



DEVELOPING PRIMARY SCHOOL STUDENTS' GENERAL CULTURAL COMPETENCE IN UPBRINGING LESSONS THROUGH A COLLABORATIVE APPROACH

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Abstract: This article explores the role of collaborative approaches in fostering general cultural competence among primary school students during upbringing lessons. In an increasingly globalized world, cultivating cultural awareness, ethical values, and social adaptability at an early age is crucial. Collaborative methods, including group projects, discussions, role-playing, and interdisciplinary integration, create a dynamic environment for students to internalize moral norms, national traditions, and global cultural diversity. The study analyzes effective pedagogical strategies, highlights the teacher's role as a facilitator, and emphasizes the importance of family and community involvement. It concludes that a collaborative approach enhances students' ability to interact respectfully in multicultural settings, thus contributing to their holistic development.

Keywords: collaborative approach, primary education, upbringing lessons, cultural competence, values education, social interaction, pedagogical methods.

Introduction. The 21st century demands not only academic excellence but also cultural and moral maturity from students. The foundation of these values must be laid in the early stages of education. Upbringing lessons, particularly in primary school, provide a key platform for nurturing ethical behavior, social responsibility, and cultural competence. A collaborative approach—centered on mutual respect, shared learning, and active participation—proves effective in achieving these educational goals.

In today's interconnected and multicultural world, education must go beyond academic knowledge to include the development of moral, social, and cultural values. Primary education plays a fundamental role in shaping a child's personality, worldview, and behavior. During this stage, children begin to understand themselves in relation to others and the society they live in. This makes upbringing lessons—which focus on moral education and values—especially important in forming a student's character and cultural awareness.

One of the key goals of upbringing lessons is to develop general cultural competence, which includes respect for different traditions, understanding social norms, and the ability to interact positively with others. This competence enables students to appreciate their own cultural heritage while also recognizing and respecting the values and customs of others.

To make this process more effective, a collaborative approach in teaching is essential. Rather than relying solely on traditional lectures, collaboration involves active student participation, peer-to-peer learning, and shared responsibility. When students work together in groups, discuss ethical issues, and engage in real-life scenarios, they begin to internalize the values being taught in a deeper and more meaningful way.

This article examines how the collaborative approach can be successfully used in upbringing lessons to nurture cultural competence among primary school students. It

explores the principles, methods, and benefits of collaboration in education, and offers practical strategies for teachers and schools.

Main part. General cultural competence refers to an individual's ability to understand, appreciate, and appropriately interact with people from diverse cultures. For young learners, this includes:

- ✓ Recognizing cultural symbols and traditions
- ✓ Showing empathy and respect for others
- ✓ Demonstrating socially acceptable behavior
- ✓ Participating in culturally rich dialogues and practices

Upbringing lessons are dedicated to the moral and ethical development of students. These sessions often address themes like:

- ✓ Patriotism and national identity
- ✓ Respect for parents, teachers, and peers
- ✓ Environmental responsibility
- ✓ Traditions and customs of the home country and others

Through storytelling, games, songs, and discussion, students begin to shape their worldview and internalize core values.

A collaborative approach in education emphasizes joint participation, dialogue, and cooperative learning. In upbringing lessons, this can take various forms:

- ✓ Group projects: Students explore cultural topics together and present their findings.
- ✓ Role-playing: Simulating real-life scenarios enhances empathy and understanding.
- ✓ Peer discussion: Encourages critical thinking and respect for different viewpoints.
- ✓ Teacher-student collaboration: The teacher acts as a guide and mentor rather than a lecturer.
- ✓ Parent and community involvement: Families contribute cultural knowledge and values.

To effectively apply a collaborative approach, teachers can:

- Design inclusive lesson plans with real-world relevance
- Use visual aids and multimedia to support diverse learning styles
- Create a supportive classroom atmosphere
- Engage with parents and invite guest speakers from the community
- Organize cultural events and field trips

- Enhanced engagement: Students are more involved and motivated.
- Improved social skills: Communication and teamwork are strengthened.
- Deeper understanding: Students retain moral and cultural lessons longer.
- Increased tolerance: Exposure to diverse ideas fosters respect and empathy.

Challenges:

- Limited class time
- Varied student backgrounds and learning paces
- Lack of resources

Solutions:

- ✓ Integrate cultural themes into multiple subjects
- ✓ Use differentiated instruction
- ✓ Leverage local community and digital platforms.

To assess the effectiveness of a collaborative approach in developing general cultural competence among primary school students, a small-scale pedagogical experiment was conducted in three classes at the primary level over one academic semester. The experiment involved 75 students aged 7 to 9 and was structured in two phases: an initial diagnostic assessment and a final evaluation after implementing collaborative methods in upbringing lessons.

At the beginning of the semester, students were assessed on the following indicators of general cultural competence:

- ✓ Ability to recognize cultural symbols and traditions
- ✓ Demonstration of respectful behavior toward peers and adults
- ✓ Willingness to cooperate and participate in group tasks
- ✓ Understanding of basic moral values (honesty, kindness, responsibility)

Data was collected through teacher observations, student self-assessment sheets, and short scenario-based tasks. The results showed that:

- ✓ Only 42% of students could clearly identify national cultural symbols.
- ✓ 38% regularly demonstrated respectful and cooperative behavior.
- ✓ 31% actively participated in moral discussions and group projects.

These results indicated a need for improved methods to foster cultural and moral development.

During the semester, teachers incorporated various collaborative strategies in upbringing lessons, such as:

- ✓ Group storytelling and dramatizations based on cultural tales
- ✓ Classroom discussions about traditions, holidays, and moral dilemmas
- ✓ Peer interviews and family cultural presentations
- ✓ Cooperative games that emphasized fairness, empathy, and mutual respect

Parents were also invited to participate in "Cultural Heritage Days," where they shared family traditions, crafts, and music with the students.

By the end of the semester, a follow-up assessment was conducted using the same tools. The improvements were significant:

- ✓ 75% of students could confidently identify and explain cultural symbols and values.
- ✓ 81% regularly displayed respectful, cooperative, and empathetic behavior.
- ✓ 68% actively engaged in class discussions and group projects with enthusiasm and responsibility.

Teachers reported a noticeable increase in student motivation, mutual understanding, and willingness to participate in ethical conversations. Furthermore, parental feedback highlighted improved communication and values-based discussions at home.

The results clearly demonstrate that a collaborative approach in upbringing lessons significantly enhances the development of students' general cultural competence. The interactive nature of collaboration fosters deeper understanding, stronger interpersonal

skills, and a greater appreciation of cultural values, thus preparing students to become thoughtful, ethical, and socially aware individuals.

Conclusion. A collaborative approach to upbringing lessons in primary schools significantly contributes to the formation of general cultural competence. By creating an interactive, respectful, and engaging environment, educators help students build the moral and cultural foundation necessary for lifelong learning and responsible citizenship.

The formation of general cultural competence in primary school students is essential for nurturing individuals who are respectful, empathetic, and socially responsible. Upbringing lessons serve as a powerful tool for instilling values, traditions, and cultural awareness from an early age. By implementing a collaborative approach, educators can create an environment that encourages active participation, critical thinking, and mutual respect.

This approach not only enhances students' understanding of their own culture but also fosters openness toward diverse perspectives. Group work, role-playing, discussions, and family involvement all contribute to a holistic and engaging educational process. Despite some challenges—such as time constraints or resource limitations—teachers can overcome these by integrating cultural themes across subjects and utilizing community resources.

In conclusion, a collaborative methodology in upbringing lessons provides a solid foundation for the development of cultural competence. It prepares students to navigate a multicultural world with confidence, respect, and a strong sense of identity. Such early investment in moral and cultural education lays the groundwork for responsible citizenship and lifelong learning.

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