

Collaborative Methods Of Improving The Pedagogical Culture Of Parents At School

Umidbek Khodjaevich Egamberdiev

Independent Researcher, Kary-Niyazi National Institute of Educational Pedagogy, Uzbekistan

Received: 18 September 2025; **Accepted:** 10 October 2025; **Published:** 14 November 2025

Abstract: In the process of educational reforms in the new Uzbekistan, advanced pedagogical technologies and methods are being actively introduced into the system. The pedagogical skills of parents play an important role in ensuring the quality and effectiveness of education. The main research problem of this article is the possibility of using collaborative methods of education in the process of improving the pedagogical culture of parents. The article also analyzes some issues related to the use of collaborative methods in improving the pedagogical culture of parents of secondary school graduates.

Keywords: Pedagogical culture, school, family, parents, collaborative methods, graduates, higher education.

Introduction: The development of school education in accordance with international standards and the experience of developed countries and in accordance with the development plans of New Uzbekistan is one of the priority areas of state policy.

In particular, "At the 80th session of the United Nations General Assembly, the results of our reforms in the field of education aroused great attention and interest in the world community... Over the past eight years, spending on education and science in our country has increased 6 times and amounted to 378 trillion soums, hundreds of new kindergartens, schools, technical schools and universities have been built, our programs aimed at equipping educational and scientific institutions in accordance with the requirements of the time, and deserving recognition of the work of teachers and mentors were specially recognized" [1].

In different periods of human society's development, unique cultures were created. In the sense of general civilization, culture can represent a holistic concept. But it is also known that all spheres of social life have their own culture. Pedagogical culture was also formed and developed along with the buds of human society. However, its theoretical foundations developed in the Middle Ages and today it is one of the most relevant and popular research topics in pedagogical sciences.

From the point of view of social pedagogy, education is a pedagogical process and at the same time a socio-

cultural phenomenon. Through the process of socialization, a person becomes an active person, his image as a social person is manifested in his ability to perform social tasks. Through the process of socialization, a person acquires the ability to perform social functions. Socialization involves the development of a person, self-awareness and determination of his place in life. In this process, certain goals are achieved by the person himself and by the whole society through special institutions serving these goals. It is noteworthy that the roles played by social institutions in this process should be commensurate with the aspirations and abilities of the person himself.

By increasing the pedagogical culture of parents, the school fulfills one of its social tasks. That is, it creates the ground for active socialization of students, including graduates entering life.

METHOD

Coming directly to the concept of "pedagogical culture", in order to find its exact definition, it was necessary to turn to several scientific dictionaries and studies. However, certain difficulties were encountered in finding its holistic and complete definition. This can be explained by the diversity of methodological approaches to the concept. That is, the most important approaches to explaining the essence of culture as a phenomenon of psychological and pedagogical reality are systemic, personal-activity, dialogical, cultural, anthropological, diatropic,

synergetic, acmeological, subjective, axiological approaches [2].

According to Professor В.Л. Бенин, who conducted systematic research on pedagogical culture, pedagogical culture "is an integral characteristic of the pedagogical process, including the direct activity of people in transmitting accumulated social experience and the consolidated unity of the results of this activity in the form of knowledge, skills, abilities, and specific institutions of transmission from generation to generation." On the one hand, pedagogical culture represents a separate subsystem, a separate type of culture. On the other hand, it is present as an element in every type of culture, linking it to the system of social continuity [3;76].

Е. Ю. Захарченко, defining pedagogical culture as "a part of universal human culture that embodies historical and cultural pedagogical experience and regulates the sphere of pedagogical interaction," includes parents among the "bearers" of pedagogical culture in the pedagogical process. Also noteworthy is this author's proposal to "consider pedagogical culture as part of social practice in the sphere of intergenerational relations (in the context of folk pedagogy)" [4;69-70].

Sophia D'Angelo defines pedagogical culture as "a cultural pedagogical dialogue with various layers of society through the concept of "strong love" for the effective work of teachers in material, social and political conditions" [5], Imre Knausz uses it equally with the concept of "pedagogical mentality" and means "the way of thinking, convictions, beliefs and intentions common to representatives of a given culture, located in the consciousness of the bearer of culture" [6], Katerina Caskova, Stefan Chudy in combination with the concept of "school culture" consider "a set of behavior patterns that have become more or less obligatory, implicit or explicitly defined norms of behavior in the context of generally accepted values and attitudes [7]".

O. Bohush and a group of authors studying pedagogical culture from a neuropedagogic perspective were the first to advance the view that it is "driven by internal personal stimuli and represents reflection and self-reflection based on intrinsic motivation"[8]. Another proponent of neuropedagogy, A. Kernas, interprets pedagogical culture as a communicative culture within a chain of "subject-to-subject" relationships based on neuropedagogical competencies [9].

The methodological guide on "Parents as Mentors" [10;248] authored by Academician H.Ibraimov and renowned educational scholars M. Kuronov, J. Fozilov and F. Zaripov, presents a modern portrait of

parents, comprehensively and concisely reflecting the culture, knowledge, and qualities they need to raise children. In particular, aspects of this guide related to children's career guidance served as an important theoretical and methodological resource in our research.

From the above, it follows that the concept of pedagogical culture has been and continues to be studied in various pedagogical disciplines based on specific methodological approaches. In modern scholarship, there is a strong tendency to interpret pedagogical culture largely through the prism of a teacher's professional competencies and personal and professional qualities. Therefore, the socio-pedagogical interpretation of pedagogical culture in the scientific sources reviewed in this study appears insufficient.

RESULTS AND DISCUSSIONS

As is well known, "the goal of social pedagogy as a practical activity is to harmonize the relationship between the individual and society in order to preserve, restore, support, and develop human social activity [11;9]". Based on the above, we considered it necessary to put forward the following considerations regarding the socio-pedagogical interpretation of the concept of "pedagogical culture."

Culture is an important social phenomenon in the life of individuals and society and one of the criteria determining the level of development of both. It is historically shaped and developed, manifesting itself across time and space. Changes in society and the individual are reflected in culture, and these cultural changes, in turn, influence the fate of society and subsequent generations through inherited influence. Pedagogical culture is one of the important criteria indicating the level and quality of social relations that arise through education and upbringing between a given society, its individuals, and social institutions.

The state of society and its qualitative changes influence the lives and activities of individuals. Every society has its own ideals, values, way of life, and goals. In every era, upbringing has expressed the processes of influencing people in various ways to achieve specific goals, while education has expressed the goals of learning and imparting knowledge necessary for a given time and place. Education is considered the primary and, so to speak, the only means of integrating and socializing an individual into the society to which they belong. Pedagogical culture expresses the general characteristics of those involved in the processes of human socialization through education, their awareness of the opportunities and abilities of participation in these processes, and their readiness for active participation and improvement.

The individual occupies a central place in the cause-and-effect chain of pedagogical processes in society as a whole, in their purpose and essence. All pedagogical processes should serve the interests of the individual. Pedagogical culture serves as a kind of "calling card," reflecting the general cultural characteristics of society, defining the common goals, principles, methods, and means of pedagogical processes that serve the development and interests of the individual.

Pedagogical culture is based on heredity: the social and pedagogical experience accumulated through fulfilling social mandates is passed on to the next generation. This generation can be teachers, students, and other participants in the process.

The most effective methods to date for improving the pedagogical culture of parents are collaborative methods. M.A. Leonova, identifies the following key principles of collaborative learning:

1. Assistance: All participants work together to achieve a set educational goal.
2. Responsibility: Each participant is personally responsible for the quality of their work and their contribution to solving a shared problem or task.
3. Flexibility: Allows the educational process to be adapted to the individual needs of each student.
4. Independence: Students are given the opportunity to independently choose methods and tools to solve assigned problems.
5. Efficiency: Collaboration allows for the pooling of efforts by several students and accelerates the problem-solving process [12].

In our opinion, the following collaborative methods will be used in working with parents of high school graduates, including in preparing them for admission to higher education institutions, provided this process is well-organized and effective:

-As part of the "Parents' University": presentations and roundtable discussions organized by students for parents on the opportunities for higher education available in the country;

- As part of "Parents' Day": a socio-psychological survey of parents about students' aspirations for higher education, the level of acceptance, the state of the pedagogical and psychological environment, and the conditions necessary for preparing for higher education in the family;

-At the "Parents' Meeting": providing information on the level of subject mastery of students who have completed 11th grade, the chosen university, and test results;

-During the "rehearsal" entrance examinations:

ensuring parental participation and analyzing the results of the entrance examinations and the results of the previous year's entrance examinations for the chosen program and university;

-In the process of pedagogical and psychological counseling: recommendations for graduates on the correct choice of universities and areas of study, strengthening preparation in individual subjects, additional preparation for entrance examinations, creating a favorable pedagogical and psychological environment in the family during the preparation period, etc.;

-As part of extracurricular activities: trips for parents and students to universities, joint "Open Days";

-On social media: providing information on regulatory documents for admission to universities, admission areas, quotas and subjects for which entrance examinations are held, sample entrance examinations, as well as important news and announcements through special Telegram groups organized for high school students and graduates;

-As part of the school's democratic governance and public relations: receiving parents, including parents of students who have special benefits for higher education, preparing documents for them regarding the preferential admission of their students, assisting them in concluding agreements with non-state higher education institutions, etc.

CONCLUSION

In our view, collaboration in education is a process of transforming education in line with the demands of the times, in which participants pool their capabilities, potential, and abilities to achieve specific educational goals, relying on advanced technologies, methods, and tools. It is worth noting that collaboration is more aligned with the goals and interests of modern education than traditional collaboration. This is because it further expands the interaction and influence of education, individuals, and social institutions. The role and significance of modern information and communication technologies are increasingly evident in these processes.

In conclusion, it should be noted that the active implementation of collaborative technologies and methods in education in our country will play a significant role in ensuring its quality and effectiveness.

REFERENCES

1. Address by the President of the Republic of Uzbekistan Shavkat Mirziyoyev at the 80th session of the United Nations General Assembly. 23.09.2025.
<https://president.uz/en/lists/view/8525>

2. Ляшенко М. С., Минеева О. А.. Методологические подходы к пониманию педагогической культуры в педагогических исследованиях // ПНиО. 2018. №5 (35).
3. Бенин В.Л. Педагогическая культурология. Образование и наука. 2011. № 2 (81)
4. Захарченко Е. Ю. Педагогическая культура и культурно-образовательная ситуация // Педагогика : журнал. — 1999. — № 3.
5. D'Angelo, S. (2020). Pedagogy and culture through the voices of teachers and students: contextualising effective teaching and learning in primary schools of the Dominican Republic [Apollo - University of Cambridge Repository]. <https://doi.org/10.17863/CAM.64124>
6. Imre Knausz. On pedagogical culture. https://www.tani-tani.info/sites/default/files/on_pedagogical_culture.pdf
7. Katerina Caskova, Stefan Chudy. Influence of school culture on pedagogical knowledge sharing between an education student and a training teacher//SN Social sciences.Volume 1, article number 94, (2021). P. 94-122.
8. Bohush O. The Role of Pedagogical Reflexology in Fostering Teacher's Professional Reflection in Neuropedagogy// BRAIN. Broad Research in Artificial Intelligence and Neuroscience Volume: 15 | Issue: 4. <https://brain.edusoft.ro/index.php/brain/article/view/1629>
9. Kernas A. Professionalization of Pedagogical Activity of Future Teachers, Formation of Communicative Competence as an Aspect of Neuropedagogy//BRAIN. Broad Research in Artificial Intelligence and Neuroscience. Volume: 15 | Issue: 1. <https://brain.edusoft.ro/index.php/brain/article/view/1491>
10. Ibraimov X., Quronov M., Fozilov J., Zaripov F. Ota-ona - murabbiy//. Ota-onalar uchun uslubiy qo'llanma. - Toshkent: Sarvar Print nashriyoti, 2024.
11. Социальная педагогика: учебное пособие / авт.-сост. С.Г.Григорьева. — Казань: Казан.ун-т, 2018.
12. Леонова М.А. Коллаборативное обучение в образовательном пространстве университета // Мир педагогики и психологии: международный научно-практический журнал. 2024. № 07 (96).