

THE ROLE AND SIGNIFICANCE OF THE CULTURAL STUDIES APPROACH IN THE EDUCATION SYSTEM

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Annotatsiya. Mazkur maqolada madaniyatshunoslik yondashuvi tushunchasi va uning ta'lim tizimidagi roli, uning tarbiyaviy, axloqiy, ijtimoiy va mafkuraviy ahamiyati tahlil qilinadi ayniqsa, yoshlarda milliy va ma'naviy qadriyatlarni shakllantirishdagi o'rni keng yoritilgan. Shuningdek, zamonaviy ta'lim siyosatida madaniyatshunoslik elementlarining integratsiyalashuvi, milliy tarbiya, madaniyatlararo muloqot, innovatsion pedagogik yondashuvlar bilan uyg'unligi haqida tahliliy ma'lumotlar keltirilgan. Boshlang'ich ta'limda madaniyatshunoslikning yondashuvi va fanlararo integratsiyasi, yosh avlodda milliy va umuminsoniy qadriyatlarni shakllantirishdagi roli yoritiladi.

Kalit so'zlar: madaniyatshunoslik, ta'lim tizimi, tarbiya, qadriyatlar, milliy ong, madaniy meros, integratsiya, muloqot.

Abstract. This article analyzes the concept of the cultural studies approach and its role in the education system, its educational, moral, social and ideological significance, especially its role in the formation of national and spiritual values in young people. It also provides analytical information on the integration of cultural studies elements in modern educational policy, their compatibility with national education, intercultural dialogue, and innovative pedagogical approaches. The approach and interdisciplinary integration of cultural studies in primary education, its role in the formation of national and universal values in the younger generation are highlighted.

Keywords: cultural studies, education system, education, values, national consciousness, cultural heritage, integration, dialogue.

Аннотация. В данной статье анализируется понятие культурологического подхода и его роль в системе образования, его образовательное, нравственное, социальное и идеологическое значение, особенно его роль в формировании национальных и духовных ценностей у молодежи. Также приводятся аналитические сведения об интеграции элементов культурологии в современную образовательную политику, их совместимости с национальным образованием, межкультурным диалогом и инновационными педагогическими подходами. Освещены подход и междисциплинарная интеграция культурологии в начальном образовании, ее роль в формировании национальных и общечеловеческих ценностей у молодого поколения.

Ключевые слова: культурология, система образования, образование, ценности, национальное сознание, культурное наследие, интеграция, диалог.

In the context of globalization, the education system must fulfill not only the function of imparting knowledge but also the task of nurturing the younger generation to become spiritually and morally mature, cultured, and tolerant individuals. From this perspective, the cultural studies approach acquires critical importance. Through this approach, students develop respect for national values, self-awareness, and an attitude of tolerance towards other cultures. One of the key factors in humanity's progress in the 21st century is the advancement of education based on humanitarian, cultural, and socio-ethical principles. It is precisely under these conditions that the cultural studies approach becomes a highly relevant topic. Education should serve not only as a means of knowledge transmission but also as a tool for upbringing, fostering national consciousness, and shaping cultural identity.

The cultural studies approach involves integrating the concept of culture as a central notion within the educational process, that is, organically transmitting cultural elements such as knowledge, values, art, language, customs, ethics, and religion to students. Within this approach, students learn not only facts but also the differences and similarities between various cultures and their impact on societal life. Additionally, this approach is grounded in sociocultural development theories proposed by scholars such as Lev Vygotsky and Jean Piaget. These theories emphasize the decisive role of the cultural environment in individual development.

Cultural studies is an academic discipline dedicated to the scientific study of culture, analyzing its role and developmental trends within society. Through this approach, students acquire a profound understanding of national customs, traditions, art, and moral norms, thereby enhancing their spiritual maturity.

Currently, educational reforms in Uzbekistan are aimed at harmonizing national and universal human values. Within the framework of the "New Uzbekistan — New Education" concept for 2021–2026, the content of education is being updated. In these reforms, the cultural studies approach:

- aims to cultivate a strong sense of civic responsibility among students,
- promotes the development of cultural awareness,
- fosters an increased respect for one's own history,
- is regarded as a means of fostering a modern worldview.

By incorporating elements of cultural studies into educational curricula, students develop respect for national culture, a sense of preserving cultural heritage, tolerance and openness, as well as skills for engaging in international cultural dialogue. Currently, textbooks, methodological guides, and integrated curricula are being developed in this direction.

When discussing the educational and social functions and potentials of cultural studies, cultural studies education:

- cultivates moral resilience in students;

- fills the ideological void;
- protects young people from various alien ideologies;
- helps individuals find their place within both local and global contexts.

For example, Uzbekistan's rich cultural heritage—from the era of Amir Timur to contemporary Uzbek cinema and theater arts—serves to foster a positive identity in the minds of youth. Today, many countries worldwide prioritize the development of “intercultural competencies” within their education systems. The cultural studies approach is an effective tool in this regard. It enables students to:

- develop respect for representatives of other nations and religions,
- adhere to ethical norms in international communication,
- develop skills for resolving intercultural conflicts.

Uzbekistan's experience as a state where various nationalities and ethnic groups live in harmony can serve as a model in these processes. Based on the decisions and decrees of the President of the Republic of Uzbekistan aimed at the fundamental improvement of the education system, there is an increasing emphasis on an approach grounded in national values and culture within the educational process. This further confirms the relevance of the cultural studies approach.

Particularly in primary education, special attention is given to employing methods based on the cultural studies approach that enhance students' engagement and enrich their imagination. These methods include teaching literary works by dividing roles according to genre and content, retelling stories from the perspective of characters, continuing narratives about a character's fate, and encouraging oral storytelling on interesting topics—creative tasks that are pedagogically sound. Reading lessons should be integrally connected with music and visual arts, which cultivate love for beauty, nourish feelings of purity, sharpen emotions, and develop intellect and insight. This interdisciplinary linkage fosters the development of aesthetic taste and enriches students' imagination. Coordinated lessons in reading, music, and visual arts improve students' abilities to understand and appreciate works of art, contributing significantly to shaping their moral and spiritual identity.

In preparing primary school students for life, it is crucial to introduce them to concepts such as “personality,” “culture,” “value,” “behavior,” “rights,” “duties,” and “upbringing,” while instilling the essential qualities of ethical norms. This constitutes a fundamental aspect of the cultural studies approach. These concepts are interrelated and continually complement one another. Before forming social-legal competencies in primary school students, it is necessary to consolidate their knowledge of these concepts. The principles of developing social-legal competencies in primary school students based on the cultural studies approach can be

described as follows: the presence of social-legal competencies in a student guarantees their successful lifelong activity; it enables sufficient personal choice in actions and ensures effective performance of social roles unique to the individual; it nurtures students' beliefs and interpersonal relations regarding the homeland, family, people, nature, and values; and social and legal competencies play a crucial role in social-political, moral-educational, aesthetic values, and self-development.

The significance of modern education is marked by the formation of active socialization skills in students. The possession of social and legal skills is of particular importance for primary school students to actively participate in social relations. Factors and conditions affecting the development of social and legal competencies in primary school students are determined by defining tools, forms, methods, and ways to teach motivational and reflective thinking skills. Achieving this requires teachers to adopt a creative attitude towards the educational process and apply an akmeological approach. The practical implementation of an innovative method and creative-educational games based on forming social and legal competencies in primary school students—designed with an emphasis on core and subject-specific competencies and characterized by a goal-oriented sequence and integrity—positively and effectively influences the formation of students' abilities to comply with social and legal norms.

In conclusion, it should be emphasized that the cultural studies approach must be an integral part of the education system, especially in primary education. Developing students' spirituality based on the cultural studies approach is not merely about imparting scientific knowledge but is a process of educating them as morally, spiritually, and culturally refined individuals. It is one of the main tools for shaping the younger generation not only as knowledgeable but also as morally and ethically mature personalities. The cultural studies approach and the acquisition of social and legal skills by students play a distinctive role in enabling primary school pupils to become active participants in social interaction.

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