, which embodies national values, plays an important role in educating educators. According to the scientist, folklore is a source of spirituality, which reflects the full picture of values. Therefore, in folklore, especially in fairy tales, the heroes and their destiny, the artistic reality that takes place around them, are taken from the social life of the people, and folk customs are considered an important educational tool.

IV. Discussion

Another Tajik pedagogue, M.M. Mamadnosirova, wrote in her dissertation: "We are convinced that folk traditions, customs and rituals combine certain knowledge and skills in the upbringing of children, reflecting great experience in the upbringing of the younger generation." The scientist's comments are valid. National values play an important role in educating the younger generation. In particular, it is advisable to base their identities on national values.

Madina Marxieva, a Chechen researcher who has studied the scientific approach to the

development of the modern stage of ethno pedagogy, has proved that the expansion of ethno pedagogy is the determinism of ethno culture, the popularization of ethno pedagogical knowledge, modern education and the system of values of national education. It is known that the field of ethno pedagogy studies national education on a scientific basis. This means that the role of national values in the upbringing of young people in the Transcaucasia peoples is invaluable, as they serve to nurture loyalty to the traditions, customs and cultural heritage of their ancestors. It is obvious that the people's understanding of national identity is expressed in terms of cultural heritage and traditions, national customs.

Uzbek scientist Shoxida Zaynievna Taylanova, who defended her doctoral dissertation on "Improving the technology of developing the value system in students of pedagogical higher education institutions," explained in detail the concept of value and developed new methods of implementing national values in education.

In a study by Motaakhed Zahra Salehi, an Iranian researcher who has studied civic education in Iran and Russia for primary school children, she said, "V oblasti realizatsii grajdanskogo vospitaniya Rossiya i Iran odnosyatsya k toy kategorii stran, v kotorix v znachitel'noy stepeni kul'tiviruyutsya natsional'nie sennosti, svyazannie s istoriey i kul'turnimi osobennostyami gosudarstv". It seems that the educational system of the two major countries is analyzed as a system of education led by the cultural identity of the state, the belief in national values.

Respect for national values and devotion to national ideology have become one of the main criteria in the minds of students of these countries by providing information about their ancestors and glorious history. It can be seen that the issue of national identity in schoolchildren poses important theoretical problems not only for us, but also for teachers in neighboring countries. Today, almost all peoples of the world are looking for different ways to raise their children in the national spirit, to express their identity. Self-awareness is one of the most pressing issues facing scientists around the world.

A lot of research has been done in Uzbek pedagogy. In this article, we want to focus on the need to study national identity, not how to study it. Improving the socio-pedagogical mechanism of formation of national identity in students is one of the most pressing issues in the Uzbek pedagogical science. Therefore, we consider it necessary to study the experience of educators of other nations in the formation of identity, to critically analyze the issue from a typological point of view. Because we can take into account that the mechanisms of identity formation were created before us, that the world of pedagogy has accumulated certain experience in this area, and we can draw new theoretical conclusions as a logical continuation of the work done before us.

V. Conclusion

So, the typological study of the educational process in pedagogy provides the basis for the following:

1. Clarification of specific factors of identity in the educational process of different peoples;
2. Clarify the structural features of identity in the process of education and upbringing of different peoples and compare the features of identity of Uzbek folk pedagogy;
3. Comparison of the state of identity in the Uzbek pedagogical process with the pedagogical process of other nations;

4. Education in Uzbekistan allows finding optimal ways to improve the socio-pedagogical mechanism of formation of national identity in the educational process.

References:

1. Donoeva Y.V. Ethnocultural factors in the formation of a health-oriented personality orientation in adolescent students. Abstract of a thesis. Candidate of Psychological Sciences - Kharkov, 2020. –p. 12.
2. Kovalevskaya E.V. Personal prerequisites for career self-determination in adolescence. Abstract of a thesis. Cand. Psychological Sciences - Pskov, 2017. - P.3.
3. Krasnov I.L. Multicultural education in US universities. Author's abstract. dissertation candidate ped. sciences. –Petrozavodsk, 2004.– P.12.
4. Magomadova Z.X. Pedagogical possibilities of the environment in the education of tolerance in adolescents. Author's abstract. diss. Cand. Pedagogical Sciences - Makhachkala, 2020.
5. Karmisheva B.N. Traditions of education in Tajik folklore. Author's abstract of thesis for Candidate of Sciences in Pedagogy. –Dushanbe, 2020. –P. 14.
6. Mamadnosirova M.M. Pedagogical features of the use of elements of ethnopedagogy in the moral education of adolescent girls in the family. Abstract of a thesis. Candidate of Pedagogical Sciences. - Dushanbe, 2020.- p. 12.
7. Markhieva M.V. The scientific approach to the development of ethnopedagogy at the present stage. Author's abstract. dissertation, candidate of pedagogical sciences. - Grozny, 2020. –p. 16.
8. Salehi M.Z. Civic education in the process of teaching younger students in Russia and Iran. Abstract of thesis for Candidate of Pedagogy. Sciences. - Moscow, 2017. - P.8.
9. Niderer N.V. A Development of ethnic self-awareness of Russian-speaking older than graders (for example, a secondary school of the Republic of Kazakhstan). Abstract of the thesis, Candidate of Pedagogy – Moscow-2010.
10. Shcherbina E.N. Development of ethnoregional and identity of an elementary school teacher in the process of higher pedagogical education. Author's abstract. thesis, Candidate of Pedagogy - Rostov-on-Don 2007.
11. Popova N.N. Ethnocultural self-identification older than graders in the educational process. Abstract of a thesis. Cand. pedagogical sciences. - St. Petersburg, 2006.
12. Bocharova Y.Y. Orientation of the theory and practice of education on a productive conflict (for example, the Federal Republic of Germany). Abstract of the thesis for Candidate of Pedagogy. - Krasnoyarsk, 2004.
13. Xadjiev S.M. Multicultural education of the younger generation in the interactive concept of development. Abstract of a thesis for a doctorate in pedagogical sciences. - Grozny, 2020.
14. Dugarova T.M. The inculturation of the personality in the modern national school. Abstract of the thesis for Candidate of Cultural Sciences. - Chita, 2004;
15. Taylanova Sh.Z. Improving the technology of developing the value system in students of pedagogical higher education institutions. Ped fan doct. diss avtoref.– Samarkand, 2019. – p.30.