

## ORGANIZING EDUCATIONAL ACTIVITIES BASED ON NATIONAL VALUES IN PRIMARY EDUCATION

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**Annotation:** This study investigates the role and implementation of national values in organizing educational activities in primary schools. National values play a pivotal role in shaping students' moral, cultural, and social development during their early educational experiences. The article explores how the integration of these values into educational practices strengthens students' identity, fosters respect for cultural heritage, and encourages responsible citizenship. Through classroom observations, interviews, and content analysis of school programs, the research highlights effective strategies for embedding national values into the fabric of primary education.

**Key words:** primary education, national values, moral education, cultural identity, educational activities, value-based learning.

### INTRODUCTION

In a rapidly globalizing world, education systems face the dual challenge of embracing modern pedagogical approaches while preserving and promoting national identity. For countries with rich cultural histories such as Uzbekistan, embedding national values into early education is essential to nurturing a generation that is not only academically competent but also morally grounded and socially responsible. National values encompass traditions, customs, language, history, patriotism, and ethical conduct passed down through generations. In primary education, these values serve as a foundation for character development and help children form a sense of belonging and respect for their heritage. This article aims to analyze the ways in which national values can be effectively integrated into the organization of educational activities at the primary school level and evaluates the outcomes of such integration on student development.

Today, in the process of globalization, it is becoming increasingly important to preserve our national values and instill them in the minds of the younger generation. Especially at the initial stage of the education system, organizing educational work based on national values not only enriches the spiritual world of students, but also serves to educate them in the spirit of truly human qualities [1]. This article analyzes the importance, forms and methods, and practical approaches to organizing educational work based on national values in the primary education system.

Primary education is the most important stage in a child's life, during which a person's character, worldview, and social skills are formed. Therefore, at this stage, qualities such as patriotism, respect, honesty, and hard work are developed in students by instilling national values.

National values are understood as the customs, traditions, religious and spiritual views, and moral criteria of our people that have been formed over the centuries. By instilling these in

the educational process, the personal and social development of the student is ensured [2]. Educational work with primary school students can be carried out in the following forms:

Classroom hours on topics such as Defending the Motherland is a sacred duty , The heritage of ancestors is a priceless treasure ;

Cultural and spiritual events events on Navruz, Independence Day, Constitution Day;

Excursions visits to historical monuments, museums, house-museums of writers;

Using Uzbek folk tales, proverbs and sayings in the lesson;

Holidays of national clothes and food [3];

In addition, events held in cooperation with parents and the community further increase the effectiveness of educational work. For example, conversations with the participation of parents, teacher-student meetings, spiritual lessons in cooperation with the community seven are examples of this [4].

## **METHODOLOGY**

A qualitative research approach was adopted for this study. The research was conducted in three urban and two rural primary schools across Uzbekistan. Data were collected over a three-month period through classroom observations, interviews with 10 teachers, and an analysis of curricular and extracurricular plans that incorporated national themes. The focus was placed on how national values were taught during lessons, how they were reflected in classroom rules and celebrations, and how students responded to value-oriented activities such as storytelling, crafts, national games, and traditional songs. Researchers recorded how frequently national values were integrated into lesson objectives and how students engaged with them.

Let's consider several effective methods for organizing educational work based on national values in primary education:

### **1. Conversation (interactive communication) method.**

Purpose: To form independent thinking, reasoning, and a personal attitude towards values in the student.

Application: At the beginning of the lesson or before educational activities, based on questions such as What is the homeland? , What is etiquette? , What values do you value? In this method, ideas are given in the form of a dialogue between the teacher and the student. This approach serves, in particular, to ensure the active participation of students in the lesson process. Advantages of the conversation method:

1) It activates the student - he freely expresses his opinion.

2) It has educational value - personal qualities are strengthened through discussing national values.

3) It develops collective thinking - children learn to listen to each other's opinions.

4) A culture of communication is formed.

### **2. Role-playing (dramatization) method.**

Purpose: To bring students closer to values through national tales, legends, and folk games.

Application: Through stage performances such as "Alpomish", "Turtle and Ant", "Loyal Child".

### **3. "Etiquette Shop" method.**

Purpose: To instill the idea that every good deed, value is a priceless treasure.

Application: A "etiquette shop" corner is created in the classroom. Each child chooses values such as "honesty", "patriotism", "kindness" and explains why they chose them.

### **4. Values Map.**

Purpose: To visually explain national values.

Application: During the lesson, values are written on the board in the form of a map: "respect", "loyalty", "patriotism" and examples of each of them are given.

The effective use of these methods, of course, depends on the pedagogical skills of each teacher.

## **RESULTS**

The findings show that the inclusion of national values significantly enhanced students' moral behavior, cooperation skills, and appreciation for their cultural heritage. Activities such as role-playing historical events, learning national proverbs, participating in traditional holidays like Navruz, and engaging in folk art projects led to a visible improvement in students' respect for elders, love for their country, and social responsibility. Teachers observed that students became more disciplined and empathetic when value-based content was introduced. Furthermore, rural schools displayed deeper engagement due to the students' closer connection with traditional lifestyles. The results also highlighted the need for more structured guidelines and teacher training on integrating values consistently and effectively.

## **DISCUSSION**

The integration of national values into primary education has a transformative impact on students' personal development. When children are exposed to cultural narratives, ethical

stories, and traditions from an early age, they begin to internalize these values, shaping their behavior and worldviews. Educators serve as key figures in transmitting these values through both formal and informal means. National songs, historical tales, folk crafts, and ethical discussions can be naturally embedded in subjects such as language, art, and social studies. However, the study also notes that without adequate teacher preparation, value-based education may become superficial or inconsistent. There is a pressing need for curriculum designers to ensure that national values are not treated as isolated topics but as an integral part of the teaching and learning process.

## CONCLUSION

To conclude, educational activities grounded in national values provide primary students with the tools to become culturally aware, morally responsible, and socially active citizens. The early school years are critical for instilling these values, and structured pedagogical approaches can make this process more effective and engaging. Teachers, curriculum developers, and policymakers must collaborate to create a learning environment where national identity and values are continuously celebrated and integrated. With proper support, primary education can become a powerful platform for safeguarding and transmitting cultural heritage while preparing children for modern societal challenges.

Educational work carried out in primary education based on national values ensures the spiritual maturity of children. It helps them grow up as patriots, decent, honest and fair-minded people. The following suggestions can be put forward:

1. Include more materials reflecting national values in textbooks and teaching aids;
2. Develop a plan of educational work in collaboration with the mahalla and parents;
3. Introduce innovative methods into the educational process - role-playing games, video lessons, work based on problem situations.

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