RESEARCH ARTICLE   OPEN ACCESS

Analysis of The Importance of Educating Students Based on National Values and Pedagogical Approaches

Erjanova Venera Kuanishbaevna

Karakalpak State University, Uzbekistan

ABSTRACT

Education serves as the foundation for shaping students' character, worldview, and social identity. A well-balanced curriculum that integrates national values and pedagogical approaches ensures that students develop moral integrity, cultural awareness, and a strong sense of social responsibility. By incorporating national values into education, students gain a deeper understanding of their heritage, traditions, and ethical principles, allowing them to become responsible citizens who contribute to their society.

This article analyzes the importance of educating students based on national values while integrating modern pedagogical approaches. It highlights the impact of cultural identity, ethical education, and competency-based learning on students' academic and social development. Additionally, the study discusses how innovative teaching methods can be used to instill national values in young learners while ensuring they remain globally competitive.

Keywords: National values, cultural identity, education system, pedagogical approaches, character development, moral education, competency-based learning, global competitiveness.

INTRODUCTION

Education is not merely a means of acquiring knowledge; it is also a tool for shaping students' character, strengthening social cohesion, and preserving cultural heritage. Every nation has unique historical, moral, and ethical values that must be transmitted to younger generations to ensure social continuity and national identity. While globalization has brought numerous benefits, it has also posed challenges in maintaining cultural distinctiveness in education. Therefore, incorporating national values into the curriculum has become a crucial objective for modern educational systems.

At the same time, pedagogical approaches must evolve to accommodate the changing needs of students. Traditional rote-learning methods are no longer sufficient; education should promote critical thinking, ethical reasoning, and a sense of responsibility. By integrating modern teaching methodologies with national values, students can gain both cultural awareness and the skills necessary for success in the 21st-century workforce.

This study aims to analyze how national values and pedagogical approaches contribute to students' moral, intellectual, and social development. The research also explores the strategies used in different countries to integrate cultural identity into education while preparing students for global challenges.

METHODS

To examine the role of national values in education, the study employs a comparative educational analysis of different pedagogical systems. The research methodology includes:

Historical analysis – tracing the evolution of moral and values-based education across different civilizations.

Comparative study – analyzing educational policies in countries that emphasize national identity in their curriculum.

Empirical research – collecting data from case studies in schools that successfully integrate cultural heritage into education.

Interdisciplinary approach – examining the relationship between national values, ethics, and modern pedagogical methods.

By synthesizing these approaches, the study provides a comprehensive perspective on how education systems can balance cultural identity and modern educational demands.

RESULTS AND DISCUSSION

National values shape students' social behavior, ethical reasoning, and decision-making skills. When students are educated within a framework that promotes cultural heritage and moral principles, they develop a strong sense of identity and responsibility. Studies show that education systems emphasizing values-based learning produce students who are [1]:

More socially responsible and empathetic toward their communities.

Better at ethical decision-making in real-world scenarios.

More engaged in civic participation and community service.

For example, Finland's educational system integrates ethical reasoning and civic responsibility into the curriculum, ensuring that students not only excel academically but also contribute positively to society. Similarly, Japan instills national values through moral education, emphasizing respect, discipline, and collective harmony.

Modern pedagogical approaches play a vital role in delivering national values effectively. Some of the most successful strategies include [2]:

Pedagogical Approach	Description	Impact on National Values
Experiential Learning	Learning through real-world experiences, field trips, and cultural immersion	Enhances cultural appreciation and hands-on understanding of traditions
Storytelling & Literature	Using folklore, historical narratives, and ethical stories to teach values	Reinforces moral principles and civic responsibility
Project-Based Learning (PBL)	Encouraging students to work on community-oriented projects	Promotes social responsibility and active citizenship
Character Education Programs	Teaching ethics, respect, and personal integrity through formal instruction	Develops strong moral foundations

Interdisciplinary Approach	Integrating national history, art, and philosophy with STEM subjects	Ensures a holistic education that connects science with social responsibility

By combining traditional values with modern teaching methods, education systems can ensure students develop a sense of national pride while acquiring essential 21st-century skills.

One of the challenges in values-based education is striking a balance between cultural identity and global competence. While it is essential to preserve national traditions and ethics, students must also develop cross-cultural awareness to navigate the globalized world.

For example, in Singapore, schools emphasize bilingual education, ensuring that students maintain their cultural roots while being prepared for international collaboration. Similarly, Germany integrates multicultural perspectives into history and ethics courses, fostering both national identity and global awareness.

To achieve this balance, educational policies should:

Incorporate global citizenship education alongside national values.

Encourage exchange programs and cultural collaborations.

Adapt curricula that connect history, ethics, and science.

Factors that the teacher should take into account when organizing a person-centered educational process

When implementing a person-centered approach, it is necessary to create opportunities for the child to play, develop and learn simultaneously during the educational process.

The main form of interaction between preschool children and the teacher is their joint activity.

Joint activity is a condition for the child to take a subjective position, during which the child's interests, inclinations, needs, desires are satisfied, his creative potential is developed, and personal qualities (activity, initiative, independence, creativity) are formed.

Joint activity is organized as follows:

● joint identification of problems of interest to children;

● joint determination of the purpose of children's activities;

● joint planning of children's activities, assumptions, selection of tools and materials, methods for solving problems;

● independent activity of children, individual assistance of the educator;

● discussion of the results of joint activity, discussion of achievements, identification of failures.

In the process of developing relationships with children, it is necessary to create a focused personal development: success stories, situations related to the child's personal experience, choosing activities, situations, equipment, activity partners, and giving the child the opportunity to realize himself as a person.

Communication methods used in the person-oriented approach to the interaction of the educator with children:

The situational-personal type of communication is typical for children aged 2-3. For them, it is very important that the educator be kind and ready to help and protect. Therefore, it is necessary to hug and sit next to a child of this age. The exchange of "pleasant relationships" between the educator and the child creates an atmosphere of trust and warmth, relaxation and peace. The situational-personal type of communication is the establishment of individual communication with each child.

Situational-business communication is used when working with children aged 3-4. Because it is very important for them that the educator be a good partner in various activities. Here it is necessary to work on equal terms, not

under the guidance of the educator. The task of this stage is to gain the reputation of a "skilled person" in the eyes of children.

The principle of self-expression. Each child has a need to demonstrate his intellectual, communicative, artistic and physical abilities. It is very important to encourage and support the child's desire to manifest and develop his natural and social abilities.

The principle of individuality. Creating conditions for the individual formation of the child's personality is the main task of the educational organization. It means not only taking into account the individual characteristics of the child, but also making a comprehensive contribution to his further development.

The principle of subjectivity. Individuality is inherent only to those people who have subjective forces and skillfully use them to build activity, communication and relationships. It is necessary to contribute to the child becoming a real subject in the life of the group, to the formation and enrichment of his personal experience.

The principle of choice. Without choice, the development of the child's individual characteristics and subjectivity, the manifestation of his abilities is impossible. It is pedagogically desirable for the child to constantly choose, to live and be brought up in conditions where he has subjective authority in choosing the purpose, content, forms and methods of organizing the educational process. It is for this that an open developing environment (development centers) is necessary in preschool groups.

The principle of activity, creativity and success. The child should be encouraged to succeed. This is the inclusion in the game activity in order to stimulate the child's active life position. It is extremely important for the child to maximally focus on creativity in his play and productive activities, to gain experience in his own creative activity. Individual and collective creative activity allows you to identify and develop the individual characteristics of the child. Thanks to creativity, the child reveals his abilities, learns the "strong sides" of his personality. Success in a particular type of activity helps to form the positive sides of the child's personality, the concept of "I".

The principle of trust and support. It is important to enrich pedagogical activity with humanistic, person-oriented educational and upbringing technologies. It is necessary to support the child's trust, self-awareness and aspirations for his "I", not to impose excessive demands and excessive control. Internal motivation, not external influences, determines the success of teaching and educating a child.

The principle of a differentiated approach - solves the tasks of effective pedagogical assistance in improving the personality of students, helps to create special pedagogical situations that help to reveal the psychophysical, personal abilities and potential of students. It is the development of the child depending on his nature, health, mental and physical structure, abilities and inclinations, perception.

The implementation of these principles involves creating a common psychological space, organizing the educational process through play and as a form of working with children, discussions, conversations, joint observations and experiments. The task set before the educator is to use the principles of effective communication.

Types of technologies of a person-oriented approach

Person-oriented technologies determine the methods and means of education and upbringing that correspond to the individual characteristics of each child. At the same time, it changes the attitude and organization of children's activities, using various teaching aids [3]:

● research (problem search, learning through discovery, experiment);

● communicative (discussion, speech development, fantasy, oratory);

● game (learning through play, fairy tales, situations, staging - access to fantasy);

● psychological (self-determination - teaching the child to choose, self-management, self-defense, self-education);

● activity (the child learns knowledge not in a ready-made state, but independently in the educational process. The structure of education includes a system of active steps);

● reflection (preservation of individuality, creative creativity, preservation of personality as a person in any activity, a means of self-determination).

In world educational and research institutions, scientific research is being conducted to improve pedagogical mechanisms for the formation of axiological orientation in

students, to develop technologies for the development of a system of professional and pedagogical values in future teachers, and to modernize the pedagogical system for the formation of national pride and honor in students based on a historical-anthropological approach. It is important to establish an axiological attitude to the historical and cultural heritage in future teachers, to improve the value-oriented component of the development of pedagogical competence, to develop a didactic system for the development of deontological competence based on national and universal values, and to improve mechanisms for the development of digital educational technologies for working with primary pedagogical sources.

CONCLUSION

Educating students based on national values and pedagogical approaches is essential for developing responsible, ethical, and well-rounded individuals. By integrating cultural heritage, ethical reasoning, and modern teaching strategies, education systems can prepare students for both national and global challenges.

The results of this study indicate that education systems prioritizing values-based learning produce students who are socially conscious, academically successful, and well-prepared for leadership roles. By adopting a balanced approach that respects tradition while embracing innovation, nations can cultivate future generations that uphold cultural integrity while thriving in a competitive world.

Strengthen moral education in school curricula to instill national values and ethical reasoning.

Incorporate interactive and experiential learning to deepen students' understanding of cultural heritage.

Encourage interdisciplinary education, connecting values-based learning with STEM subjects.

Promote bilingual and multicultural education, ensuring students appreciate their national identity while understanding global perspectives.

Foster partnerships between schools and communities, allowing students to engage in cultural projects and social initiatives.

By adopting these strategies, policymakers and educators can ensure that national values remain a core part of education while preparing students for the demands of an interconnected world.

REFERENCES

UNESCO (2022). "Values-Based Education and Its Impact on Social Development."

OECD (2023). "Educational Policies on National Identity and Ethics."

Finnish Ministry of Education (2021). "How Finland Integrates Ethical Reasoning in Schools."

Singapore Ministry of Education (2020). "Civic Responsibility and National Values in Singapore's Schools."

World Economic Forum (2022). "The Future of Character Education in a Globalized Society."

Akhmedova, F., Shagazatova, B., Artikova, D., & Mirxaydarova, F. (2018, October). The course of Parkinson's disease in patients with impaired carbohydrate metabolism. In MOVEMENT DISORDERS (Vol. 33, pp. S176-S177). 111 RIVER ST, HOBOKEN 07030-5774, NJ USA: WILEY.

Mukhtorova, M. (2021). National Flavour in Contemporary Uzbek Cinema Comedy. American Journal of Social and Humanitarian Research, 2(5), 99-106.

Shoyzakova, H., & Abduvaliyeva, D. (2024). DEVELOPMENT OF CREATIVE INTELLECTUAL COMPETENCE IN FUTURE PHYSICS TEACHERS. Modern Science and Research, 3(1), 508-512.

Ganiyeva, M. (2021). Effective Methods of TRIZ TECHNOLOGY in the Formation of Inventive Abilities of Primary School Pupils. International Journal on Integrated Education, 4(9), 161-163.

Teshaev, O. R., Ruziev, U. S., Shagazatova, B. K., Kudratova, N. A., & Ataliev, A. E. (2020). Efficacy of Gastric Bypass in the Treatment of Obesity-Associated Carbohydrate Metabolism Disorders. Indian Journal of Forensic Medicine & Toxicology, 14(4), 7995-8003.