Using Educational Technologies in Teaching Examples of Ethnopedagogy In Primary Grades

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Abstract: This study examines the issue of using educational technologies in teaching examples of ethno-pedagogy in primary school, using the subject of reading as a case study.

Introduction: Nowadays, the use of educational technologies in the education system is considered one of the main tools for effectively organizing the learning process. Especially in primary school, the use of innovative methods and technologies is very important to improve the quality of the teaching process and to leave a deep impression on the minds of students. Ethno-pedagogy — that is, the study of national pedagogical values and their effective use in the educational process — plays a special role. Presenting examples of ethno-pedagogy through educational technologies increases students' interest in the lessons. Through animations, videos, and other materials, the process of learning about national culture can be conducted in an engaging and lively manner. Moreover, educational technologies are constantly enriched by technological processes in other fields, creating new opportunities for influencing the traditional learning process and increasing its effectiveness.

Today, it is emphasized that it is necessary to use technical tools, computers, and distance learning in the teaching process. Currently, educational technology is not just an auxiliary tool, but plays a major role in the development of the learning process, changing its organizational forms, methods, and content — it is understood as a new system. This, in turn, affects the pedagogical thinking of both teacher and student. The main basis of educational technologies is that the technologies chosen to achieve a defined goal through cooperation between the teacher and the student in the teaching process must be effective. If the educational technology used in the teaching process can organize collaborative activity between teacher and student in a way that achieves the guaranteed result, and both parties achieve a positive outcome-if ethnopedagogical examples are applied within educational technologies, if the student can think independently, work creatively, explore, analyze, draw conclusions, self-evaluate and receive evaluation from peers or groups, and if the teacher creates the conditions and opportunities for such activities-then it can be considered that an effective result has been achieved in the educational process.

METHODS

Based on examples of ethno-pedagogy, when using educational technologies in the learning process, each lesson, topic, and subject has its own specific technology. That is, teaching technology in the educational process is an individualized process based on the needs of the student, directed toward a specific goal, pre-designed, and aimed at providing a guaranteed result. Since the 1970s, the essence of the concept of educational technology has been increasingly interpreted in pedagogical literature.

According to Japanese scholar T. Sakamoto, "Teaching technology is a field of knowledge related to a system of methods and guidance that ensures the effectiveness of teaching."Russian scholar N.F. Talizina explains: "Educational technology is the process of determining rational methods to achieve defined learning objectives." According to I.Ya. Lerner, pedagogical technology requires defining goals that can

be reliably understood and determined through the results reflected in students' actions. As we can see, educational technology is organized as the design of the educational process based on defined goals and content.

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RESULTS AND DISCUSSIONS

If we take the example of second-grade students, integrating ethnopedagogical examples into the process of teaching reading helps foster a sense of love for national and ethnic culture, traditions, and values, yielding effective results.

When teaching historical topics like "Ancestors of Our Homeland," which is included in the second-grade reading curriculum, the use of ethnopedagogical methods plays an important role in shaping their national spirit.

Teaching the rich historical heritage of Uzbekistan and the achievements of our ancestors to students not only increases their knowledge but also instills patriotic feelings.The use of modern educational technologies, especially in grade 2, allows students to receive the topic in a more engaging and memorable way.

The topic "Ancestors of Our Homeland" provides an excellent opportunity for students to learn about their history, culture, and the noble qualities of their ancestors.Through this topic, students are taught about national values, customs, and the important historical roles of their forebears. From the point of view of ethnopedagogy, this topic encourages students to understand their national identity and motivates them to treat their homeland with respect. Using multimedia technologies in the process of teaching the topic "Ancestors of Our Homeland" provides visual aids to help students understand the topic better. For example, short video clips or animations about historical figures like Amir Temur, Alisher Navoi, and

Mirzo Ulugbek can be shown to the students. These materials will spark students' interest and increase their attention to the topic. Showing animated clips in class about Amir Temur's life and achievements, Alisher Navoi's role in the development of the Uzbek language, and Mirzo Ulugbek's accomplishments in astronomy can help achieve the desired outcome. These animations help foster love for the homeland, respect for national culture, and admiration for historical figures among students.

CONCLUSION

Using examples of ethno-pedagogy in primary education through educational technologies serves as an important tool for renewing and enhancing the pedagogical process and teaching about the nation's lifestyle, cultural creativity, and rich history.

Teaching national culture through multimedia, interactive technologies, and online resources not only deepens students' knowledge but also helps raise a generation loyal to their people's values and respectful of culture. In addition, the use of modern technologies in teaching ethno-pedagogical examples greatly contributes to increasing student interest, developing creative thinking, and fostering independent learning skills.

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