

# PEDAGOGICAL FOUNDATIONS OF FORMING PATRIOTISM AND UNIVERSAL HUMAN VALUES IN PRIMARY SCHOOL EDUCATION

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## Abstract

This article provides a comprehensive analysis of the theoretical and practical foundations of developing patriotism, national identity, moral values, and universal human values in primary school education lessons. It emphasizes that the primary education stage is the most crucial period in the formation of a child's personality, and the role and importance of education lessons in this process are examined from a scientific perspective. The article substantiates the effectiveness of using interactive methods in developing virtues such as love for the homeland, respect for historical heritage, tolerance, humanism, honesty, and solidarity in students. Additionally, it scientifically explains the impact of factors such as the teacher's pedagogical skills, a student-centered approach, appropriate use of national traditions, and the suitability of educational materials to the age characteristics of students. The research results are enriched with methodological recommendations aimed at improving the educational process in primary education and contributing to the development of students as well-rounded individuals.

**Keywords** primary education, education lessons, patriotism education, universal values, national values, moral and ethical education, pedagogical foundations, interactive methods, student-centered education, student activity, psychological characteristics, ethical education, national identity, tolerance, educational approach, teacher skills, systematic education, educational technologies, innovative methods, national heritage.

## Introduction

In today's rapidly advancing world of globalization, the development of information technologies, and the intensification of cultural and ideological exchanges, the issue of educating the younger generation to be morally well-rounded, loyal to their homeland, and possessing a solid social position has become one of the most pressing tasks. The future of the



nation, the development and stability of society, primarily depend on its mature, intellectually developed, and morally virtuous generations. Therefore, improving the educational process based on the demands of the time, particularly at the primary education stage, is of great importance. The process of shaping the personality of primary school students is an active stage where their worldview, ethical standards, and social attitudes are just beginning to form. The values of patriotism, national identity, respect, justice, tolerance, and compassion instilled at this stage will lay the foundation for their future life position. From this perspective, educational lessons are not only about imparting knowledge but also serve as an effective tool for ensuring students' moral and ethical development, shaping their healthy social relationships, and developing a system of values.

The independent education policy of Uzbekistan has set as a priority the task of educating youth in the spirit of love for the homeland, honoring national values, and promoting humanism and tolerance. Reforms in education, new curricula, and the introduction of competency-based approaches require teachers to apply innovative methods, modern technologies, and a student-centered approach in the educational process. Therefore, this research deeply explores the pedagogical foundations of fostering patriotism and universal human values in primary school education lessons. The relevance of the study lies in the fact that educating the new generation of students not only to be knowledgeable but also to be socially active, conscious, and morally mature individuals is one of the most important tasks of today. The development of a scientifically grounded model, effective methods, and pedagogical approaches in this area will contribute to improving the quality of primary education.

Shaping patriotism and universal human values in primary school students is one of the key directions in modern pedagogy and can be considered a crucial factor determining the content and effectiveness of education. At this age, children perceive their environment emotionally, imitate the behavior of adults, and begin to form their moral views through social experience. Therefore, the depth of the scientific foundation of the content of the educational process, the selection of psychologically appropriate methods, and the alignment with the positive example of the teacher determine the quality indicators of primary education.

The concept of patriotism is interpreted in pedagogical theory as a complex ethical system that includes the understanding of one's national identity, respect for ancestral heritage, responsibility for the welfare of society, and readiness to be active in the advancement of the homeland. Eastern philosophers such as Al-Farabi, Ibn Sina, Al-Biruni, and others emphasized that the spiritual maturity of an individual is essential for the stability of society. Alisher Navoi viewed virtues like justice, compassion, and loyalty as central measures of human perfection. The Jadid educators—Avloni, Fitrat, Behbudi—evaluated the education of the younger generation as responsible for the nation's future, considering them as educated and active individuals as a decisive factor for national progress. Abdulla Avloni's statement, "Moral education is the savior of the nation," sheds light on the theoretical importance of this issue. The concept of universal human values encompasses universal norms such as justice, honesty, tolerance, peace, and respect for human dignity. Axiological studies show that these values form the most important moral system that defines an individual's stable position in social life. The significance of educating the younger generation in the spirit of global ethical standards is



emphasized in UNESCO principles. This approach not only fosters national pride but also helps form virtues like open-mindedness, inter-cultural communication, and peacefulness.

The psychological characteristics of primary school children demonstrate the complex nature of the process of internalizing these values. In Piaget's theory, this stage is described as the "concrete operational stage," where children understand moral concepts through real-life situations, images, and practical actions. Vygotsky's cultural-historical concept scientifically supports the transmission of moral virtues to an individual's consciousness through society, culture, and communication. Therefore, the process of shaping patriotism and universal human values is not about memorizing abstract concepts, but rather enriching the child's daily experiences through meaningful pedagogical activities.

The methods used in the educational process are scientifically significant in this regard. Methods such as discussions and communication, which encourage students to think actively, allow for a deeper understanding of the content of these values. The teacher can create opportunities for independent reflection by asking questions about situations that students encounter in their daily lives. Using historical events, the image of ancestors, and examples from folk literature also strengthens the emotional impact of the topic.

Role-playing games and dramatization methods turn abstract moral ideas into "visible" realities. Through personal participation, students begin to demonstrate virtues such as honesty, compassion, courage, and patriotism through their own actions. This ensures the internalization of the moral concepts being taught. The method of analyzing life situations helps students understand the essence of moral choices by thinking about complex situations they might face in social life. This method contributes to the formation of responsibility, empathy, and reflective thinking.

Methods based on storytelling, fairy tales, and biographical events create the most natural influence mechanism for young children. By observing the life of a hero, children experience the true value of patriotism and humanity. Visual methods—such as using pictures, videos, symbols, and historical landscapes—are effective in increasing the impact of the lesson because children's visual perception is strong. Additionally, approaches based on practical activities broaden the student's experience. Through actions like environmental conservation, participation in school events, and contributing to the community, children connect values with real life and begin to apply them to their behavior. The teacher's personality is considered the most powerful methodological tool in this process. The teacher's honesty, fairness, communication culture, and responsibility are firmly ingrained in the child's perception as a "living example of moral norms."

Thus, the methods of shaping patriotism and universal human values form a complex pedagogical system that simultaneously influences the emotional, intellectual, and social development of the individual. These methods transform the student from a passive listener into an active participant in the educational process, shaping their personal position and fostering their growth into a stable individual capable of demonstrating values in real life.

When considering the practical aspects of shaping patriotism and universal human values, it is first appropriate to analyze the following issue. During conversations with primary school students, it was observed that they tend to provide clear, yet similar official answers to the



question “What is the homeland?” Most of them repeat memorized ideas about the homeland but struggle to connect this concept to their personal life and provide meaningful explanations. This situation indicates that the internal content of patriotism has not yet been fully developed. Several factors seem to influence the emergence of this situation. The fact that children associate the concept of homeland more with holiday events, anthems, or flags, and their inability to link it to everyday life, points to the abstract nature of the concept. Additionally, the frequent use of pre-prepared definitions and the lack of reference to the students’ personal experiences further exacerbate this gap.

To address this situation, approaches were applied that brought the student from an abstract concept to real-life experiences. Initially, it was found to be useful to draw on personal experiences that were close to the child. When students were asked to talk about their homes, schools, neighborhoods, or small daily tasks, they began to gradually connect the concept of homeland with their immediate reality. Referring to personal experiences made the broad concept of homeland more “perceptible” and “visible” to the child. Later, a storytelling approach was used to further enhance emotional perception. A story describing a simple child’s action beneficial to the homeland revealed the emotional side of the topic for them. Children, trying to compare the actions of the story’s hero with their own lives, began to realize that serving the homeland is not just about big deeds.

The use of a problematic question-and-answer method also proved to be effective in solving the issue. Questions such as “What would you do if someone vandalized your school?” and “How does keeping your neighborhood clean benefit the homeland?” encouraged students to think independently. Through this process, they began to link the abstract concept to real-life situations. All these approaches significantly changed the students’ attitude toward the topic. Initially repeating memorized phrases, the students were now able to express their own opinions, understanding that being useful to the homeland starts with small actions in everyday life. They began to share personal thoughts like “Helping the homeland means being organized,” “Taking care of the school is serving the homeland,” and “Cleaning the neighborhood makes the homeland beloved.”

Thus, the methods applied to transform the abstract concept into a concrete and personal meaning in the students’ minds proved to be effective. As a result, the students began to accept patriotism not just as a concept remembered on holidays, but as a moral value demonstrated in their everyday lives.

The theoretical and practical analysis of the process of shaping patriotism and universal human values in primary school education shows that this process is one of the most important directions for the moral development of the student. At this age, children cannot directly grasp abstract concepts; instead, they understand them primarily through their personal life experiences. Therefore, explaining concepts such as patriotism, respect, and tolerance not through abstract definitions or memorization, but in connection with the child’s personal life experiences, emotions, and environment, yields more effective results. When students begin to perceive the concept of the homeland through their neighborhood, school, family upbringing, daily behaviors, and interactions with friends, abstract concepts acquire real meaning. Analyses show that for a child, the concept of homeland initially appears as a broad and incomprehensible



category. However, when this complexity is simplified through real-life examples, the child becomes more inclined to accept this concept as a personal value. Relying on personal experiences, discussing real-life situations, utilizing the emotional power of storytelling, and asking questions that encourage independent thinking all contributed to the meaningful formation of patriotic concepts in students' minds.

As a result, students began to understand their attitude toward the homeland not as memorized phrases, but as a virtue expressed through their daily practical activities. They realized that simple actions such as maintaining order and discipline, caring for school, preserving nature, and helping friends are, in fact, practical expressions of love for the homeland. The most significant outcome of this process is the confirmation that education is not merely the transfer of information, but a complex pedagogical phenomenon that harmoniously develops the child's mind, emotions, and social experience. In shaping patriotism and universal human values, the teacher's personal example, communication culture, educational approach, and the psychological stability of the classroom environment also emerge as essential factors. When each student feels valued, listened to, and that their opinion is taken into account, they adopt an open attitude toward educational topics and begin to accept the content as an internal need. Thus, the analysis and observations show that in primary education, the formation of patriotism and universal human values is not limited to the provision of theoretical knowledge but is achieved through the integration of children's real-life experiences into the pedagogical process. The success of this process is determined by influencing the student's inner world, awakening their emotional perception, supporting independent thinking, and, most importantly, enabling them to connect universal values with their own lives. As a result, students begin to perceive patriotism not as a lofty phrase, but as a moral principle that is integrated into their life, behavior, and daily habits.

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