

CULTURAL APPROACH AS A PRIORITY DIRECTION OF THE EDUCATIONAL SYSTEM OF UZBEKISTAN

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ABSTRACT

This article gives an idea of the possibilities of organizing the educational process based on cultural studies, the influence of culture on the student, the features of the content of education, the basic requirements for it, the possibility of creating a cultural environment in an educational institution.

Keywords: pedagogy, education, educational process, student, cultural environment, cultural studies, cultural influence.

INTRODUCTION

Within the priority area of acquiring new knowledge and enriching the methodology based on the study of mechanisms for improving the efficiency of the education system, philosophical, sociological, psychological, pedagogical knowledge on the content, education forms and methods of education, professional and cultural formation of the individual the need for harmonization is growing. This is reflected in the legal and regulatory framework for the development of higher education, adopted in recent years in the Republic. In particular, the Resolution of the President of the Republic of Uzbekistan No. PP-2909 "On measures to further develop the higher education system" dated April 20, 2017, No. PP-4038 dated November 28, 2018 "On approval of the concept of further development of national culture in the Republic of Uzbekistan" Resolution No. PF-5847 of October 8, 2019 "On approval of the Concept of development of the higher education system of the Republic of Uzbekistan until 2030", February 27, 2020 "On measures to further develop the field of pedagogical education"

Ensuring the implementation of the Decree No. PQ-4623, Decree No. PF-6097 of October 29, 2020 "On approval of the Concept of development of science until 2030" is particularly relevant. This requires, first of all, the study of theoretically fundamental issues that will serve to implement these documents in practice.

MATERIALS AND DISCUSSIONS

Processes based on the approach of culturology are educational, pedagogical and cultural developmental processes. It plays a special role in shaping the motivation of students to acquire cultural riches in the educational process. There is no single interpretation of it in modern approaches to the understanding of cultural studies. The cultural approach implies the organization of education as a cultural environment.

Modern approaches to cultural studies in pedagogy are diverse. The main requirements for a cultural approach are related to factors such as the growing scale of globalization in Uzbek society, the negative impact of mass cultural attacks on the developing individual. The declining

interest of young people in national culture makes it necessary to organize pedagogical processes on the basis of a cultural approach.

There are three different interpretations of the cultural approach in pedagogy. These are reflected in the combination of educational, pedagogical and cultural environment as a whole cultural space. The second interpretation of cultural studies in pedagogy combines theoretical, methodological, practical, organizational pedagogical measures, including as a whole unit of organized cultural and pedagogical processes. It involves the consistent presentation of cultural values to students. The cultural approach is the study of the individual. In doing so, the pupil or student interacts with individual cultural models.

There are certain requirements for the application of the approach of cultural studies in the educational process. The goal is to expand the knowledge of national culture based on the purpose of education. As a result, students have a strong motivation to learn about national customs, traditions and values. In this regard, it is planned to expand the scope of information on cultural studies in the content of education. This requires strengthening the mechanisms of influencing students from a cultural perspective. This in turn helps students systematically assimilate cultural values. As a result, they have clear goals, beliefs, respect for traditions, appreciation of our ancestors, encouragement to study their unique heritage, the desire to master the norms of behavior.

Pedagogical culturology is distinguished by the following peculiarities:

- The student is a subject of the pedagogical process of cultural didactic nature, an active person performing certain cultural roles. Such a person has the potential for cultural development and self-improvement.
- In the process of cultural studies, the teacher acts as a link between the student and the cultural model.
- The teacher acquaints students with the cultural identity of the Uzbek people;
- Special attention is paid to the uniqueness, originality, inexhaustible value of national culture, the uniqueness of the national way of life of the people.

The cultural approach defines the views of the student's personality and contributes to the formation of a system of cultural values in it. Education is a cultural process, and the level of cultural thinking plays an important role in the formation of an individual. The dialogue of the participants of the educational process is aimed at the cultural development of students. The educational institution should function as an organization that represents the cultural environment. It is of great pedagogical importance that the cultural image of reality is created in the educational institution and determines the future development of the national culture.

The formation of a cultural approach to pedagogy requires the creation and implementation of a pedagogical system that combines national and professional culture. Based on the above considerations, the organization of the pedagogical process results in the cultural identification of students. They realize what nation and people they belong to. This is manifested in the following:

- adoption of cultural models;
- assimilation and application of national values in their activities;
- gain experience of interpersonal relationships based on an understanding of social relations;

The specifics of these concepts are determined by the views and concepts of national culture. The introduction of a cultural approach to the process of education and upbringing radically changes the perception of the educational process. The approach to the selection of information presented in it is approached from a cultural point of view. In this way, the cultural foundations of the educational process are enriched.

RESULTS

Creating a cultural environment is important for the learning process. The organizational and corporate culture of the educational institution is important for effective organization and management of educational process. Therefore, organization of the educational process on the basis of a cultural approach should have its own theoretical interpretation as an innovative approach.

The urgency of modernizing the content of pedagogical education is explained by the fact that traditional approaches, views, templates still take precedence in the educational process. In this sense, there are contradictions between new approaches and traditional views. Because according to traditional educational requirements, learners are still seen as the object of the process. In modernizing the content of pedagogical education, first of all, it is necessary to pay attention to the approach based on cultural studies.

The results of our observations and analysis of existing teaching materials, the study of international experience show that today there is a lot of outdated knowledge, approaches, interpretations, inconsistent analysis in the content of pedagogical education. Also, the opportunities of online didactics are not used enough, the latest innovations in the field of pedagogy textbooks and teaching materials are not reflected in the programs. There are many outdated concepts and definitions in textbooks and manuals. Definitions, interpretations, comments in the existing pedagogical dictionaries, encyclopedias and teaching materials do not match. International experience in the field of pedagogy, approaches, scientific approaches to philosophical and pedagogical anthropology, pedagogical psychology, pedagogical synergetics, pedagogical statistics, social pedagogy, pedagogical prognosis, diagnostic methods do not occupy a sufficient place in the content of pedagogical disciplines. There is a need to enrich and update knowledge on comparative pedagogy and the history of pedagogy. The results of scientific research in the field of pedagogy during the years of independence are not sufficiently reflected in the content of educational and methodological complexes created for the pedagogical education system. Theoretical and fundamental bases of software products have not been developed. All this necessitates updating the content of pedagogical education, creating new projects and models of curricula and teaching materials, studying the fundamentals of online didactics, deepening the theoretical foundations of software products in a variety of pedagogical disciplines, incorporating international experience in this field.

In this process, new knowledge is incorporated into the content of a number of disciplines of pedagogy, giving priority to a number of approaches. During the years of independence, a lot of research has been conducted in the field of pedagogical theory and history, new methodologies and technologies have been developed. However, they do not find expression in the content of pedagogical disciplines. The principles of selection of the content of pedagogical disciplines, the use of the opportunities of online didactics in the systematization of teaching materials on

pedagogy, along with cultural studies, are expected to be based on certain approaches. In particular, the cultural-historical approach is important in the training of future teachers, students are equipped with theoretical knowledge, practical experience in getting acquainted with the cultural and pedagogical views created by our ancestors for centuries, their application in their professional activities. Also, on the basis of the cultural-historical approach, future teachers will develop skills in studying the psyche of students. At the same time, based on the study of folk culture, future teachers will be able to acquire professional qualities such as professional creativity, propensity to innovate, the desire to apply it. This approach also envisages the formation of skills in mastering the methods of internalization, ie the presentation of socio-cultural experience.

The result of such activities is reflected in the provision of cultural values to learners. At the same time, mental processes become civilized.

Today, the educational process should have the status of a cultural process:

- acquisition of cultural heritage, ensuring the development and regular renewal of educational values;
- creation of intergenerational connection and ensuring its development, coordination with the life of society;
- creation of cultural spheres of social activity of the person in educational institution;
- creating a cultural environment in the educational institution for human social activity and self-expression;
- Issues such as the creation of favorable conditions for the individuality of the individual in the educational institution on the basis of ensuring the rights of teachers and students are reflected in the content of pedagogical disciplines.

To do this, the following must be done:

- expanding opportunities to use national culture to achieve educational goals;
- increase the number of components based on cultural studies in the content of education;
- Achieving the systematization of cultural values, norms of behavior, knowledge of culture in the framework of pedagogical technologies;
- Development of didactic opportunities to create an environment based on cultural studies in the educational process;
- Development of mechanisms for the formation of corporate and organizational culture for the effective organization and management of the environment based on cultural studies in educational institutions.

The goal of developing the information processing function of future teachers is directly related to the analysis based on cultural studies. This has an effective impact on students' cultural outlook. At all stages of the learning process, the teacher is taught to analyze the cultural aspects of values. Didactic opportunities will be identified to inform future teachers about the cultural achievements of the Uzbek people during their historical development.

Cultural-based analysis is a tool for searching and processing socio-cultural information and serves to expand the scope of a teacher's personal information knowledge. Expands the educator's vocabulary and helps to enrich the landscape of material existence.

CONCLUSION

The developmental function of the cultural-based approach is directly related to the development of students' cognitive abilities, and special attention should be paid to the development of this function. It is known that education acquires a developmental character only as a result of the development of the mental movements of learners. In the context of pedagogical education, a special place is given to the means of developing students' mental movements.

As part of a culture-based approach, faculty will have the opportunity to develop students' cognitive-based mental movements. Including:

- knowledge and classification of various cultural events, facts;
- Distinguish and compare common and different aspects of socio-cultural events;
- Identify and describe the ethical and aesthetic conditions in the objects of culture;
- implementation of actions related to the search for socio-cultural information;
- Tasks on differentiation and assessment of socio-cultural problems.

It can be seen that a culture-based approach emerges as a didactic tool in the process of training future teachers. This paves the way for future teachers to carry out a wide range of personal, professional and socio-pedagogical activities in a constantly changing socio-cultural environment.

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