



TEACHING ETHNOGRAPHY, ETHNOLOGY, AND ANTHROPOLOGY THROUGH INTERVIEW, SURVEY, AND CONVERSATION METHODS

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<https://doi.org/10.5281/zenodo.17809085>

ARTICLE INFO

Received: 27th November 2025

Accepted: 28th November 2025

Online: 29th November 2025

KEYWORDS

*ethnography, ethnology,
anthropology, interview, survey,
conversation, field research,
teaching methods, cultural
competence, interactive learning*

ABSTRACT

This article explores the importance of using interviews, surveys, and conversational approaches in teaching ethnography, ethnology, and anthropology. Since these disciplines require not only theoretical knowledge but also practical fieldwork, interactive research methods serve as crucial tools for developing students' analytical and cultural understanding. Moreover, these techniques help learners observe real-life social interactions, interpret cultural norms, and build ethical awareness. Consequently, they enhance students' competence in conducting scientific research and promote meaningful engagement with diverse communities. Therefore, the integration of these methods into the educational process significantly improves the effectiveness of anthropological training and prepares students for professional research practices.

Teaching ethnography, ethnology, and anthropology requires more than theoretical instruction; therefore, the inclusion of practical research tools such as interviews, surveys, and conversational techniques is essential. These disciplines study human culture, identity, and social behavior, and thus, students must actively interact with real communities. Consequently, the use of interactive methods helps bridge the gap between academic knowledge and real-life cultural experience. Moreover, such methods enable students to develop analytical thinking, observation skills, and ethical awareness, which are indispensable for professional research.

To begin with, the interview method offers an effective way of collecting detailed and meaningful information directly from individuals. Through structured or semi-structured interviews, students learn how to identify patterns in language, social roles, and identity formation. In addition, they develop communication, listening, and note-taking skills, which are necessary for analyzing ethnographic material. Furthermore, interviews encourage students to understand people's perspectives and emotions, thereby enhancing cultural sensitivity. However, interviews also require adherence to ethical principles such as informed consent, confidentiality, and respect for cultural norms. Thus, students are not only trained in methodology but also guided toward responsible and respectful research practices [2, 551-580].

The survey method, on the other hand, allows researchers to gather information from larger groups. Unlike interviews, surveys provide quantitative data, which can be analyzed statistically to identify cultural trends and demographic patterns. Moreover, the process of designing questionnaires teaches students to think clearly and formulate research objectives

precisely. As a result, learners improve their ability to compare variables, interpret findings, and draw logical conclusions. Additionally, surveys introduce students to data coding, academic writing, and report preparation, thereby supporting their development as independent researchers. Therefore, survey techniques contribute to both methodological competence and scientific reasoning [5, 17-36].

The conversation method combines communication with participant observation, which is a core principle in anthropology. Through natural interaction with people in their everyday environment, students observe cultural norms, rituals, behavior, and social relationships. For example, engaging in informal dialogue during a visit to a local community or cultural event enables learners to explore values and traditions directly. Consequently, this method allows them to interpret culture not only from textbooks but also from lived experiences. Moreover, conversation fosters empathy, openness, and critical reflection, which are vital qualities for ethnographic research. Thus, this approach serves not only as a communication technique but also as a cognitive tool for understanding culture in depth.

For these methods to be effective, they must be integrated systematically into the teaching process. Firstly, theoretical instruction should introduce students to research principles and ethical rules. Secondly, simulated activities such as classroom interviews and practice surveys should be conducted to build confidence. Subsequently, students should engage in real fieldwork in order to apply their knowledge to authentic settings. After data collection, group discussion and analysis are necessary to evaluate findings and identify cultural patterns. In addition, the use of digital tools such as audio recorders or online surveys can help increase accuracy and efficiency. Consequently, students develop both theoretical understanding and practical competence [1, 279-295].

Nevertheless, challenges may arise during research, including language barriers, cultural misunderstandings, biased responses, or difficulties in gaining trust. Therefore, students need awareness of ethical guidelines and sensitivity to cultural differences. Furthermore, teachers should provide continuous supervision and constructive feedback to ensure that research is carried out responsibly. In this way, methodological quality is improved and research credibility is maintained.

In conclusion, the integration of interviews, surveys, and conversational methods into the teaching of ethnography, ethnology, and anthropology significantly enhances the educational process. Through these techniques, students do not merely learn about culture—they experience and analyze it. As a result, they become capable of interpreting human behavior, understanding social dynamics, and conducting independent research. Therefore, interactive and ethically grounded research methods should be regarded as essential components of modern anthropological education.

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