

Scientific and Pedagogical Foundations of Educating Primary School Students Based on National Values

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Abstract. This study provides a scientific and theoretical analysis of the process of socialization of students based on national values, highlighting the role of traditions and customs in helping the younger generation adapt to society and develop a national identity. It emphasizes that national values – the historical memory of the people, their spiritual heritage, customs, and moral norms – form the foundation of youth education. The study demonstrates that educating students through national values enhances the effectiveness of the educational process, strengthens their social activity and moral culture, and contributes to the spiritual development of society. This work holds theoretical and methodological significance for teachers, educators, and specialists in the social sphere

Keywords: national values, education, socialization, spiritual heritage, customs, traditions, national identity, patriotism, spiritual and moral education, social environment, youth upbringing, pedagogical approaches, educational process.



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INTRODUCTION

In the contemporary era of globalization, the preservation and transmission of national values have become increasingly important in maintaining cultural identity and social stability. The rapid expansion of information flows and the growing influence of foreign cultures significantly affect the worldview, behavior, and value orientation of younger generations. Therefore, fostering national identity, respect for historical and cultural heritage, and moral resilience among children has become one of the priority tasks of the education system.

The issue of raising spiritually and psychologically healthy children should be viewed as the outcome of a healthy and harmonious family environment. Establishing an

atmosphere of mutual respect, affection, high morality, and spiritual values within the family is considered a shared social responsibility. In this regard, both national and universal values play a crucial role. Values serve as the foundation of social development and function as a powerful mechanism for transmitting the historical achievements, traditions, and moral principles of a nation from one generation to another.

In the context of Uzbekistan, the importance of educating youth in the spirit of respect for national and universal values is reflected in state policy. In particular, the Presidential Decree of the Republic of Uzbekistan No. PF-4947, dated February 7, 2017, identifies the education of young people based on national and universal values as one of the priority directions of educational reform. This highlights the strategic importance of strengthening moral education from an early age.

The formation of respect for national values is especially relevant at the primary education stage, as this period represents the most sensitive stage in the development of a child's moral views, social behavior, and attitude toward values. During this stage, students begin to form concepts related to patriotism, family, ancestral heritage, national pride, and civic responsibility. Therefore, the educational process should integrate meaningful teaching, воспитational activities, and school-family cooperation to strengthen students' national consciousness, love for their homeland, and respect for cultural traditions.

From a pedagogical perspective, national values are interpreted as a complex of historical-cultural heritage, traditions, customs, language, religion, art, ethical norms, and social experiences passed down across generations. These values not only represent spiritual wealth but also function as an integral component of educational content. Their integration into primary education contributes to the spiritual and moral development of students and shapes their worldview and behavior.

Modern pedagogical approaches emphasize experiential learning through educational projects, extracurricular activities, and interactive methods. Participation in national games, songs, dances, cultural events, and excursions to heritage sites enables students to internalize national values through personal experience. Activities such as "National Week" or "Culture and Traditions" projects strengthen children's sense of identity and patriotism.

In addition, research indicates that primary school children acquire values most effectively through play-based learning. Role-playing, dramatization, mini-projects, multimedia resources, and creative technologies facilitate deeper understanding of national values. The incorporation of interactive teaching methods and STEAM elements further enables educators to present value-oriented content in a modern, engaging, and memorable form.

Thus, the main objective of this study is to provide a scientific and pedagogical foundation for educating primary school students based on national values and to identify effective methods for nurturing a generation loyal to its history, culture, traditions, and national identity.

RESEARCH METHOD

This study employed a qualitative descriptive research design aimed at analyzing the scientific and pedagogical foundations of educating primary school students based on national values. The qualitative approach was selected because it enables an in-depth examination of theoretical concepts, pedagogical practices, and educational strategies related to value-based education.

The research data were collected through document analysis, including national educational policies, pedagogical literature, scientific articles, books, and нормативные documents related to moral education, national identity formation, and primary education methodology. Special attention was given to the analysis of educational reforms in Uzbekistan, including the Presidential Decree No. PF-4947 and other policy documents emphasizing the importance of national and universal values in youth education.

In addition, content analysis was applied to examine the role of national traditions, customs, cultural heritage, and pedagogical technologies in shaping students' moral and civic qualities. The study also analyzed educational practices such as project-based learning, extracurricular activities, role-playing, national games, and creative teaching methods used in primary classrooms to promote national values.

The analytical process involved several stages:

- Identification and classification of theoretical sources related to national values and primary education;
- Comparative analysis of pedagogical approaches for integrating national values into educational content;
- Interpretation of effective teaching methods and family-school cooperation mechanisms that support value formation in primary school students.

The reliability of the study was ensured through the use of multiple academic and policy sources, as well as the systematic analysis of theoretical and practical materials. The findings provide recommendations for improving the educational process by strengthening the integration of national values into primary school teaching and воспитational activities.

RESULTS AND DISCUSSION

The issue of giving birth to a spiritually and psychologically healthy child should be regarded as the result of the efforts of a healthy and harmonious family. Therefore, creating an environment of mutual respect, love, high morality, and spiritual values within the family is considered the responsibility of each individual today. In fulfilling this responsibility, national and universal values play a highly significant role. Values serve as the foundation of social development and act as a powerful factor in transferring the achievements attained throughout a nation's historical development from one generation to another.

In the current context of rapidly accelerating globalization, the importance of national values in social life is increasing significantly. The expansion of information flows and the intensification of various cultural influences directly affect the worldview of young people. Therefore, fostering national identity, respect for historical and cultural heritage, and spiritual stability among the younger generation has become one of the essential tasks of the education system. This priority is also reflected in the Presidential Decree of the Republic of Uzbekistan No. PF-4947, issued on February 7, 2017, which identifies educating youth in the spirit of respect for national and universal values as one of the priority directions of state policy.

The process of developing respect for national values is particularly relevant at the primary education stage. This is because primary school age is the most important period during which an individual's moral perspectives, social behavior norms, and attitudes toward values are formed. Through meaningful instruction, educational

activities, and family-school cooperation based on the teacher's personal example, it is necessary to strengthen students' sense of national identity, love for their homeland, and respect for ancestral heritage.

The relevance of this topic is determined, on the one hand, by the need to preserve national identity amid the cultural influences of globalization and, on the other hand, by the necessity of developing effective methodologies for fostering respect for national values among primary school students. In pedagogy, national values are interpreted as a set of historical and cultural heritage, customs, traditions, language, religion, art, ethical norms, and social experiences passed down from generation to generation, which shape an individual's spiritual and moral development. National values function as important criteria for the socio-cultural development of society and serve as a significant educational factor in shaping the worldview, beliefs, and behavior of the younger generation. From a pedagogical perspective, national values are viewed not only as spiritual wealth but also as an integral component of educational content.

Through educational activities and project-based learning, students acquire values through personal experience by participating in national games, becoming familiar with traditional songs and dances, and visiting cultural heritage sites. For example, activities organized under themes such as "National Week" or "Culture and Traditions" strengthen children's self-awareness and love for their homeland.

The formation of national values through play and creative technologies is also highly effective. Pedagogical studies indicate that primary school children acquire values most effectively through play activities. Role-playing, dramatization, mini-projects, and multimedia tools enhance students' understanding of national values. At the same time, the use of STEAM elements and interactive teaching methods allows value-based content to be presented in a modern, engaging, and memorable way.

The primary objective of the topic "Scientific and Pedagogical Foundations of Educating Primary School Students Based on National Values" is to provide a scientific basis for effective methods of raising the younger generation in loyalty to their people's history, culture, traditions, and national identity.

The specific objectives of this activity include:

- Creating a spiritual foundation: Forming concepts such as Homeland, family, memory of ancestors, and national pride in students from early childhood.
- Harmonizing national and universal values: Developing students' personal qualities through national traditions such as hospitality, respect for elders, and kindness toward younger individuals.
- Systematizing the educational process: Developing pedagogical mechanisms for integrating national values into primary school textbooks and extracurricular activities.

The implementation of national values in family upbringing also enhances the effectiveness of the educational process.

The role and responsibility of teachers in the primary education system are particularly significant. Teachers serve not only as providers of knowledge but also as educators, mentors, spiritual guides, and key figures in shaping students' worldviews. Especially in the process of instilling national values, teachers' personal qualities, knowledge, skills, methodological approaches, and educational perspectives are of exceptional importance. For primary school students, teachers remain the first instructors, role models, and symbols of moral standards.

The teacher's personal example is the first and most important factor in instilling national values. Teachers should consistently demonstrate exemplary attitudes toward national dress, ethics, culture, and language. They should value their people's traditions

and customs and be able to integrate them naturally into classroom instruction through practical and life-based examples.

CONCLUSION

National values are fundamental factors in developing self-awareness, preserving historical memory, and ensuring the sustainable development of a nation. By integrating these values into every child's upbringing and every stage of the educational process, it is possible to raise a younger generation characterized by strong spirituality, healthy thinking, patriotism, and dedication. Therefore, primary education should be approached not only as a source of academic knowledge but also as the first foundation for national identity formation. Parents should also be attentive to various negative influences that may adversely affect their children's moral development. Creating appropriate conditions within the family for children to access educational resources, including mass media, printed materials, scientific news, and literary works, contributes to improving the family environment and strengthening children's intellectual and moral growth.

In the context of building the New Uzbekistan, the role of national family values is becoming increasingly important. National and universal values serve as the foundation of social development and as a powerful mechanism for transmitting the achievements of a nation's historical progress from one generation to the next. In conclusion, parents and educators should work together to guide children through the important stages of childhood, adolescence, and maturity by serving as role models and moral guides. By showing the right path and fostering strong ethical principles, it is possible to nurture a generation capable of contributing positively to society while preserving national identity and cultural heritage.

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