



International Conference on Scientific Research in Natural and Social Sciences

Hosted online from New York, USA

Website: econfseries.com

2nd August, 2025

THE SYSTEM OF FORMING A SENSE OF NATIONAL PRIDE IN STUDENTS THROUGH ETHNO-EDUCATIONAL VALUES

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Abstract

This article discusses the system of forming a sense of national pride in students by means of ethno-pedagogical values, and special emphasis is placed on the issues of educating our young people to be mature in all aspects and raising the sense of patriotism in today's dangerous times.

Keywords: National pride, value, recognition, expert, research, pedagogical views, communication, thinking.

Абстрактный

В данной статье рассматривается система формирования у учащихся чувства национальной гордости средствами этнопедагогических ценностей, при этом особый акцент делается на вопросах воспитания у нашей молодежи зрелого во всех отношениях и воспитания чувства патриотизма в современных опасных условиях. раз.

Ключевые слова. Национальная гордость, ценность, признание, эксперт, исследование, педагогические взгляды, общение, мышление.

INTRODUCTION

The views on the national pride of our people have been specially recognized by experts in all periods. For example, in the opinion of Abdurauf Fitrat, in order for a person to take his place in life, first of all, he should have common sense and morals. He emphasized that in order for the nation to create its future, it should pay special attention to the youth and develop them intellectually, physically and morally.

It is known that national consciousness is a component of national culture, and it is based on the national pride of the Uzbek people. The national consciousness, spirit



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and pride of the Uzbek people are expressed in the ethnopedagogical values. In the studies of the Uzbek folk pedagogy, the concepts that form the basis of the national pride, consciousness and worldview of the Uzbek people are scientifically illuminated.

In their works, many scientists have reflected on ethnopedagogical values and their influence on the formation of a sense of national pride in the younger generation. The book entitled "Snapshots from the Development of Pedagogical Thought in Central Asia" discusses the ideas, views, and values promoted in folk pedagogy. The book analyzes the development stages of Uzbek folk pedagogy in different periods. In Uzbek folk pedagogy, ethno-pedagogical values, ideas, views on spiritual and moral education created over many centuries are embodied. These ideas found their example in examples of folk art.

LITERATURE ANALYSIS AND METHODOLOGY

As a result of the use of ethno-pedagogical values in the educational process, the emotional world of students expands and their imagination develops. The most important aspects of life are reflected in the content of ethno-pedagogical values. One of the unique aspects of ethno-pedagogical values is that it can have a strong influence on the mind of a person. Ethno-pedagogical values are a unique means of education. Many ideas necessary for human life are expressed in ethnopedagogical values. Ethno-pedagogical values embody the nation's past, present and future.

In order for the young generation to learn their history, it is necessary to use ethno-pedagogical values. Ethno-pedagogical values reflect the changes and development characteristic of people's life. Traditions are manifested and developed in ethno-pedagogical values. Ethno-pedagogical values have multivariate nature. Diversity is the main factor that ensures the uniqueness of ethnopedagogical values. Ethno-pedagogical values are regularly enriched, gain continuity and are left as a legacy from ancestors to generations. Epics, fairy tales, proverbs, songs, legends and narratives, which are a high example of ethnopedagogical values, show the pride, faith, worldview and values of the people. There are more than 400 Uzbek folk epics that form the basis of ethno-pedagogical values, and in them, first of all, the feeling of national pride is promoted.



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DISCUSSION AND RESULTS

The heroes of various narratives, stories, parables, and fairy tales created by the Uzbek people serve to form a sense of national pride in students. In these ethno-pedagogical values, the idea of having moral qualities such as faith, doing good to people, creating harmony and fair relations among them, and eliminating various conflicts is expressed.

Relying on certain principles in forming a sense of national pride in students through ethno-pedagogical values makes it possible to achieve efficiency: ethnopedagogical values should be presented to students in a systematic way, the teacher should select and systematize examples of folklore that express national heroism, culture, religious views, taking into account the age characteristics of students, present folklore examples to students preservation of its syncretic character.

Didactic tools, methods, activities specific to everyday life, customs and traditions used for many centuries to form a sense of national pride in students are embodied in the people's views on education. Folk songs, holidays, national traditions are the most effective means of instilling ethno-pedagogical values into the minds of students. The main goal of studying ethno-pedagogical values is to form a national mentality characteristic of the Uzbek people in the young generation. Because in today's conditions, where mass culture is gaining ground, it is important to master ethno-pedagogical values, otherwise students will not have the opportunity to realize their identity, national pride, national cultural wealth.

Historical epics also serve as an important means of forming a sense of national pride in students. They reflect the history of the Uzbek people. For example, the epic "Oysuluv" depicts the struggle of our people for independence two and a half thousand years ago. There is a similarity between the epic "Oysuluv" and the narratives about "To'maris", which serves to form a sense of national pride in schoolgirls. "Tulumbi", "Shaybani Khan", "Oychinor", "Namaz", "Mamatkarim Polvan", "Jizzakh Rebellion" can be included in the list of historical epics.

It can be seen that since the formation of the nation as a nation, its customs, traditions, rituals, culture, social lifestyle, philosophical views, ideals, and aspirations have been expressed in the epics. Today, the methodology of using ethnopedagogical values is being enriched based on new ideas and criteria. Because



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the dynamics of using ethno-pedagogical values has a modern, advanced cumulative character. That's why ethnopedagogical values serve as a convenient means of educating students to develop a sense of national pride based on the development of historical thinking.

SUGGESTIONS AND RECOMMENDATIONS

Based on the results of the research and the above considerations, we recommend the following:

1. Selection, sorting and classification of ethno-pedagogical values that serve to form a sense of national pride in students.
2. Development of recommendations on the preparation of educational materials by processing ethno-pedagogical values and incorporating them into the content of textbooks and training manuals.
3. Incorporating ethnopedagogical values into educational modules, preparing future teachers to use them in moral education of students.
4. Development of plans and scenarios of activities aimed at forming a sense of national pride in students with the help of ethno-pedagogical values.
5. Inculcating the method of forming a sense of national pride in students using ethno-pedagogical values in the content of advanced training courses.

Developing a program of cooperation between parents and class leaders in forming a sense of national pride in students through ethno-pedagogical values.

CONCLUSION

Based on the above, the following conclusions were reached:

1. The Uzbek people have managed to create a system of ethno-pedagogical values in order to develop the moral, spiritual, intellectual and physical development of the young generation during its centuries-long cultural and historical development. On the other hand, specialists have applied to these values in order to implement various forms of education.
2. Ethno-pedagogical values created by our ancestors have a rich and diverse content, and this heritage is used in the implementation of all forms of moral education.



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3. The basis of the ethno-pedagogical values created by the Uzbek people is the education of national pride, which manifests itself as the main motive for the realization of the individual's identity, protection of the Motherland, people and loved ones, courage and bravery.

4. Pedagogical-psychological research and the results of our analyzes show that in every person who has national pride, noble qualities such as mobilization, striving to perform good deeds, self-sacrifice for the prosperity and happiness of the Motherland, people and loved ones, and creativity are prioritized.

5. The historical experiences of many developed countries show that the education of national pride is a leading factor in ensuring the spiritual and cultural maturity of a person, and it is a moral quality formed by providing pedagogical tools that embody the rich history, traditions, values, customs, rituals, and literary cultural wealth of the nation.

6. Formation of national pride in young people has a leading position in the content of ethno-pedagogical values, and as a result of their use in classes and disciplines, a pedagogical process aimed at consistently forming a sense of national pride based on self-awareness in students is organized.

7. When the pedagogical process aimed at forming national pride in students is organized based on certain principles of gradualism, coherence, expediency and specific historical, reflexive, cultural studies, and axiological approaches, there is an opportunity to achieve the expected effectiveness.

8. It is recommended to pay special attention to the systematic organization of extracurricular activities and festive parties in order to reveal the possibilities of ethno-pedagogical values in forming a sense of national pride in students.

9. The use of various innovative methods, pedagogical situations, and projects to form a sense of national pride in students by means of ethno-pedagogical values in the classroom and extracurricular pedagogical processes allows to ensure the effectiveness of activities in this direction.

10. At the end of the experiment aimed at organizing pedagogical processes based on self-awareness in students using selected ethno-pedagogical values as a didactic tool, the feeling of national pride in the students in the experimental group increased to a certain degree, as a result, they developed patriotism, patriotism, selfsacrifice,



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involvement, for the honor of the family, nation and Motherland. it was evident that positive qualities such as caring were formed.

11. The results obtained from the respondents of the experimental group made it possible to substantiate theoretically and practically that ethnopedagogical values are an important pedagogical tool for forming moral qualities, including the sense of national pride in students, and served to justify the correctness of the research hypothesis with the help of statistical data.

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