

## Examples of Methods of Developing Students in A Cultural Environment in The Educational Process

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### ABSTRACT

**Objective:** This study aims to evaluate the current use of cultural heritage sites in the Bukhara region of Uzbekistan and to develop a conceptual model for diversifying tourism services in alignment with regional capacities and international best practices.

**Method:** A qualitative research design was employed, incorporating comparative analysis, policy review, and case-based synthesis of global tourism diversification models. **Results:** The analysis indicates that while Bukhara accounts for 10.09% of Uzbekistan's heritage sites, its tourism service offerings remain limited in scope. Key diversification directions identified include digitalization, integration of comprehensive service packages, entry into new markets, and the adoption of hybrid tourism models. **Novelty:** The study introduces a strategic conceptual model that integrates legislative frameworks, management systems, market dynamics, and resource-based capacities. This model provides a scalable and adaptable blueprint for heritage-based tourism development, bridging the gap between cultural preservation and economic advancement. The research offers actionable recommendations for policymakers and tourism stakeholders seeking to enhance sustainability and competitiveness in heritage tourism sectors.

## INTRODUCTION

The modern education system requires the development of new methods without abandoning traditional methods. Because lectures, seminars, laboratory work, etc. have not yet lost their relevance. When using traditional teaching methods, students are provided with some information in a ready-made form, and then in the process of performing the assigned tasks, they use the information stored in their memory. However, the main disadvantage of these methods is that the information they provide is quickly forgotten, and the information is molded into a uniform pattern [1].

**Theory.** Lecture, story, conversation, explanation, debate, working with a textbook, demonstration, exercise, teaching each other, laboratory work, practical work, independent work, control test. We will not list the shortcomings of these methods, but rather consider some areas of their practical application, since many teachers use these methods to teach their students.

**Lecture** - the most complex of the listed methods, the teacher must have deep knowledge, as well as high pedagogical skills and be a fluent speaker, because it is required to captivate the entire audience for a certain period of time [2]. Therefore, the lecture method is carried out by the most knowledgeable and experienced teachers. In its place, there are several types of lectures:

1. **Introduction.** That is, a lecture on a subject and its study, providing brief information about it, an introductory lecture;
2. **Explanatory lecture.** The conclusion of the course by its name and the commentary given to it;
3. **Pedagogical lecture.** The type organized according to the needs of the teaching process;
4. **Informational lecture.** This is a form that has been preserved for a long time, and in it the teacher covers the topic in detail, provides information;
5. **Problem lecture.** Students are given tasks such as posing a problem and finding a solution [3].

Lectures are best prepared based on the needs and plan of the educational process and the age and receptive characteristics of the students.

If the cultural environment in an educational institution is properly organized, the lecture method is a very useful method for transmitting information.

The story method is also one of the most widely used types. The teacher relies not only on his own experience, but also on the experience of other colleagues. The solution to the problem and the conclusion are up to the students.

The story differs according to its purpose:

1. In the form of an introduction, that is, a preparatory part before giving students any information;
2. A pre-prepared statement of the topic;
3. In the conclusion, a final conclusion is drawn and the intended section is concisely summarized [4].

If the story and pictures are supplemented with video clips, such lessons will appeal to younger students. If they are accompanied by a discussion, they will be more suitable for teenage students [5].

Conversation is one of the methods inherited from ancient times. Ancient Greek scholars conducted lessons based on conversations with their students.

The advantages of the conversation are as follows:

1. The student's mind goes in the direction directed by the teacher;
2. The thinking process is activated;
3. It serves to show the extent to which knowledge and skills have been mastered;
4. It develops the scientific abilities of students;
5. It forms the conditions for managing the pedagogical process.

Conversations play an important role in teacher-student relations, because it is known from experience that they contribute to the disappearance of walls between them.

## RESEARCH METHOD

**The method of explanation** - is a collection of ideas that explain a phenomenon, process or fact. This method is often used by specialists in the exact sciences, since the theoretical analysis of a problem in mathematics, physics and chemistry, based on a short

and concise description, requires this, while the method of explanation is used by teachers of higher and graduate classes. [6]

**We will not be mistaken if we say that educational discussions** are a clash of ideas and points of view within the framework of a subject or around a topic. However, a number of factors are important in increasing the effectiveness of this method. Students are required to study the topic of the upcoming discussion, be able to think about the topic in detail, and be able to convey their views to the audience, otherwise the desired result will not be achieved. Since the time for educational discussions is limited, students should not be out of the question to express their thoughts briefly, clearly and concisely, therefore this method is mainly used in graduate classes.

**Working with books** is also a method of the learning process, and it is also necessary to know how and why to read them. It is recommended to familiarize yourself with books, read them in detail, take notes, note down the necessary places, etc. You can read the book independently or study with the help of a teacher.[7]

**Demonstration or demonstration method.** Depending on the content of the lesson, the types of demonstration can be different. Personal demonstration of an action or technique; use of the help of students with certain skills; demonstration of available equipment, objects, devices; visual demonstration; demonstration of video materials. Efficiency increases if the teacher conducts the presentation in a logical sequence in such a way that it attracts the attention of students. To improve the results of efficiency, it is necessary to pay attention to the following:

1. The material being demonstrated should be clearly presented to the students;
2. As far as possible, it is desirable that the presented product be seen not only with the eyes, but also felt with other sensory organs;
3. It is important that the necessary information about the demonstrated product is firmly established in the minds of the students;

During the demonstration, the student must be able to independently study and evaluate the material presented [8].

**Demonstration is directly related to the illustration method**, but in the illustration process, students are shown only pictorial and illustrative objects, that is, photos, symbols, posters, reproductions, and other forms of visual objects.

**The video method**, that is, lessons based on materials presented using a monitor, are most widely used today. This method usually allows you to demonstrate the development of slow-growing plants, collisions of objects with each other, and other phenomena. The movement of complex mechanisms is explained [9]. A separate language environment is created in foreign language lessons. Video documents on a subject or topic are presented. Exercises are performed, models are created, tests are taken. A database, software, etc. are created. Student mastery is calculated. A differential approach to the pedagogical process is possible. Pedagogical methods serve to improve the results, increase the quality of education, and optimally master a large number of resources provided. Exercises are tasks performed to repeat and consolidate all that has been learned, practice, and develop skills [10].

Exercises are also dialectically divided into components:

1. Introductory exercises, which are performed after demonstrating practical movements to reinforce an element of the movement shown;
2. Basic exercises, which are performed to reinforce skills;
3. Repetition exercises, which reinforce acquired skills.

There are also special exercises that cover aspects that strengthen the success of pedagogical tasks.

Exercises are oral, written, graphic, practical-laboratory, focused on labor and production. A number of factors influence the development of the effectiveness of exercises, such as the interests of students, constant repetition, and the demands of teachers [11].

The method of joint teaching involves the exchange of knowledge and skills, the correction of each other's shortcomings in the subject, and the mastery of additional and basic materials. Forms of joint teaching include pairs, that is, students in the role of teacher-student; in group joint teaching, one of the students acts as a consultant; in collective joint teaching, several consultants act on key issues, and one of them may act as a pedagogical assistant in the assessment process.

The laboratory method is often used in conducting experimental work related to specific sciences.

Practical work, in addition to consolidating theoretical knowledge, allows you to apply the acquired knowledge and skills [12].

We will not dwell on and discuss all traditional methods in detail. This is covered in detail in many textbooks on pedagogy and psychology. We should only emphasize that a complete rejection of traditional methods is a wrong decision, which will not lead to the expected result. Therefore, we will move on from traditional methods, which form the basis of the educational process, to modern methods that are just being used, and consider their advantages and disadvantages.

New teaching methods are not yet very popular and are being implemented in practice only in some educational institutions. We can know their results only after some time. The fact that pedagogical knowledge alone is not enough in the process of using modern teaching methods complicates the use of these methods. The teacher must be very communicative, able to quickly find a common language with students, and able to easily get out of any difficult situation [12].

**Modern teaching methods** are characterized by the fact that they can change during their application directly in the educational process, which is influenced by the teacher's desire and the readiness of students. The sequence of actions, cooperation and actions is organized in such a way that it has a clear goal. In a process based on dialogues and communication, the personal and developmental abilities of the student are studied using the human factor and technical resources. Pedagogical methods are planned step by step, implemented continuously, regardless of which teacher implements them, the goal set must be achieved. The most important of the goals set is that each student must have a clear idea of the subject [13].

Before determining such tasks, it is necessary to predict the individual characteristics, abilities and other aspects of students, and take into account any circumstances. It is difficult to classify modern teaching methods, since they may not have any psychological or pedagogical basis.

**Let's list and evaluate some of the methods used today:**

The lecture is also a leader in modern methods, as it is known that during the lecture process, a large amount of material is delivered to a large number of listeners at the same time, but when this method is used, only one-way teaching is observed, that is, the knowledge and skills of students are not checked, and time is limited;

In seminars, the teacher, together with the students, studies problems and finds solutions. The advantage of seminars is that teachers monitor the level of knowledge of students, evaluate the topic of the seminar and the experience of the participants. In the seminar process, small groups should be able to participate and the teacher's communicative skills should be very high;

The main focus of training is on the practical aspect of the educational process, and theory is relegated to the background, the main disadvantage of training is that students need support, otherwise the acquired knowledge and skills may be lost;

The content of modular training is that information within the subject is divided into parts or components. Each part - module - has its own purpose and function, and they should be structured in such a way that they do not cause changes even when they are separate or integrated, independent and replaced. However, modular training also has its own disadvantages, if the teacher ignores any situation, logical continuity is broken and information about the subject remains fragmented.[14]

Although the distance learning method allows you to reach a large audience, it also has many disadvantages. In particular, the student and the teacher do not communicate face to face, as a result, the quality of the lesson decreases.

**The method of criteria of values** - studies the students' need for social and cultural norms and their necessity. While teaching students the laws of interaction, attitude, and communication with others, teachers monitor their students' adaptation to life directly. However, a slightly more difficult aspect of this method is that students can sometimes become discouraged because life is different from what the teacher says.

**In the case study method** - students consider the situations referred to, solve the problems, and determine a solution to the problem. If the time given to the discussion of situations is not limited, disputes can last a long time.[15]

**Coaching or mentoring method** - we have known it for a long time, but the fact that modern education has included this method among the new methods indicates that the representatives are not familiar with oriental pedagogy. The teacher, together with the students, deeply studies the research topic, discusses all its aspects, and forms knowledge and skills. However, if the teacher does not use all his experience, knowledge and professional skills, he will not be able to find a common language with the students, which will complicate the situation. Therefore, when establishing mentor-student

relationships, the personal and communicative characteristics of the teacher must be taken into account.

**Role-playing games are a method** - that involves reflecting real reality by a group of students, working on the mistakes made by people in real life situations, and what to pay attention to in order to prevent these problems in the future. However, we must not forget that life does not always turn out the way we envisioned.

**Business games** - also include creating situations within the subject or discipline being studied, analyzing their individual aspects, anticipating and eliminating shortcomings, finding measures to avoid getting into difficult situations, etc. Proper organization of business games will prevent problems from arising in the future. However, the teacher using this method is required to be a very strong forecaster, because he must be able to foresee and correctly assess any situation during the teaching process.

**Copying from a sample is a method** of reviving a situation or situation in students in exactly this way. However, they also imitate and assimilate the negative qualities of the teacher, which requires caution from the teacher.

**Creative groups** - are mainly formed from teachers and specialists for the development of a subject, but progressive students are also invited to this team. This is because they help in finding ways to solve the problem from the inside, and can show measures to mitigate difficult situations in the process of mastering. The advantage of the creative method is that students are able to independently develop their own unique ways of implementing innovations. If only the group leader makes the wrong decision, this will negatively affect the productivity of the entire team, so group leaders need to think carefully and draw conclusions.

In the process of sorting out the booms, any situation is modeled and considered from several situations that arise based on real life. Such situations, where a large amount of work is performed, end with finding the most important solution, without neglecting the comprehensive consideration of the problem. The advantage of the method is that the logical and analytical abilities of students are activated, but for this, students must have an initial understanding and knowledge of the work being done.

**Using the pair method** - the teacher develops the ability of students to work together, forms a culture of communication, and increases communicativeness. In this method, two equally strong sides emerge. Only when such pairs are formed, it is required to take into account the relationships of students with each other.

**The reflexive method** - creates conditions for students to independently study the problem and find the right solutions, the teacher monitors the implementation of tasks, points out shortcomings and recommends using other measures. The fact that students overcome trials and errors until they find a solution to the problem forms their skills.

**The rotation method** - is an opportunity for students to test themselves in different situations. As a result, they gain comprehensive experience. The success of the method is that it helps to form students' worldview and communication skills, but when unfamiliar requirements are made to students, they may become a little impatient.

Our next method is called leader and follower. This direction is very convenient, new students join an experienced leader, that is, a student or group, learn what they do not know. As a result, newcomers quickly adapt to the situation and develop communication skills, but some students may not always understand the decisions made by their partner.

During the consultation "letuchka", students' skills are developed by exchanging ideas on current issues. Since this method is directly related to real-time situations in education, it allows students to make decisions under the influence of their will and emotions. The teacher is required to show the correct conclusion, summarizing all thoughts, without exacerbating the situation.

**To use the mythologema method** - a scenario similar to existing problems is created on the basis of metaphors, but non-existent, and unconventional solutions and decisions are sought. As a result, students develop creativity, creative thinking, and the ability to not be discouraged by new challenges. Only logical-rational thinking is somewhat limited.

## RESULTS AND DISCUSSION

Exchange of experience, by its name, implies that students and teachers study or teach in another educational institution for a certain period of time. In such cases, worldviews expand and relationships develop, but difficulties may arise in adapting to new circumstances.

Many teachers are using brainstorming effectively today. In this method, all the ideas expressed are recorded, and as a result, the most correct decision is made after the discussion. Students who have difficulty in mastering can also participate in brainstorming, their undiscovered abilities are revealed, and their skills in participating in discussions are formed. When using this method, we should not look for solutions to complex problems.

Thematic discussions are also a method like brainstorming, the difference from which is that a specific area of science is considered. At first glance, crude ideas are immediately abandoned. Only ideas related to the problem are considered without going beyond the boundaries. As a result, students gain more information on the topic, develop the ability to make decisions on the solution of the problem, and only when teachers with strong knowledge use this method, the correct conclusion is drawn on the issue under discussion.

During the consulting process, the student receives advice from a specialist, but if a representative of the required field is not available in the area where they live, this method can be time-consuming and costly.

If it is possible to use computer-informational means, students can simultaneously study the information on the subject by listening and viewing it on a projector. It becomes easier for students to master the subject by repeatedly viewing and listening to it on electronic means.

Not long after the term "using educational simulators" appeared in pedagogy, this method is also developing. A scientific issue or pedagogical situation is modeled in specially equipped classrooms. Students master the algorithm of problems arising in complex aspects of science, using their intelligence, thinking, and psychomotor skills to perform complex tasks in science.

In educational simulators, tasks must be repeated several times, because the speed of student actions is important, and the tasks are required to become increasingly complex.

We have discussed several teaching methods above, analyzed their effectiveness and shortcomings, but this does not mean giving a final assessment. While the educational process is constantly developing, we cannot give preference to one method over another, because there are a number of factors that cannot be ignored, such as the ability of students to learn, the material and technical base of schools, the potential of teachers, etc. In educational institutions with a developed cultural environment, it is easier to apply new methods, because good relations have developed between students and the school community. There are no problems in communication, serious disagreements do not arise between students, and the opinions of classmates who have difficulty learning are also studied. However, if the teacher does not have sufficient experience, conflicts may arise, learning may decrease, and misunderstandings may arise. As we have always emphasized, only lessons from teachers who are dedicated to their profession will lead to the desired results.

## CONCLUSION

**Fundamental Finding :** This study emphasizes that student learning outcomes are influenced by a variety of factors, including individual differences, instructional methods, and the broader cultural and educational environment. It highlights that no single teaching approach guarantees universal success, thus underscoring the importance of differentiated instruction and continuous professional development for teachers. **Implication :** The findings suggest that improving the effectiveness of education requires a collaborative effort involving teachers, students, and school administration, with a focus on creating a supportive cultural and educational environment. Emphasizing teacher self-confidence and responsiveness to student feedback can enhance pedagogical innovation and student engagement. **Limitation :** The study is based on general observations and lacks empirical data to quantify the impact of specific teaching methods or environmental factors on student achievement. **Future Research :** Further studies should empirically investigate the relationship between cultural environment, teacher adaptability, and student performance across diverse educational contexts, and explore how specific teaching strategies can be tailored to varying student needs and classroom dynamics.



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