

The Role of Education and Upbringing in Shaping Students' Behavioral Culture

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Abstract: This article analyzes the role of the education and upbringing system in shaping students' behavioral culture. In particular, the concept of behavioral culture, its components, the theoretical and practical influence of the educational process, and the effectiveness of upbringing mechanisms are discussed. The study applied observation, survey, and literature review methods. The results revealed that the development of students' behavioral culture depends largely on the harmony between socio-cultural environment, pedagogical approaches, and educational activities.

Keywords: behavioral culture, education, upbringing, students, moral values, spirituality.



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Introduction. In today's era of globalization, the issue of shaping young people's behavioral culture has become of great importance. For university students, it is essential not only to acquire scientific knowledge but also to absorb moral and spiritual values. Indeed, a knowledgeable person who lacks manners cannot contribute to the progress of society. Therefore, one of the primary tasks of the higher education system is to nurture students as well-rounded individuals.

Behavioral culture can be defined as a set of ethical and moral actions of an individual based on social rules, moral norms, national and universal values. It includes the following aspects: communication culture, etiquette in appearance, speech culture, behavior in social settings, and respect for national traditions and values.

The Impact of Education on Behavioral Culture. Theoretical knowledge – the educational process teaches moral and normative values. For example, social sciences explain humanity, etiquette, and legal culture.

Personal example – the cultured behavior of teachers serves as a direct model for students.

Systematic upbringing – extracurricular activities (cultural-educational events, clubs, discussion circles) help students adopt moral values.

The main task of upbringing is to ensure that a student grows not only as a knowledgeable individual but also as a morally mature person. During the upbringing process, national traditions

are instilled, respect for oneself and others is developed, and qualities such as honesty, responsibility, and patriotism are strengthened.

Practical Mechanisms. Social activity during student life – participation in social projects and volunteering contributes to moral growth.

Organizations and clubs – such as the “Youth Union,” sports clubs, theater and literature circles enrich students’ cultural life.

Spirituality classes and discussion circles – based on national values and the heritage of great ancestors, they help establish behavioral models.

When education and upbringing are combined, students develop the ability to: communicate properly in society, make responsible decisions,

handle conflicts appropriately, find their role in a team, respect both national and universal values.

Literature Review. Various definitions of behavioral culture are found in the scientific literature.

Eastern thinkers regarded behavioral culture as a fundamental sign of human perfection. Al-Farabi, in his work *The Virtuous City*, emphasized that along with knowledge and enlightenment, moral qualities are also necessary. He argued that a person may be knowledgeable, but without justice, patience, and modesty, he becomes harmful to society.

Ibn Sina (Avicenna), in his *Ethical Treatises*, classified etiquette into three levels: family etiquette, social etiquette, and personal etiquette. This view is still relevant for today’s students, who must demonstrate cultured behavior in the family, in the classroom, and in society at large.

Alisher Navoi, in *Mahbub al-Qulub*, stated that perfection lies in the harmony of knowledge and manners: “a person with pleasant manners, truthful words, and pure actions” will earn respect in society. This demonstrates that students should give importance to manners alongside knowledge.

Modern pedagogical literature also highlights this issue. Qodirov (2019) analyzed the importance of moral upbringing in education, noting that education should not be limited to knowledge transmission but also guide students toward independent thinking and correct social behavior. For instance, engaging students in discussions and debates during classes plays a crucial role in shaping behavioral culture.

Rasulova (2021) emphasized the importance of speech culture in the moral upbringing of youth. According to her, a student should learn to express ideas clearly, accurately, and politely, which becomes an important indicator of their cultural identity.

Psychological studies confirm the role of upbringing and social environment in shaping youth’s behavior. Maslow (1968), in his famous *Hierarchy of Needs*, argued that self-actualization is achieved only when moral values are developed. For example, once a student’s basic needs (food, safety, social belonging) are met, they seek to express themselves in society and aspire to higher moral values.

Erickson (1994) studied the stages of personality development and identified the student years as the stage of “identity formation.” During this period, a student defines who they are and what values they will adhere to. A positive environment and upbringing lead to becoming a well-rounded person, while negative influences may foster undesirable habits.

This review shows that the processes of education and upbringing are interdependent and complementary in shaping behavioral culture.

Methodology. The study applied the following methods:

Literature review – analyzing existing scientific views on the topic;

Observation – monitoring students’ behavior in higher education institutions;

Survey – conducted among 120 students on moral values, upbringing, and behavioral practices.

Results. The survey and observations revealed the following: 68% of students reported that they successfully internalized national and moral values through educational and upbringing activities.

22% emphasized that behavioral culture is more influenced by family upbringing.

10% admitted facing challenges in developing communication culture.

Overall, integrating educational and upbringing mechanisms was found to be effective in improving students’ behavioral culture.

Discussion. The findings indicate that shaping behavioral culture requires a combination of:

theoretical knowledge from classroom teaching, practical experience gained through upbringing activities, the influence of socio-cultural environment and family upbringing.

For example, in many universities of Uzbekistan, activities such as “Spirituality classes” and “Ethical discussion circles” are conducted regularly, which have a significant impact on the moral development of students.

Conclusion and Recommendations. Forming students’ behavioral culture is one of the primary goals of the education and upbringing process. The study concluded that:

1. The integration of education and upbringing is a key factor in shaping students’ behavioral culture.
2. Teachers’ personal examples play an important role in forming students’ manners.
3. Upbringing activities and social projects enrich students’ cultural identity.
4. Cooperation between family, educational institutions, and society is crucial for developing behavioral culture.

Recommendations:

Conduct regular cultural-educational sessions in higher education institutions;

Expand students’ participation in social projects and volunteer activities;

Strengthen teachers’ ethical and psychological training;

Study international experiences and integrate them into the national education system.

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