

IMPLEMENTING INTANGIBLE CULTURAL HERITAGE CONCEPTS IN UZBEKISTAN EDUCATIONAL SYSTEM: HUMANITARIAN SUBJECTS IN GRADES 5-6

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Theory and methods of training and education (13.00.02)
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Abstract

This article analyzes the intangible cultural heritage and its connection to the educational process, and provides a brief summary of the findings. Many changes and innovations that have been implemented recently in our country require the solution of a number of problems and shortcomings. Adoption of a reasonable amount of laws and regulations, the development and implementation of government programs are seen as suggestions to these problems. However, the acceleration of the world speed, the combination of the human mind and thinking with the technology, means that there is a need for a step forward in all areas.

Keywords: Educational process, intangible cultural heritage, State program, curriculum, program, social sciences and humanities.

Introduction

Recent researches have been conducted on the issue of intangible cultural heritage and its significance in the system of education. Through their works Uzbek researchers F.Rahmonov, B. Shodiev, N. Safarova, S. Ollaberganova, M. Juraev, S. Jumaeva, B. Suvankulov, S. Mirzayeva, K. Kadirov, M. Rakhmanova, K. Kadirov focused on intangible cultural heritage, its historical social roots and its role in the development of our national heritage. In particular, U.M. Rajabov (1992) analyzed the natural process of accepting and accumulating folklore narratives in children and its reasons for appearance at their early ages in his research “Educating young schoolchildren through the humanistic nature of children's folklore” (1992).

New concepts are coming into the world of science and human life. Of course, the educational process is no exception. The notion of “intangible cultural heritage” is a concerning concept that came into our lives only a few years ago. On this issue a great deal of laws and state programs were adopted in our country. In particular, a huge step could be observed on the adaptation of the special decree “On the State Program for the Safeguarding, Preservation and Promotion of Intangible Cultural Heritage in 2010–2020”, on approval of the Resolution № 222 of the Cabinet of Ministers of the Republic of Uzbekistan on October 7, 2010. A load of work is being accomplished in our country to achieve the target objectives in all sections of this program. In the section of the State Program devoted to “Exploring and Organizing Research Opportunities for Intangible Cultural Heritage” mentioned a number of problems related to the study, analysis and transfer of intangible cultural heritage (ICH)

transferring to future generations. One of the main objectives of this section is the lack of systematic organization of the research in this field.

The purpose of the article is to provide an in-depth observation into the history, development and educational process of the intangible cultural heritage.

Objectives:

- to study the state educational standards, curriculum and calendar plan that provide high quality secondary school education for grades 1-11
- to determine the teachers' extent of familiarization on intangible cultural heritage
- to analyze the educational disciplines and subjects in the curriculum
- to organize and conduct piloting for experiments
- to develop the methodological recommendations.

Results and remarks. We have analyzed the curriculum and programs for the grades 5-6 in secondary education and obtained the following results.

Analysis of ICH in humanitarian subjects for grades 5-6 of secondary schools

Grade 5					
Subject	Quarter I	Quarter II	Quarter III	Quarter IV	Total
Literature	Proverbs (1h) Riddles (1h)	"Three Brave Brothers" (3h) "Susambil" (3h)			8
Russian	«Лиса и журавль» (1s) «Каша из топора» (1s)				2
Stories from history	Year Calculation in history (1h) Ancient rock pictures (1h) Initial clothes of humanbeing" (1h) Myths and Legends (1h) Origin of script (1h)	Ancient Historical-Architectural Monuments of Uzbekistan (1h)	Tumaris and Shiraq's courage (1h) Spitamen Heroism (1h) Historical-architectural monuments of Uzbekistan (1h) Historical sight-seeings (1h)	Spiritual and idealogical progress (1h)	11
The feeling of motherland	Understanding the notion of motherland (1h)				1
English				The weather (6h) Spring holidays (2h)	8

Total	10	7	4	9	30
Grade 6					
Subject	Quarter I	Quarter II	Quarter III	Quarter IV	Total
Literature	Spiritual Treasure (1h)		Folk Songs (1h)		2
Russian	«Гуси-лебеди» (1h)				1
Stories from history		Zoroastrianism (1h)	Legends of Ancient Greece (1h)		2
The feeling of motherland (1s)	Uzbekistan National Park (1s)	Great Sights (1s) Ancient Registan (1s)	Material and Spiritual Life (1s) Legacy of Burning Fire (1s) National and Universal Values (1c)		6
English	Uzbek and English weddings (1s)		Can you cook palov? (1s)		2
Total	4	3	6		13

According to the calendar plan the following hours are distributed for grades 5-6:

N	Class	Subject	Total Hours	Quarter I	Quarter II	Quarter III	Quarter IV
1	Grade 5	Mother tongue	204	54	42	60	48
		Literature	102	27	24	30	21
		Russian	68			20	16
		Stories from history	68	17	15	21	16
		The feeling of motherland	19	5	5	5	4
		English			27	27	27
2	Grade 6	Mother tongue	170	45	35	50	40
		Literature	68	18	16	18	16
		Russian Language	68	18	14	20	16
		Stories from history					
		Art	36	10	8	10	8
		The feeling of motherland	17	4	4	4	5

Based on the mentioned facts, the hours distributed for intangible cultural heritage content for grades 5-6 can be summarized as follows:

N	Class	Subject	Total hours	Hours in ICH Content
1	Grade 5	Mother tongue	204	0
		Literature	102	8
		Russian	68	2
		Stories from history	68	11
		The feelings of motherland	19	1
		English	102	8
2	Total		563	30
3	Grade 6	Mother tongue	170	0
		Literature	68	2
		Russian	68	1
		Stories from history		6
		English	102	2
		The feelings of motherland	17	4
4	Total		425	13

Based on the statistics given above we suggest to organize the lesson plans as following.

Theme 2: Riddles

I. The aim of the lesson:

Educational aim: To give students the knowledge of riddles and their importance in folklore as an example of intangible cultural heritage.

Upbringing aim: Using riddles to create a sense of respect and love for the country.

Developmental aim: Develop students' abilities to develop theoretical knowledge about the importance of riddles and intangible cultural heritage.

II. Teaching technique: Problem-based teaching

III. Lesson method: Conversation and game.

IV. Lesson tools: Literature textbook, handouts, electronic textbook (computer projector, CD, DVD, CDs), incentive cards, instructions (tables).

V. Lesson procedure:

1. Organizational part.

Greetings with students, listening to the duty, determining student attendance, sharing our national and world news with pupils, linking the topic to “The Worthy Generation to Great Ancestors” based on “communication” technology. For this purpose, students are divided into groups by asking the following questions:

Who can say what is going on around the world nowadays?

Which of our great ancestors have impressed you?

Whose work would you like to follow from our great ancestors?

2. Checking for homework:

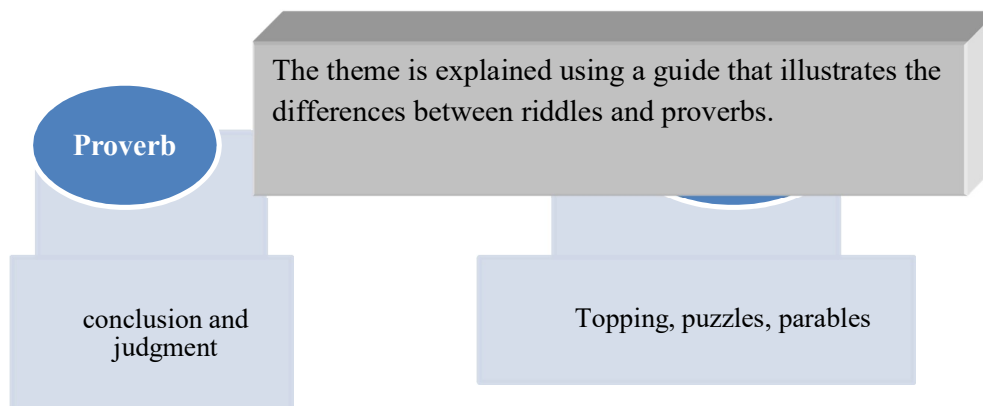
Homework is asked orally, and active students are given incentive cards.

3. Revision of the previous lesson:

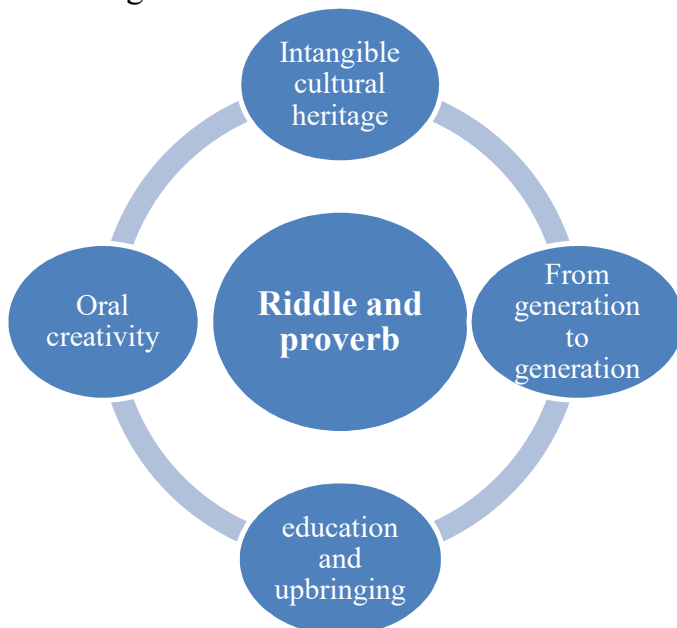
Students are asked to complete the following tables. According to it, it is necessary to write 3 rates for each concept.

Intangible cultural heritage	Folklore	Proverbs
<ul style="list-style-type: none"> • examples of oral creativity • a wider understanding than folklore • there are 5 directions 	<ul style="list-style-type: none"> • art of oral word • folklore is folk wisdom • the heritage of our ancestors 	<ul style="list-style-type: none"> • created orally • transferred from mouth to mouth • used in their own and portable meanings

4. New theme statement.



5. Strengthening: The similarities of riddles and proverbs are discussed to reinforce the topic. The following cluster method is used. It can be filled as follows.



6. Working with the textbook. The riddles presented in the textbook are read together and answered. For additional evaluation, students can also ask themselves the riddles that they know beforehand.

It comes from crystal and melts to a treat add it to your tea to make it sweet what is it?(Sugar)	
I speak without a mouth and hear without ears. I have no body, but I come alive with wind. What am I? (An echo)	
I have cities, but no houses. I have mountains, but no trees. I have water, but no fish. What am I? (A map)	

7. Assessment of students' knowledge.

Throughout the course, the student's activity, ingenuity and ability to think independently are evaluated.

8. Giving home assignments and final feedbacks on the lesson.

Students are presented with a concluding view of the importance of riddles as an example of intangible cultural heritage. The homework is to find and write five riddles in addition to the riddles presented in the textbook.

Conclusion

Forms and methods of using ICH in the system of education allowed drawing the following conclusions:

1. Based on the ICH's knowledge students can gain aptitudes such as patriotism, respect for their history and traditions which in turn positively affect the younger generation's minds and give them the opportunity to challenge ideas.

2. The ICH requires students to use various tools to enhance the effectiveness of knowledge in the content.

3. Analyzing the existing knowledge in the content of the ICH, it was found that there was not enough training hours distributed to ICH in all spheres. It is determined that if ICH content were implemented, it could lead to greater learning efficiency.

4. Importance of ICH elements by subjects and grades, their theoretical and practical analysis of the state and components of the ICH and the analysis of the results show the importance of ICH in the system of education.

5. The development of forms and methods of ICH elements, the identification of pedagogical conditions and, therefore, the organization of ICH elements absorption methodologies will have the potential to improve the overall educational system.

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