

## Possibilities of Approaching the Educational Process From the Point of View of Cultural Sciences

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**Abstract:** This article focuses on the application of the cultural studies approach to the educational process, the development of cultural models and national cultures, and, on this basis, filling the existing gaps in the educational process. Many approaches, ideas, and opinions related to cultural studies were analyzed, and recommendations were made for the formation of national cultural models. This article can be used by professors, researchers, and the general scientific community as a methodological resource.

**Keywords:** pedagogy, educational process, culture, cultural studies, national cultural models, socio-cultural phenomena, future teacher, valuable cultural approach, professional development.

Today, the need to approach the educational process from the point of view of cultural studies is stronger than ever. Because learners are fascinated by the attractiveness of foreign cultural models. As a result, they are moving away from the knowledge, concepts, approaches, and models characteristic of our national culture.

The cultural studies approach is one of the main directions for pedagogy. its general issues E.V. Bondarevskoy, A.A. Kirsanova, A.N. Rostovtseva, V.A. Slastenina, N.E. Shchurkovoy, V.I. Andreeva, Yu.A. It is expressed in the research of Belchikov. Including V.I. Andreeva researched aspects of the creative self-development of a person. Yu.A. Belchikov paid attention to the development of a person's speech culture during the educational process.

In connection with the application of the main directions of the Decision "On approval of the concept of further development of national culture in the Republic of Uzbekistan" to the educational process, it is envisaged to give priority to the development of the cultural outlook of the students.

Cultural studies serves as a means of developing pedagogical thinking in future teachers. The concept of "cultural studies" was created due to socio-pedagogical necessity and serves to fill the existing gaps in the pedagogy and educational process. By enriching the students' knowledge of culture, conditions are created for them to thoroughly master the humanitarian and social spheres. Today, there are many approaches, ideas, and opinions about cultural studies.

Students should pay attention to their understanding of specific aspects and laws of culture in connection with pedagogical processes. Among the various definitions given to culture, the following definition is of particular importance: Culture (Arabic Medina: a city, a comfortable abode, a center of development): 1. A set of achievements of society in production, social, spiritual, and educational life. 2. The level of such achievements achieved by a social group, class, or people in a certain period. 3. Education, education, intelligence, enlightenment. 4. Conditions that meet the requirements of a civilized person Culture is a humanitarian field of science that helps a person understand cultural events and processes, and it has its own laws of development.

Culture is expressed in various manifestations of human life activity and the material and spiritual wealth created by them. The concept of culture covers specific areas of a nation's lifestyle, education, labor relations, art, and literature in a certain historical period.

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Our thinking ancestors expressed their attitude toward culture, which is an integral part of people's lifestyles. For example, in Farabi's opinion, each person, according to his nature, "strives to reach a higher level of maturity." Alisher Navoi emphasizes that the phenomenon that leads a person to spiritual perfection is culture. All our enlightened ancestors came to the conclusion that the members of society could be raised culturally through knowledge.

In Europe, too, it was believed that culture is created as a result of human influence on nature and society, as well as education. Culture includes the use of centuries-old spiritual and educational heritage, its creative assimilation, and its reliance on it in determining one's development.

Culture is a phenomenon that includes the idea of humanity common to all peoples, and it has both national and universal character. Cultural wealth, first of all, clarifies a person's intelligence and thinking and affects his development. In this sense, culture is a socio-pedagogical phenomenon. Each nation has its own national-cultural worldview, and national models that are alien to the nation's mentality and customs cannot be absorbed into this worldview. Such models reflect negatively on the morale of the nation. That is why special attention is paid to the formation of the cultural worldview of pupils and students during the educational process.

Based on the above, it should be noted that the approach of cultural studies can be evaluated as a practically oriented instrument for complex human thinking. To date, there has been a need to create a fully formed socio-cultural environment in the educational process and beyond. At the same time, the development of mechanisms for ensuring the socio-cultural environment and the cultural-spiritual development of pupils and students is the main direction of cultural concepts.

- With the help of social and cultural tools, a number of unique situations arise in the pedagogical process. Including:
- universal and national-cultural values serve to ensure the perfection of the individual in a harmonious way;
- increasing the need for pupils and students to master cultural resources;
- the desire of learners to master various socio-cultural models;
- an increase in the interest of socio-cultural groups in acquiring socio-cultural assets;
- such as the manifestation of the educational process as a global cultural phenomenon and the manifestation of pedagogical influence as a mechanism of cultural development of the individual.

The cultural studies approach serves the development of intercultural competence in future teachers. This competence is especially evident in the pedagogy of communication and interpersonal relations. This competence performs a number of socio-pedagogical tasks, including:

The approach of cultural studies in pedagogy implies the development of interpersonal cultural communication and interpersonal socio-cultural relations competence in pupils and students;

The approach of cultural studies also serves to focus the attention of learners on the acquisition and presentation of cultural wealth created by mankind.

The approach of cultural studies allows for the determination of the principles of student orientation to the familiarization, analysis, and creative assimilation of cultural resources in the pedagogical process.

The approach to cultural studies is directed at the selection and systematization of educational materials that allow the study of national and universal cultural wealth and help understand the essence of its content;

The approach of cultural studies serves as a basis for the selection of technologies for the organization of the educational process aimed at this goal, namely the structuring of educational materials.

When the approach of cultural studies is applied to the process of higher pedagogical education, it helps to develop the cultural outlook of the future teacher. Directs the development of students'



professional activities from a socio-cultural point of view. Accordingly, the famous Russian pedagogue N.V. Kuzmina indicated the following main functions of pedagogical activity:

Gnostic knowledge;

- constructive;
- communicative;
- informant;

organizational functions. All these functions are carried out within the cultural studies approach.

Based on the approach of cultural studies, the function of the teacher was revealed by experts such as A.I. Sherbakova and Yu.K. Vasileva. Applying these approaches to the organization of the training process of future teachers based on the approach of cultural studies ensures efficiency in this direction. Because of these functions, the possibilities of using the approach of cultural studies in the process of higher educational development are clearly manifested. Because the approach of cultural studies serves as an instrument in the formation of professional competences in future teachers,

In the formation of the pedagogical functions of future teachers, an approach in the context of cultural studies is required. For example, the function of future teachers to search for and receive information in the pedagogical content implies that students perceive this information based on search and analysis. At this goal-oriented stage of the educational process, professors and teachers assume that students study cultural phenomena from a value-analytical point of view. In this, the cultural heritage of the Uzbek people during their historical development is presented to the students step by step. Students perform cultural studies analysis as a research tool. They are taught to analyze cultural phenomena and pedagogical teachings in depth. For this, first of all, students' vocabulary is enriched with pedagogical and cultural terms. At the same time, their ideas about cultural life will be expanded.

The function of developing future teachers on the basis of cultural studies is directly related to the development of students' cognitive abilities. It is known that the process of higher pedagogical education is directly related to the intellectual development of students directed towards a specific goal. Only then will pedagogical education have the character of contributing to the cultural development of the individual. Professors and teachers form the ability of students to successfully solve various types of educational tasks within the framework of cultural studies. Among such assignments:

- to be able to know, distinguish, and classify various events and evidence related to cultural studies;
- to be able to distinguish and differentiate between different signs of cultural events and justify their general and specific aspects;
- distinguishing and describing moral-aesthetic concepts that are part of cultural phenomena;
- to have the ability to search for cultural and social information;
- identifying and distinguishing socio-cultural problems;

such as the assessment of the personal and social significance of cultural events. The approach of cultural studies in the process of solving pedagogical problems shows the personality-developing function of cultural studies as a unique didactic tool.

The orientational function of cultural studies provides an opportunity for future teachers to adopt the cultural-value orientations characteristic of the Uzbek people. As a result, positive directions are observed in the activity and interpersonal relations of the future teacher. Within this function, cultural studies knowledge, experiences, axiological knowledge, and information are combined. As a result, the cultural outlook of students expands, and they come into close contact with the world of values.

In addition, the pedagogic function of cultural studies provides an opportunity for the future teacher to get acquainted with innovative ideas and imaginations. Defines the cultural and spiritual direction of society. That is why the wide application of the cultural studies approach to the system of training



future teachers, the improvement of the educational content for this purpose, and the systematic placement of pedagogical knowledge of cultural studies and axiology in the educational modules are important conditions for ensuring the quality of education.

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