



## Article

# Methodology for Developing Students Ethnopedagogical Culture Based on A Systemic Approach

Ne'matov Mashkhurbek Inomjon o'g'li

1. Lecturer at the Department of Physical Education, Sports Theory and Methodology, Fergana branch of the Institute for Retraining and Advanced Training of Physical Culture and Sports Specialists, Researcher at Fergana State University, Uzbekistan
- \* Correspondence: [mashhumematov09@gmail.com](mailto:mashhumematov09@gmail.com)

**Abstract:** This article investigates the development of students' ethnopedagogical culture through a systemic approach. The paper examines the fundamental theories while outlining developmental phases and assessing pedagogical methods which develop cultural competencies. The research demonstrates why nation-building values must be merged with cultural communication abilities except traditional values in educational arcades. The research offers methodical suggestions to build students' ethnocultural identity since this foundation enables their integration within a multicultural environment. Students achieve better knowledge of national heritage together with enhanced cultural communication skills through an organized teaching methodology.

**Keywords:** systemic approach, ethnopedagogical culture, student development, pedagogical technologies, national values, cultural communication, competency development

## 1. Introduction

In today's globalized world, education must not only impart knowledge but also cultivate respect for national values, traditions, and cultural heritage. Developing students' ethnopedagogical culture is crucial, not only for national self-awareness but also for effective communication and cultural integration within a multicultural society. A systemic approach is essential for maximizing the effectiveness of modern education in this regard. This article analyzes the theoretical foundations and practical applications of this approach, offering methodological recommendations for nurturing students' ethnopedagogical culture. By integrating national values, customs, and traditions into the educational process, we can enrich young people's spiritual lives and shape their unique ethnocultural identities. [4,6].

The process of globalization requires education to serve both educational purposes and fostering respect toward national values together with heritage traditions. Students must develop their ethnopedagogical culture to both build national self-consciousness and achieve efficient communication in multicultural environments. Creating this generation serves two purposes: preservation of cultural traditions alongside mastery of multicultural social environments. Systemic integration between national values and present-day educational technologies proves essential because it enhances the learning process. The article analyzes both theoretical perspectives and practical applications of student ethnopedagogical culture development using systemic approaches which focus on developmental stages and pedagogical methods alongside their educational process effectiveness measurement.

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## 2. Materials and Methods

This study employed a combination of theoretical and empirical research methods to develop and implement a systemic methodology for cultivating students' ethnopedagogical culture.

The research materials analyzed the spiritual and ethnic development of students from various universities in Uzbekistan, their level of understanding of national values, as well as pedagogical methods used in the educational process [10]. The main sources of analysis were the knowledge, skills, and abilities acquired by students, as well as educational programs and textbooks reflecting elements of national education.

### 1. Theoretical analysis:

- a. Scientific literature on ethnopedagogy, pedagogy, and psychology was reviewed, along with relevant legislation, programs, and concepts within the Uzbek education system. The role of national values in education and the theoretical underpinnings of ethnocultural competency development were analyzed.
- b. The role of national values in the educational process and the theoretical foundations of developing ethnocultural competencies were analyzed.

### 2. Empirical research:

- a. **Questionnaires:** Surveys explored students' perspectives on national upbringing, ethnic identity, and cultural competencies.
- b. **Observation:** Activities reflecting national values and traditions within the educational setting were observed and analyzed.
- c. **Interviews:** Students' and teachers' views on national culture development were gathered through interviews.

### 3. Experiment:

The experimental study was conducted in two stages:

**Diagnostic Stage:** The initial level of students' ethnopedagogical culture was assessed.

**Pedagogical Experiment Stage:** The developed systemic methodology was implemented and tested.

**4. Mathematical and Statistical Analysis:** Statistical methods were used to validate the research results, which were also visually represented using charts and graphs.

The research utilized specially developed methodological guides and lesson plans as the subject of study.

The methods used in the research required an innovative approach; therefore, special methodological manuals and lesson plans developed by the author were used as the object of the study.

## 3. Results

The study tested the effectiveness of the methodology for developing students' ethnopedagogical culture based on a systemic approach. Through work with the experimental and control groups, changes in students' ethnocultural competencies, respect for national values, and cultural communication skills were observed.

### 1. The initial level of students' competence

Before the experiment, questionnaires and tests were conducted to determine the ethnocultural competence of students. The results are presented in the following table:

Group	High level (%)	Medium level (%)	Low level (%)
Experimental	15%	55%	30%
Control	12%	58%	30%

### 2. Level of competence after the experiment

After implementing the methodology, significant improvements in ethnocultural competence were observed in the experimental group (Table 2).

Group	High level (%)	Medium level (%)	Low level (%)
Experimental	45%	50%	5%
Control	20%	60%	20%

### 3. Results of student self-assessment

During the experiment, students were asked to assess their ethnopedagogical competencies. The following table shows the change in self-assessment among students in the experimental group:

**Table 3.** Changes in self-assessment (in points)

Group	Initial (average)	Final (average)	Change (%)
Experimental	3.2	4.5	+40.6%
Control	3.1	3.6	+16.1%

### General analysis of results

- Experimental group:** Students who were trained using the methodology significantly improved their ethnocultural competencies. There was an improvement in fostering respect for national values and traditions, as well as increased confidence in participating in cultural dialogue.
- Control group:** Students who did not experience changes in the learning process showed a lower level of development.

The research findings have proven the effectiveness of the methodology and it is recommended for wider application in the education system.

### 4. Discussion

The results of this study demonstrated the effectiveness of the methodology for developing the ethnopedagogical culture of students based on a systemic approach. The results of the experimental group confirmed that students can significantly develop their understanding of national values, formation of cultural identity, and cultural communication skills.

The study observed a number of advantages of the systemic approach:

- Stage-by-stage development:** Students effectively mastered theoretical and practical knowledge through methodological stages that corresponded to their level.
- Integrative approach:** The combination of national values and modern pedagogical technologies proved to be more effective in the educational process.
- Students' motivation:** It was observed that the students who participated in the experimental group showed a high interest in their personal development.

Comparison of results with other studies

The results of this study align with other ethnopedagogical developments and offer new scientific approaches. While previous studies primarily prioritized a theoretical approach, this methodology is distinguished by its practical orientation. Specifically:

- Local Studies:** This methodology is highly correlated with other studies on national education programs in the education system of Uzbekistan (for example, project work on national values).
- International research:** The systemic approach aligns with accepted methods of forming national and cultural competencies in international education. In particular, UNESCO recommendations on intercultural communication in education can be implemented through this methodology.

Limitations of the methodology and opportunities for improvement

#### Limitations:

- Since the research was conducted over a short period of time, it is difficult to draw definitive conclusions about the long-term impact of the methodology.

- b. The fact that students belonged to different cultural and national groups created some difficulties in the research.

**Directions for improvement:**

- a. Adapting the methodology to preschool and general secondary education stages.
- b. Wider implementation of ethnocultural interaction programs among students.
- c. Development of virtual platforms that reflect national values using digital educational technologies.

This methodology serves not only to develop students' respect for their national values but also to enhance their ability to communicate effectively in a multicultural society. The implementation of this approach in practice, along with improving the quality of education, will allow for further enrichment of the process of national self-awareness among young people.

## 5. Conclusion

This study theoretically and practically substantiates the effectiveness of the developed methodology for enhancing the ethnopedagogical culture of students based on a systemic approach. The research results showed that this approach is important in the educational process. The following main conclusions were drawn:

**Key results**

**1. The effectiveness of the systemic approach:**

- a. The step-by-step implementation of a systemic approach in developing students' ethno-pedagogical culture increases effectiveness. This methodology helps to form not only theoretical knowledge but also practical skills.
- b. The integration of the methodology with national values and modern educational technologies underscores its significance as an innovative approach.

**2. Changes in student development:**

- a. The level of awareness of national traditions and cultural heritage among students in the experimental group increased significantly.
- b. Students' interpersonal communication skills, cultural tolerance, and ethnocultural competencies developed.
- c. The methodological approach based on national values also positively influenced their overall cultural development.

**3. Practical achievements:**

- a. This methodology serves as an important factor in enriching national education programs and increasing student motivation in the educational process.
- b. It helps to foster a sense of national pride and responsibility among students.
- c. The adoption and adaptation of this approach by teachers creates an opportunity to enhance the effectiveness of the educational process.

**Scientific and practical recommendations**

**1. Recommended areas:**

- a. It is advisable to implement this methodology at all levels of education, including preschool and secondary specialized education systems.
- b. It is necessary to develop methods and tools that reflect national values in new generation textbooks and pedagogical manuals.

**2. Directions for scientific research:**

- a. Studying the impact of the systemic approach on other educational components.
- b. Developing innovative methods for incorporating national and cultural competencies in digital educational tools.

The research results showed that the methodology developed based on a systemic approach is an effective tool for developing students' ethno-pedagogical culture, enabling them not only to realize their national identity but also to actively participate in global cultural integration. This approach is crucial for achieving high results in the modern education system, and its wider application is recommended.

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