ACADEMICIA
An International Multidisciplinary Research Journal
(Double Blind Refereed & Peer Reviewed Journal)

CRAFTSMANSHIP THROUGH MUGS OF PRIMARY SCHOOL STUDENTS TARGETED REFERRAL TECHNOLOGIES

Muxamadaliyeva Madinabonu Bohodirjon qizi*

*Teacher of the Department of Primary Education Methodology,
Faculty of Preschool and Primary education of Fergana State University,
UZBEKISTAN

ABSTRACT

Learning to recite passages from their holy text is a priority. For their society to advance, the oral tradition must be superseded by written texts; some students must go on and write down the passages. Monasteries students needed to read out what is written in the religious language and not just the vernacular. This led to formal education in madras as and schools. In one source from the turn of the 15th century, a French count advised that nobles' huntsmen should "choose a boy servant as young as seven or eight" and that "...this boy should be beaten until he has a proper dread of failing to carry out his masters orders." Education systems that promote education for justice, that is, respect for the rule of law (RoL) together with international human rights and fundamental freedoms strengthen the relationship between learners and public institutions with the objective of empowering young people to become champions of peace and justice.

KEYWORDS: *Agriculture, Husbandry, Bartering, And Building Skills, Children Or Master To Apprentice.*

INTRODUCTION

In pre-agrarian cultures, children learnt by following their instinct to play. There was no need for enforced education. In agrarian cultures, the skills of agriculture, husbandry, bartering, and building skills can be passed on from adults to children or master to apprentice. Societies agree on the need for their children to learn and absorb their cultural traditions and beliefs and they attempt to do this informally in the family, or by gathering the children together and employing one adult to handle the task, a tutor. This worked well for the landowners, but the children of the landless would be employed from the age of seven as servants. In one source from the turn of the

15th century, a French count advised that nobles' huntsmen should "choose a boy servant as young as seven or eight" and that "...this boy should be beaten until he has a proper dread of failing to carry out his masters orders." The document listed chores that the boy would perform daily, and that the boy would sleep in a loft above the kennels in order to attend to the hounds' needs.

Religious communities become providers of education and defined the curriculum. Learning to recite passages from their holy text is a priority. For their society to advance, the oral tradition must be superseded by written texts; some students must go on and write down the passages. Monasteries students needed to read out what is written in the religious language and not just the vernacular. This led to formal education in madrassas and schools. Martin Luther declared that salvation depends on each person's own reading of the Scriptures. Trading and management create a demand for accountancy. Basic skills thus included literacy and numeracy. This was the core of Elementary Education.

Schools play an important role in children's socialization and in developing their appreciation of sharing, fairness, mutual respect and cooperation. Schools form the foundational values and competencies that are the building blocks towards the understanding of concepts such as justice, democracy and human rights.

Education systems that promote education for justice, that is, respect for the rule of law (RoL) together with international human rights and fundamental freedoms strengthen the relationship between learners and public institutions with the objective of empowering young people to become champions of peace and justice. Teachers are often on the front line of this work and, along with families, play a formative role in shaping children's attitudes and behaviors.

Global citizenship education provides the overall framework for the approach to the Roll. It aims to empower learners to engage and assume active roles, both locally and globally, as proactive contributors to a more just, peaceful, tolerant, inclusive, secure and sustainable world.

Whether you're a longtime educator, preparing to start your first teaching job or mapping out your dream of a career in the classroom, the topic of teaching methods is one that means many different things to different people.

Your individual approaches and strategies to imparting knowledge to your students and inspiring them to learn are probably built on your academic education as well as your instincts and intuition.

Whether you come by your preferred teaching methods organically or by actively studying educational theory and pedagogy, it can be helpful to have a comprehensive working knowledge of the various teaching methods at your disposal.

He teacher-centered approach vs. the student-centered approach. High-tech vs. low-tech approaches to learning. Flipped classrooms, differentiated instruction, inquiry-based learning, personalized learning and more.

Not only are there dozens of teaching methods to explore, it is also important to have a sense for how they often overlap or interrelate. One extremely helpful look at this question is offered by the teacher-focused education website Teach.com.

"Teaching theories can be organized into four categories based on two major parameters: a teacher-centered approach versus a student-centered approach, and high-tech material use versus low-tech material use," according to the informative, which breaks down a variety of influential teaching methods as follows:

Teacher-Centered Approach to Learning

Teachers serve as instructor/authority figures who deliver knowledge to their students through lectures and direct instruction, and aim to measure the results through testing and assessment. This method is sometimes referred to as "sage on the stage."

Student-Centered Approach to Learning

Teachers still serve as an authority figure, but may function more as a facilitator or "guide on the side," as students assume a much more active role in the learning process. In this method, students learn from and are continually assessed on such activities as group projects, student portfolios and class participation.

High-Tech Approach to Learning

From devices like laptops and tablets to using the internet to connect students with information and people from around the world, technology plays an ever-greater role in many of today's classrooms. In the high-tech approach to learning, teachers utilize many different types of technology to aid students in their classroom learning.

Direct Instruction (Low Tech)

Under the direct instruction model — sometimes described as the "traditional" approach to teaching — teachers convey knowledge to their students primarily through lectures and scripted lesson plans, without factoring in student preferences or opportunities for hands-on or other types of learning. This method is also customarily low-tech since it relies on texts and workbooks rather than computers or mobile devices.

Flipped Classrooms (High Tech)

What if students did the "classroom" portion of their learning at home and their "homework" in the classroom? That's an oversimplified description of the flipped classroom approach, in which students watch or read their lessons on computers at home and then complete assignments and do problem-solving exercises in class.

Kinesthetic Learning (Low Tech)

In the kinesthetic learning model, students perform hands-on physical activities rather than listening to lectures or watching demonstrations. Kinesthetic learning, which values movement and creativity over technological skills, is most commonly used to augment traditional types of instruction — the theory being that requiring students to do, make or create something exercises different learning muscles.

Low-Tech Approach to Learning

Technology obviously comes with pros and cons, and many teachers believe that a low-tech approach better enables them to tailor the educational experience to different types of learners. Additionally, while computer skills are undeniably necessary today, this must be balanced

against potential downsides; for example, some would argue that over-reliance on spell check and autocorrect features can inhibit rather than strengthen student spelling and writing skills.

CONCLUSION

In addition to the many philosophical and pedagogical approaches to teaching, classroom educators today employ diverse and sometimes highly creative methods involving specific strategies, prompts and tools that require little explanation

REFERENCE

1. A NEW STAGE OF REFORMING THE TRAINING OF LEGAL PERSONNEL. F Mukhitdinova Review of law sciences 2 (1), 2017

2. Ideas and teachings on the concept of spiritual and moral education of the younger generation in Uzbekistan FA Mukhitdinova, SS Agzamkhodzhayeva Eurasian Union of Scientists, 2019

3. Problems of power and management in the works of Eastern thinkers FA Mukhitdinova, HM MukhammedovHigh School, 35-38, 2015

4. Implementation of human rights protection in UzbekistanIV Kudryavtsev Eurasian Union of Scientists, 2019

5. The origins of the idea of civil societyFA Mukhitdinova, IN Kudryavtsev ACTUAL ASPECTS OF MODERN SCIENCE, 102-109, 2017