



BOSHLANG'ICH SINIF O'QUVCHILARIDA KO'P MADANIYATLI TA'LIMNING MOHIYATI, MAZMUNI VA BAG'RIKENGLIK SHAKLLARI.

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Hozirgi vaqtda ta'limning yangi qadriyatlari va maqsadlari tizimi paydo bo'lib, jahon ta'lim jarayonida keng muhokama qilinmoqda, tabiiy muvofiqlik, madaniy muvofiqlik va individual shaxsiy rivojlanish g'oyalari asoslangan shaxs tushunchasi qayta tiklanmoqda. Ilmiy muomalaga multikulturalizm, ko'p madaniyatli ta'lim muhiti, ko'p madaniyatli ta'lim va boshqalar kabi tushunchalar kiradi.

Jahon pedagogika fani tomonidan yangi ijtimoiy-madaniy voqeliklarning paydo bo'lishiga munosabat BMT, Yevropa Kengashi, YUNESKO va boshqalar hujjatlarida o'z aksini topgan tegishli ta'lim strategiyalarini ishlab chiqish bo'ldi. Yoshlarni tayyorlash vazifasi odamlarning ko'p millatli makonda yashashi ustuvor vazifa deb nomlandi. Ta'kidlanganidek, zamonaviy boshlang'ich maktabning eng muhim vazifalaridan biri – bu odamlarni hamjihatlikda yashashga o'rgatish, ularga davlatlar va etnik guruhlar (xalqlar)ning mavjud o'zaro bog'liqligini ongli birdamlikka aylantirishga yordam berishdir. Shu maqsadlarda ta'lim, bir tomondan, insonning o'z ildizlarini anglab yetishiga, o'z Vatanida va dunyoda egallagan o'rnini aniqlashga yordam bersa, ikkinchi tomondan, boshqa madaniyatlarga hurmatni singdirishi kerak! Hujjat ikki tomonlama vazifaga urg'u beradi: yosh avlod tomonidan o'z xalqining madaniy boyliklarini rivojlantirish va boshqa madaniyatlarning madaniy qadriyatlariga hurmat bilan munosabatda bo'lishni tarbiyalash.

Ko'p madaniyatli ta'limning metodologik asosini shaxsning yaxlit rivojlanishi tarkibida bag'rikenglikni ko'rib chiqadigan falsafiy va psixologik-pedagogik tushunchalar tashkil etadi; umuminsoniy va milliy o'zlarining birligi va o'zaro bog'liqligida hisobga olgan holda umumiy, maxsus va individual munosabatlar dialektikasi haqidagi qoidalar; insonni eng oliy qadriyat va ijtimoiy taraqqiyotning o'ziga xos maqsadi sifatida tan oladigan aksiologik yondashuv; madaniyatni avlodlar ijtimoiy va ma'naviy uzluksizligining asosiy manbai va vositasi deb hisoblaydigan kulturologik yondashuv.

Nazariy va uslubiy asos: axloqiy ong, his-tuyg'ular va atrofdagi ijtimoiy-madaniy muhit va ta'lim ta'siri ostida xatti-harakatlar tajribasini shakllantirish jarayonlari munosabatlari haqidagi falsafiy tushunchalar (Boboyorov B.N., Kamilova S., Karimova E., Lukin V.N., Musiyenko N., Ochildiyev A. va boshqalar); ta'lim va madaniyat o'rtasidagi munosabatlar kontseptsiyasi (Falkova Ye.G. SI. Gessen, V. V. Kraevskiy, V. N. Rudenko va boshqalar); madaniyatlar muloqotining kulturologik kontseptsiyasi (Yusupova X.); E. V. Bondarevskaya tomonidan ko'p madaniyatli ta'lim va ko'p madaniyatli ta'lim makon nazariyasi (ta'limning madaniy kontseptsiyasi); Z.A. Malkova (ko'p madaniyatli ta'limning uslubiy asoslari); V. P. Borisenkov (ko'p madaniyatli



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- Ko'p millatli va ko'p madaniyatli muhitda faol va samarali hayot kechirish qobiliyati;
- boshqa madaniyat vakillarini tushunish va hurmat qilish hissi;
- Turli millat, irq va e'tiqod vakillari bilan tinch va totuvlikda yashash qobiliyati.

Akademik E. V. Bondarevskaya ko'p madaniyatli ta'lim nazariyasini uning shaxsiyatga yo'naltirilganligi bilan bog'laydi, bu shaxsning rivojlanishini, uning individualligini qo'llab-quvvatlashni, kognitiv, ma'naviy, madaniy, hayotiy ehtiyojlar va inson talablarini to'liq qondirishni ta'minlaydi.

Shuni ta'kidlash kerakki, ko'p madaniyatli ta'lim g'oyalari nafaqat zamonaviylik mahsulidir. Ular o'tmishda ko'plab tadqiqotchilar tomonidan tasdiqlangan. Shu nuqtai nazardan, Yan Komenskiyning "Pampedia" dasturi katta qiziqish uyg'otadi. Uning salmoqli qismi bolalarda boshqalar bilan tinch-totuv yashash, o'zaro majburiyatlarni bajarish, odamlarni hurmat qilish va sevish qobiliyatini shakllantirishga bag'ishlangan. Pampedia - universal ta'lim dasturlarini yaratishga uringan.

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