

Complex Approaches to Education- The Basis of the Concept of the Development of General Competencies in Students

Siddiqov Xasan Taxirovich
Urgench State University

Relevance of the topic. One of the scientists who first discovered the ethnopedagogic aspects of National Education – culturologist M. Became Mid. His research gave impetus not only to the formation of the heterostereotype (the sum of the knowledge of one people about other peoples), but also to the formation of the autostereotype (the sum of knowledge about one's own people) in Asians and Africans, in other words, to the awareness of oneself. For us, the pedagogical aspect of this study is important. After All, M. The book "Somipd on' age Samoa" ("growing up in Samoa"), published by Mid in 1927, is the result of the first scientific research based on the nationality of upbringing.

Al-Khusri also first introduced the concept of "National Education" into scientific and pedagogical circulation, calling for the creation of scientific terms of the Arabic language. National education thus served as an effective weapon in the fight against "putting one's own interests above the interests of the nation and against greed, and, on the other hand, against the "hostility of mutualistic priests to progressive ideas that lead to progress." The source of National Education is nationality! The core of the concepts of " nation", " nationality", " national pride", " national decency", " culture of interethnic communication "is the Arabic word" mile".

This word means "core", "fundamental essence", "base" in Arabic. And the word " nation " means several:

1. religion: sect;
2. Ummah: population belonging to a sect;
3. refers to folk meanings.

Getting acquainted with the interpretation of the concepts of " nation", " nationality", we see that they have a Western and oriental style. More precisely, the Western interpretation is Christian, and the Eastern interpretation is adjacent to the Islamic cores. That is, the concept of "nation" entered the languages of the peoples of Europe along with the Latin "natio" - tribe, the Christian religion as a people, while Asia was penetrated and absorbed through the teachings of Islam in the three different meanings above. Due to the fact that the word " upbringing "is a component of the concept of " National Education", this concept should also be given an impartial scientific and pedagogical definition with a new approach.

Arabic words "upbringing", "Tarbiat"

1. to care; to teach; to teach; to teach decency;
2. caress, show kindness: being eye-to-ear; has a multifaceted content, such as protection.

"Educator" means 27 carrying out this multifaceted educational activity. Hence, the linguistic meaning of national education can be defined as "the formation, education of young generations on the example of national qualities inherent in their people." The Pride of Avesto, the Holy Book of the Zoroastrian religion, as an educational source, is of importance in this place. In it, a person's pride in the unity of his word, opinion, work is paid attention to the harmonious development. We

would not have made a mistake when we say that this moral Triad was the basis of all the educational works that were created since the earliest times, and after it. Here it is worth noting that when we talk about Zoroastrianism, the most basic source of "Avesto", it is based on living with correctness and moral elements.

Especially in "Avesto" the attitude of people to human education, instead of what they hold in society, is fully covered. The Zoroastrian doctrine states the following opinion about upbringing. "Upbringing should be considered the most important pillar (support) of life. It is necessary to educate every age in such a way that it, first of all, rises to the highest level with the fact that it learns to read well, and then write, and again a good generation remains from a well — fed nation — a healthy generation." Upbringing as a social phenomenon. Upbringing arose with the emergence of a personality society, developed, with the change of society, upbringing also changed. Upbringing is the management and determination of behavior, the complex sum of components that require and define each other—moral consciousness, moral activity and moral relations. Upbringing is an organized pedagogical process for the purposeful improvement of a person, providing an opportunity for regular and systematic influence on the personality of the wards. Upbringing—expresses a mental and moral worldview based on the knowledge acquired in the growing generation, a goal in creating human beliefs, duties and responsibility, moral qualities inherent in people of our society.

Upbringing is said to have a systemic effect on their psyche according to a specific goal so that the educator can absorb the qualities he wants into the minds of the educators. Upbringing is a process that lasts from the birth of a child to the end of his life. Upbringing is a process aimed at a goal, always having a certain plan, and for this it is carried out by those who have a special authority. At all times, educators have tried to form, develop young people's morals and manners, faith and conscience, knowledge, qualifications, behavior, direction, historical experience, requirements and needs of the period, motivation and tasks. Even those countries that set certain goals for their mind, which can be fulfilled by human strength, knowledge and Will, did not look indifferent to educational work. The thoughts and writings of Central Asian thinkers about upbringing have such power that they help the appearance, pride of the seeds of humanity in the hearts of young people to lead them on the path of life. Therefore, the wide use of the ideas of Bahovuddin Naqshband, Abu Nasr Farabi, Yusuf Khos Hajib, Kaikovus, Abu Raykhan Beruni, Abu Ali ibn Sina, Umar Khayyam, Alisher Navoi, Abdurahman Jami, Jalaliddin Davani, Munawwar qori, Abdullah Khaniy, Hamza Hakimzadeh Niazi, Askar Zununov and others about education and enlightenment can meet the demand of today it is an important factor in the education of young people who receive it.

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