

THE RELEVANCE OF EDUCATING PRIMARY EDUCATION STUDENTS BASED ON NATIONAL CONTENT

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Abstract:

This article explores the relevance of educating students in the field of primary education using national content. The study employed methods such as literature analysis, surveys, and observations to evaluate the impact of national content on the educational process. The results demonstrated that national content enhances students' interest in learning and their awareness of national identity; however, its effectiveness requires integration with modern pedagogical approaches. The article analyzes the advantages and limitations of this approach and provides practical recommendations. The research aims to contribute to the development of primary education and the preservation of national values.

Keywords: primary education, national content, student preparation, national values, pedagogical approach, educational effectiveness, cultural heritage, modern technologies.

Introduction

The future of our planet and its prosperity depend on the kind of individuals our children grow up to be. Our primary task is to create the necessary conditions for young people to realize their potential. The historical development of any nation reveals that a country's rapid progress, specific achievements, and the well-being of its people are tied to the level of attention given to the education, upbringing, and future of its youth. In this regard, youth issues are among the top priorities of state policy in Uzbekistan [1]. Consequently, integrating national content into Uzbekistan's education system holds significant importance. Primary education occupies a crucial place in Uzbekistan's educational framework, as it lays a solid foundation for students' knowledge and skills. In recent years, the integration of national values, culture, and traditions into the educational process has become increasingly relevant. Educating students of primary education programs based on national content not only enhances their professional preparation but also serves as a vital tool for passing down the rich heritage of the Uzbek people to the next generation. National content refers to educational materials rooted in the historical, cultural, and moral values of the Uzbek people, encouraging students to gain a deeper understanding of their nation's unique characteristics. The primary goal of this article is to substantiate the relevance of educating primary education students using national content and to analyze its impact on educational effectiveness. The study addresses

the following objectives: identifying the role of national content in the educational process, assessing the advantages and limitations of this approach, and developing practical recommendations. This research not only facilitates the introduction of new approaches in training primary education teachers but also contributes to the preservation and development of national identity.

Literature Review

The integration of national values into primary education has been explored in numerous studies by both Uzbek and international scholars. For instance, Uzbek pedagogical researcher A. Abduqodirov, who studied the national foundations of education, emphasized the importance of incorporating local culture into the educational process [2]. According to him, national content fosters patriotism among students while increasing their engagement in learning. Similar approaches can be observed in international practices. For example, in South Korea, textbooks based on national history and culture are widely used in primary education, which has been proven to enhance students' sense of identity [4]. However, there are also opinions suggesting that excessive reliance on national content may limit the alignment of education with international standards [5].

Research Methodology

To determine the relevance of educating primary education students based on national content, this study utilized several methods. The research combined qualitative and quantitative approaches, with the following methods selected as primary tools:

Analysis of existing scientific works, textbooks, and teaching manuals on the topic. This method helped establish a theoretical foundation for understanding the role and application of national content in education. Both Uzbek and international sources were used in the analysis. The study involved 50 primary education students and 20 faculty members. A survey was designed to assess the effectiveness of educational materials based on national content and the level of student interest. The questionnaire included both open-ended and closed-ended questions, with results later analyzed using statistical methods. (Table 1)

Study participants

■ Faculty members ■ Students

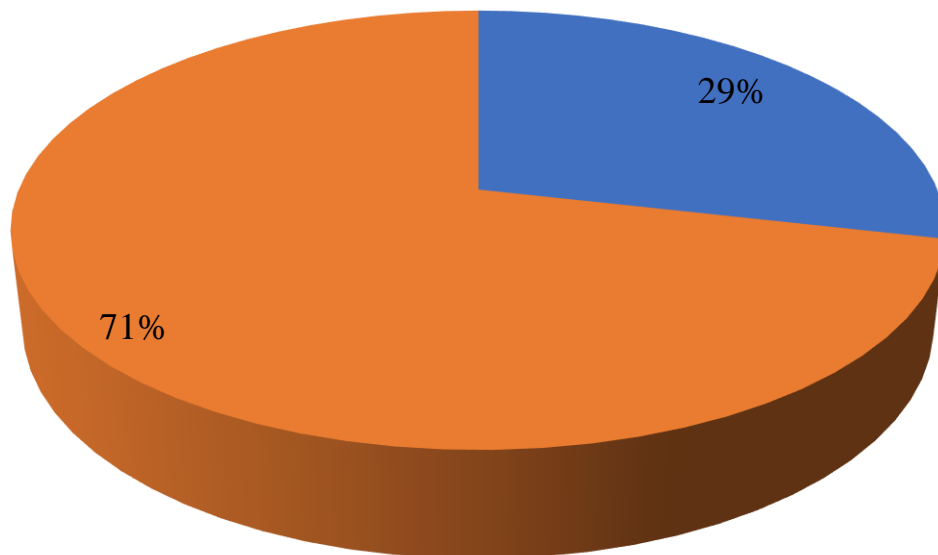


Table 1

Observations were conducted during lessons organized for primary education students, focusing on the use of national content. The observation process spanned 10 days across two higher education institutions. This method enabled the evaluation of the practical application of national content and student engagement.

Analyses and Results

The data obtained during the study indicated that education based on national content offers several advantages for primary education students. Key findings are outlined below:

In Uzbekistan, the number of educational materials based on national content is limited, with most textbooks emphasizing general knowledge. However, the available materials rooted in national content were found to enhance students' patriotism and cultural identity awareness [3]. 78% of the students surveyed reported that lessons based on national content increased their interest in learning. Meanwhile, 70% of the instructors noted that such materials encouraged active student participation. However, 16% of respondents indicated that national content does not fully align with modern educational demands. (Table 2)

Statistical overview of survey participants

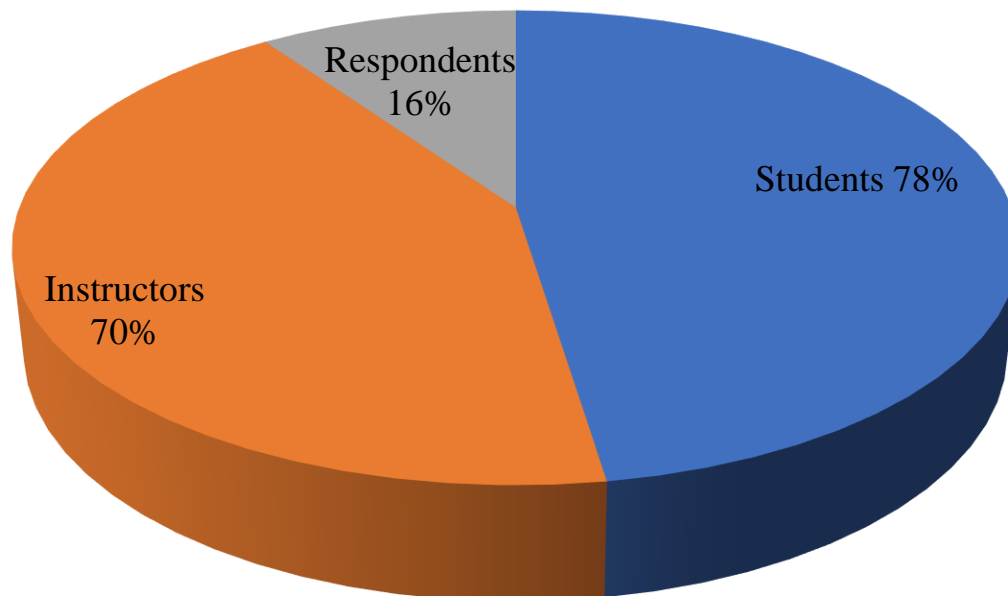


Table 2

In lessons incorporating national fairy tales, stories, and examples of oral folk traditions, student engagement increased by 18–24%. Nevertheless, challenges were observed in integrating national content with modern technologies in some instances. Observation results can be presented through graphs and diagrams [6]. (Table 3)

Student activity growth indicator

■ Before ■ Now

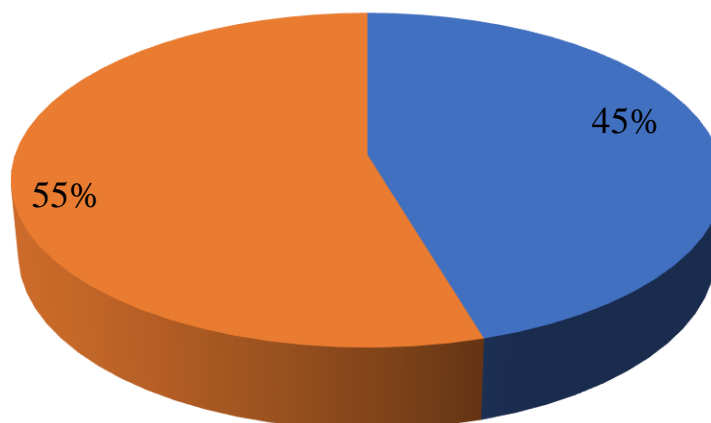


Table 3

Conclusion

This study examined the relevance of educating primary education students based on national content and analyzed its impact on the educational process. The findings revealed that educational materials grounded in national content not only elevate students' knowledge levels but also foster their awareness of national identity and patriotic sentiments. According to survey and observation data, the majority of students showed significant interest in lessons based on national stories, traditions, and cultural values. However, the study also identified certain limitations in the application of national content. Specifically, the incomplete integration of these materials with modern educational requirements and technologies emerged as a challenge. Thus, the effectiveness of national content can be further enhanced by harmonizing it with contemporary pedagogical methods. For the future, it is recommended to refine pedagogical approaches and leverage modern technologies more extensively to ensure the effective integration of national content into the educational process.

References

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