



“TAKING INTO ACCOUNT STUDENTS’ AGE CHARACTERISTICS IN THE USE OF ETHNOPEDAGOGICAL WORKS

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ANNOTATION

This article discusses the importance of considering students’ age characteristics when using ethnopedagogical works in the educational process. It analyzes the role of folk pedagogy in shaping students’ moral and spiritual development and describes how ethnopedagogical materials — such as folk tales, proverbs, epics, legends, and works of great scholars — can be effectively applied according to different age groups. The role of the teacher and the use of interactive teaching methods in fostering national values among students are also highlighted. The study concludes that applying ethnopedagogical approaches in accordance with students’ age characteristics increases the effectiveness of education and contributes to the upbringing of a well-rounded, value-oriented generation.

Keywords: ethnopedagogy, folklore, age characteristics, education, national values, upbringing, teacher’s role.

Introduction

Today, the effective use of national values, folklore, and ethnopedagogical sources in the educational process has become an important issue. This is because folk pedagogy embodies educational experience, customs, and traditions that have been formed over centuries. When introducing ethnopedagogical works into the educational process, it is essential to take into account students’ age



and psychological characteristics. This approach increases the effectiveness of education and helps develop students' national identity, as well as respect for spiritual and moral values.

Main Part

1. The Concept of Ethnopedagogy and Its Importance

Ethnopedagogy is a field of study that examines the educational experience of a nation, as well as the pedagogical essence of national values, customs, traditions, and rituals. It serves as a primary source for transmitting the educational heritage accumulated by the Uzbek people over centuries to the younger generation.

For example, folk tales, proverbs, epics, legends, folk songs, and traditional ceremonies all play an invaluable role in developing positive qualities in students.

2. The Necessity of Considering Age Characteristics

Each stage of childhood and adolescence has its own psychological and pedagogical characteristics. Therefore, selecting ethnopedagogical works appropriate to students' age is essential so that they correspond to their worldview and level of understanding. **Primary school students (7–10 years old):** Folk tales, riddles, proverbs, and short stories are the most effective tools for this age group. At this stage, children think imaginatively, remember information easily, and tend to imitate positive characters. For example, the tales “*Zumrad and Qimmat*” and “*Boy-bola*” instill values such as diligence, honesty, and loyalty.

Middle school students (11–14 years old):

During this period, students develop independent thinking, a sense of justice, and an interest in real-life examples. Therefore, proverbs, excerpts from folk epics, legends, and wise sayings of народ sages are highly effective. For example, the ideas of patriotism, friendship, and bravery presented in the epic “*Alpomish*” play a significant role in the upbringing of young people.

**High school students (15–18 years old):**

For this age group, works that reveal the spiritual essence of folk philosophy and national traditions are especially important. At this stage, it is necessary to develop concepts such as national identity, civic responsibility, and readiness for social activity. For example, the worldview of young people can be shaped through works such as “*Temur Tuzuklari*” and the writings of scholars like Ahmad Donish, Alisher Navoi, and Bahauddin Naqshband.

3. The Role of the Teacher

When selecting ethnopedagogical works, the teacher should: take into account students’ age characteristics and interests; explain the educational ideas of the work in simple and understandable language; connect the positive qualities presented in the work with real-life examples. The use of interactive methods such as “Discussion,” “Role-playing,” “Debate,” and “Brainstorming” increases the effectiveness of using ethnopedagogical sources in education.

Conclusion

The use of ethnopedagogical works enriches the educational process with a national spirit and helps develop human virtues, national pride, and love for the Motherland among students. In this process, it is extremely important to take into account students’ age characteristics and to select materials that correspond to their psychological readiness and interests. A properly chosen ethnopedagogical approach is the key to raising well-rounded, socially active young people who remain loyal to national values.

References (Sample)

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