

Ways of Developing Cultural Immunity of Students in Classroom and Extracurricular Activities

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ABSTRACT

This article describes ways and strategies of developing students' cultural immunity in classroom and extracurricular activities. It is also emphasized that students should analyze and differentiate between positive and negative aspects cultural events, express their attitudes toward them, and apply the positive aspects to their social experiences.

Nowadays, it is evident that the manifestation of the struggle for the human heart and mind is becoming fiercer than ever: the ideological landscape of the world is changing; convergence of geopolitical goals and ideological politics; growing importance of cultural principles in countries that have gained independence; globalization of cultures and so on.

Development of cultural immunity of students, development of independent thinking skills consists of harmonizing their personal interests with the interests of society, eliminating indifference and indifference to the events taking place in society. Achieving this result, in turn, requires the development of students' cultural outlook, general cultural image, spiritual-ideological knowledge and cultural immunity in integrity, and solving the following tasks in connection with this goal:

- to develop a system of stable beliefs and views in students regarding the acquisition of national and universal (spiritual) values [1];

- to be able to accurately assess the harmony of material and spiritual life in them, to develop self-awareness and self-development skills;
- to achieve that they can harmonize their personal interests with the social goals of the society;
- to develop the ability to examine events and a sense of belonging to reality;
- Formation of intellectual qualities of students.

Students' cultural outlook is reflected in their behavior. Scientists such as O. Musurmonova[2], R. Safarova[3], B. Khodjaev[4], Kh. Tojiboeva[5] approached the formation of cultural and moral skills and worldview in students from the perspective of the principles of humanism and cultural studies. In certain pedagogical situations, students become culturally active. This is the basis for the formation of cultural immunity. Pedagogical situations create a comfortable environment for students and create conditions for imitating life processes.

Pedagogical situations that serve to develop students' cultural immunity are selected and designed by professors and teachers. Pedagogical situations in the classroom and outside of the classroom, which serve to develop cultural immunity, are organized with the aim of developing students' cultural outlook.

We paid special attention to the motivation of students to acquire cultural resources in classrooms and outside of the classroom. In pedagogical situations, students' cultural lifestyle should find its expression. In this process, it is assumed that students will enrich their worldview based on the acquisition of cultural resources and master the stereotypes of establishing cultural communication with the surrounding people. Paying special attention to the design, organization and management of this process allows to achieve the intended goal.

It is of particular importance to use certain strategies in pedagogical situations that serve to develop students' cultural immunity in classroom and extra-curriculum class activities. In order to develop students' cultural immunity, it is beneficial to use the strategy of simulating life situations. With the help of these strategies, first of all, it is important to develop the skills of students to analyze cultural phenomena. For this, first of all, it is necessary to develop the skills of independent and critical thinking of students. They analyze cultural phenomena, distinguish between positive and negative aspects, express their attitude toward them, and to implement the methods of action such as integrating positive aspects into their social experiences.

Students should comprehensively analyze the cultural phenomena that they do not understand the essence, together with their teachers, parents, and peers. Special attention should be paid to the fact that the selected strategies create the inclination of students to acquire cultural knowledge, to study and analyze the centuries-old historical and cultural experience of our people.

Students and young people with cultural immunity rapidly develop the ability to distinguish their gender roles. They have a feeling of intolerance towards the negative consequences of "mass culture". For this, effective use of specific strategies for applying knowledge of different cultures to students in the classroom and outside of the classroom is required. As a result, students set specific goals and choose specific ways to achieve them.

For this, in the course of pedagogical activities in the auditorium and outside the auditorium, students are provided with cultural knowledge and efforts are made to familiarize them with the historical and cultural experience of the nation.

Such sources serve to inculcate the cultural experience of the people in the minds of students and create favorable conditions for their systematic acquisition of cultural knowledge. The historical and cultural experience of the people and the cultural example of the heroes of our time serve to form a healthy, national and universal cultural outlook in students' mind. Such approach ensures

that students acquire cultural knowledge and selectively incorporate it into their experiences of the cultural views which describe characteristics of our national mentality. They begin to understand the essence of the cultural knowledge and values they have acquired.

The use of the project strategy is of special pedagogical importance in the process of ensuring the effective acquisition of cultural knowledge by students in the classroom and extracurricular activities. This strategy is widely used in pedagogical processes in outside of the classroom, serving the purpose of developing cultural immunity in students.

This strategy is of particular importance in the development of cultural immunity in students' mind, and it expands their ability to understand the essence of cultural values, perceive them and integrate them into their social experience. Collaborative strategies are also used in the process of developing cultural immunity in students' outlook. In the process of cooperative activity, students learn positive cultural values and adopt positive behavioral stereotypes. As a result, they acquire qualities specific to gender roles and a healthy cultural outlook.

According to H. M. Tojiboeva, a positive cultural worldview ensures the formation of internal motivation in students to master the stereotypes characteristic of national culture. As a result, students and young people develop an internal desire to master cultural values. [5; p. 39]. It also ensures that the cultural values they have acquired become a social experience. As a result, students' behavior acquires a conscious, valuable character. They acquire the ability to follow the moral norms of the society. This is the basis for students to develop the following social and cultural skills:

- creating motivation for mastering national cultural values;
- formation of students' experience of social and cultural activity and analytical attitude to cultural reality;
- Such as the formation of students' ability to acquire knowledge specific to national culture and apply it in life situations.

At this stage, students should be given specific tasks that serve to master historical and cultural knowledge. In the process of completing such tasks, students will be able to understand the relationship between cultural phenomena. Knowing cultural phenomena and understanding their essence is the basis for students to have a clear idea of the two-sided character of cultures.

The ability of students to study cultural events and information about them, to be able to accept them in a selective manner, to express a quick reaction, will form their cultural immunity and ensure that they react to the events in a timely manner. According to R. G. Safarova, this involves analyzing artistic works written in different eras, expressing opinions about the heroes of historical works, studying, analyzing, and systematizing information about the periods when folk culture reached its peak [3; p. 97].

Subjects for independent study are provided to students in classroom and extra curriculum class sessions. As a result, students will have accurate information about the culture of our people. The following cultural activity skills were formed for them:

1. Acquisition and analysis of cultural knowledge using historical data.
2. To expand opportunities for independent study of cultural knowledge.
3. Having internal motivation to regularly study cultural knowledge and information related to cultural events.
4. Formation of gender-specific social roles and cultural qualities in students.

In short, as a result of equipping students with cultural activity skills in the classroom and extra-classroom classes, they will develop activity skills related to the identification of cultural

phenomena and the realization of research aimed at understanding the essence of their content.

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