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## PEDAGOGICAL FOUNDATIONS OF FOSTERING RESPECT FOR NATIONAL VALUES IN PRIMARY SCHOOL STUDENTS

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**Abstract.** This article provides a comprehensive scientific analysis of the pedagogical foundations for fostering respect for national values among primary school students. National values are considered as an essential component of spiritual and moral education, ensuring the continuity of generations and the preservation of cultural identity. The study examines the historical roots of national values, their role in the formation of a morally mature personality, and the pedagogical conditions necessary for their effective integration into the educational process. Particular attention is paid to the psychological characteristics of primary school students and age-appropriate pedagogical approaches. Based on the analysis of classical Eastern thinkers' works, modern educational reforms, and pedagogical practice, scientifically grounded recommendations are proposed for teachers and parents aimed at developing students' respect for national values, traditions, and cultural heritage.

**Keywords:** national values, Uzbek people, primary school students, moral education, spiritually mature personality, preservation of cultural heritage, respect for traditions.

**Introduction.** In the context of globalization and rapid social transformation, the issue of preserving national identity and fostering respect for national values has become one of the most pressing challenges facing modern education systems. National values represent a historically formed system of moral norms, traditions, customs, and spiritual principles that define the worldview and cultural identity of a nation. For the Uzbek people, national values such as respect for elders, hospitality, compassion, patriotism, diligence, and devotion to family have long served as the foundation of social relations and moral behavior. Primary education occupies a special place in the system of continuous education, as it lays the foundation for a child's intellectual, moral, and spiritual development. At this stage, children are highly receptive to social influences and are capable of internalizing basic moral concepts through systematic pedagogical guidance. Therefore, fostering





respect for national values among primary school students should be considered a priority pedagogical task, requiring a scientifically grounded and methodologically consistent approach.

### **Theoretical Foundations of National Values in Education**

National values are deeply rooted in the historical, cultural, and spiritual heritage of a nation. The pedagogical ideas of prominent Eastern scholars such as Muhammad al-Khwarizmi, Abu Nasr al-Farabi, Abu Rayhan al-Biruni, Abu Ali ibn Sina, Yusuf Khos Hajib, Ahmad Yugnakiy, and Alisher Navoi emphasize the importance of moral education, knowledge, and ethical behavior in shaping a harmonious personality. Their works highlight virtues such as justice, honesty, respect for parents, love for the homeland, and social responsibility, which remain relevant in contemporary educational practice. In particular, Yusuf Khos Hajib's *Qutadg'u Bilig* and Abdulla Avloni's *Turkiy Guliston yohud Axloq* provide valuable pedagogical insights into the moral upbringing of children. These works stress that education should not be limited to the transmission of knowledge but must also focus on shaping character and ethical values. Integrating these ideas into primary education helps ensure the continuity of national traditions and moral principles.

### **Pedagogical Conditions for Fostering Respect for National Values**

The effective formation of respect for national values among primary school students depends on several key pedagogical conditions. First, the educational content should be enriched with examples reflecting national traditions, historical events, and cultural heritage. Subjects such as reading literacy, ethics, social studies, and extracurricular activities provide ample opportunities to introduce students to national values in an engaging and meaningful way.

Second, teaching methods should correspond to the psychological and age-related characteristics of primary school students. Interactive methods, storytelling, role-playing games, discussions, and project-based learning encourage active participation and emotional involvement, facilitating deeper internalization of moral concepts. Visual materials, folk tales, proverbs, and real-life examples help students better understand abstract values.

Third, the personal example of teachers plays a decisive role in moral education. A teacher who demonstrates respect, fairness, empathy, and patriotism in daily interactions becomes a living model for students. In this regard, the professional competence and moral culture of primary school teachers are essential factors in the successful implementation of value-oriented education.

### **The Role of Family and Social Environment**

The formation of respect for national values cannot be achieved solely within the school environment. Family and community play a crucial role in reinforcing the values introduced at school. The Uzbek proverb, "It takes a





whole community to raise a child,” reflects the collective responsibility for a child’s upbringing. Parents’ attitudes toward traditions, national holidays, language, and cultural practices significantly influence children’s value orientations. National holidays and commemorative days such as Independence Day, Constitution Day, Navruz, Ramadan and Eid al-Adha celebrations serve as practical means of instilling patriotism, respect for history, and a sense of belonging. These events provide children with emotional experiences that strengthen their attachment to national values and cultural heritage.

**Conclusion.** In conclusion, fostering respect for national values among primary school students is a multifaceted pedagogical process that requires the integration of educational content, effective teaching methods, teacher professionalism, and family involvement. National values such as patriotism, respect for elders, compassion, and responsibility form the moral foundation of a spiritually mature personality. The systematic incorporation of national values into primary education contributes to the upbringing of socially active, morally responsible, and culturally aware individuals. Drawing on the wisdom of great thinkers, Alisher Navoi’s statement, “The love for the homeland lives in the human soul,” and Amir Temur’s idea that serving the homeland is the highest duty, it can be concluded that instilling national values in the younger generation is not only an educational task but also a social necessity. Therefore, continuous improvement of pedagogical approaches aimed at moral and national education remains an urgent priority in modern primary education.

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