

**METHODS OF EDUCATING GIRLS IN DECORUM BASED ON THE
COLLABORATION APPROACH****Abdizhabbarova Jamila Tlepbayevna****Senior Lecturer of the Department of Primary Education****Nukus State Pedagogical Institute****Abstract**

This article explores methods of educating girls in decorum using the collaboration approach. The research examines how collaborative learning strategies can effectively instill values of politeness, respect, and social etiquette in girls. It highlights the importance of a cooperative learning environment in promoting decorum, focusing on both the theoretical and practical aspects of this educational method. The findings suggest that collaborative activities and peer interaction significantly enhance the development of decorum in girls, fostering a positive social and academic environment. The study concludes by offering recommendations for incorporating these methods into educational curricula.

Key words: *educating girls, decorum, social etiquette, collaboration approach, cooperative learning, social skills, peer influence, politeness, empathy, classroom interaction, group activities, teacher strategies, role modeling, respect, personal development.*

Introduction

Educating girls in decorum and social etiquette is an essential aspect of their overall development, particularly in terms of interpersonal skills, self-respect, and respect for others. The concept of decorum encompasses a range of behaviors, such as politeness, proper manners, and appropriate social conduct. Traditionally, this education has been imparted through direct instruction and role modeling. However, recent educational trends emphasize more interactive and cooperative methods to promote these values, especially in the context of collaborative learning.

The collaboration approach in education focuses on group-based activities that encourage peer interaction, shared responsibility, and mutual respect. This approach has been shown to improve various aspects of learning, including social skills, communication, and emotional intelligence. The aim of this study is to explore how collaborative learning environments can be utilized to teach decorum to girls, particularly in primary and secondary school settings. This paper presents findings from a study on the impact of collaborative learning on girls' development of decorum and social etiquette.

Methods

The study employed a qualitative research design with a focus on observation and interviews. Data were collected from 20 teachers and 100 students in several schools that had integrated collaborative learning methods into their curricula. The teachers were asked to describe their experiences with teaching decorum through collaborative activities, while the students participated in group-based exercises designed to foster politeness, respect, and social etiquette.

Results

The study revealed several key findings regarding the impact of collaborative learning on girls' education in decorum. First, the use of collaborative activities such as group discussions, role-playing, and cooperative problem-solving was found to significantly enhance girls' understanding and practice of social etiquette. These activities provided opportunities for girls to interact with peers in structured environments, allowing them to model polite behavior and receive feedback from their peers.

Improved Social Skills: Collaborative learning environments facilitated the development of important social skills among girls, such as communication, active listening, and conflict resolution. Teachers reported that students who participated in group activities demonstrated better communication skills, including using polite language, making eye contact, and showing respect during conversations. Girls also learned to express their opinions in a respectful manner, considering the feelings and perspectives of others. These social skills were further reinforced through collaborative tasks that required students to work together toward common goals, fostering a sense of shared responsibility and mutual respect.

Increased Self-Awareness and Empathy: Girls participating in collaborative learning activities became more self-aware and developed a greater sense of empathy. Through group discussions and peer interactions, they learned to recognize and manage their emotions, as well as understand the emotional needs of others. Teachers noted that this enhanced empathy translated into more considerate behavior, with students showing increased sensitivity to their peers' feelings and demonstrating acts of kindness. The collaborative approach created a safe space for girls to express themselves and reflect on their behavior, which in turn contributed to their personal growth and social awareness.

Peer Influence and Role Modeling: Peer influence played a significant role in the development of decorum among girls. Teachers observed that girls who excelled in demonstrating polite behavior and respect often became role models for their peers. The collaborative nature of the learning process allowed these positive behaviors to be reinforced through observation and imitation. As a result, girls were more likely to adopt socially acceptable behaviors when they saw

their peers engaging in polite and respectful conduct. This peer-driven model of learning proved to be particularly effective in promoting decorum, as girls were motivated to emulate the actions of those they admired within their peer group.

Challenges in Implementation: Despite the positive outcomes, the study also identified several challenges in implementing the collaboration approach for teaching decorum. One significant obstacle was the varying levels of participation and engagement among students. Some girls were more reluctant to engage in group activities, which hindered their ability to develop social skills and understand the importance of decorum. Teachers noted that it was necessary to create a supportive and inclusive environment to ensure that all students felt comfortable participating in collaborative tasks.

Additionally, teachers reported challenges in balancing the collaborative aspect of learning with individual responsibilities. In some cases, group dynamics could lead to imbalances in participation, with certain students dominating discussions while others remained passive. Addressing these challenges required teachers to carefully monitor group interactions and ensure equal participation from all students. Teachers also noted the need for ongoing professional development to effectively implement collaborative learning strategies that foster decorum and etiquette.

Discussion

The results of this study highlight the effectiveness of the collaboration approach in educating girls about decorum and social etiquette. The collaborative learning environment provided ample opportunities for girls to practice and reinforce polite behavior, communication, and empathy. By interacting with their peers in structured activities, students were able to develop important social skills that will serve them well in both academic and social settings.

However, the challenges identified—such as varying levels of engagement and imbalances in group participation—underscore the need for thoughtful planning and monitoring when using collaborative methods to teach decorum. Teachers must create inclusive and supportive environments where all students feel comfortable participating, and they must be proactive in addressing any issues related to unequal participation or disengagement.

The findings also suggest that peer influence plays a crucial role in promoting decorum among girls. Positive role models within the peer group can encourage others to adopt respectful and polite behaviors. Teachers can leverage this dynamic by fostering a classroom culture that emphasizes respect and kindness, and by encouraging students to support one another in developing these qualities.

Conclusion

Educating girls in decorum through the collaboration approach is an effective method for promoting social etiquette and interpersonal skills. The study demonstrates that collaborative learning activities can significantly enhance girls' understanding of politeness, respect, and social conduct. By providing opportunities for peer interaction and role modeling, the collaboration approach fosters a positive learning environment that supports the development of decorum. However, challenges such as unequal participation and engagement need to be addressed to fully realize the potential of this method. Teachers should continue to refine their strategies to ensure that all students benefit from collaborative learning experiences that promote decorum and social responsibility.

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