THE ROLE OF NATIONAL EDUCATION IN UZBEK ETHNOPEDAGOGY

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Abstract: *It is vital for personal identity, moral values, and social cohesion. The introduction provides background about the context of Uzbek national education, noting the historical and cultural background of national education at home and its importance to Uzbek social and family values/community traditions. To discover how national values and spiritual heritage are intertwined in education practices to encourage patriotism, ancestor respect, and youth national pride. The research is methodologically based on a comparative study method, ethnographic observations, and qualitative interviews to explore how national values are transmitted through families, educational institutions, and community life rituals. According to the findings, education as a national phenomenon in Uzbekistan is intimately associated with moral evolution as well as the conservation of cultural knowledge and achievement in practical and spiritual fields. This is done as follows: it combines traditional and modern teaching strategies. In the end, the implementation of national values in education curricula develops ethical dispositions among students, fosters national identity, and improves students' resistance to social forces. Such conclusions should be instructive for educators, policymakers, and curriculum designers seeking to maintain national identity and cultural continuity in the face of globalization. National education, enshrined in Uzbek ethnopedagogy, forms the basis through which a normative ethical, ethically conscious and socially responsible generation is made and nurtured and pushes for the extension of innovative, culturally sensitive pedagogies.*

Keywords: *Uzbek ethnopedagogy, national education, moral upbringing, cultural heritage, national identity, educational methods, youth development*

Introduction. National education stands as a cornerstone of Uzbek ethnopedagogy, functioning as a vital conduit for the transmission of cultural heritage, moral values, and social identity to new generations. In the face of globalization and rapid societal transformation, the integration of national traditions with modern pedagogical approaches is increasingly recognized as essential for nurturing patriotism, professional-spiritual sophistication, and resilience among youth (Rahimjon, 2025; Tairova, 2025; Rahmanova et al., 2025).

The preservation and harmonious development of national values are not only cultural imperatives but also strategic responses to the challenges posed by global interconnectedness and shifting social norms. Research highlights that the main goal of national education is to foster the inner world of individuals, enhance their social engagement, and ensure the continuity of cultural heritage through both family and community-based practices (Rahimjon, 2025; Tairova, 2025). This process is particularly significant in multicultural societies, where the risk of losing ethnic identity is heightened by external influences (Tairova, 2025; Rahmanova et al., 2025).

Recent studies emphasize the importance of combining interactive educational methods,

innovative technologies, and project-based learning with traditional elements such as folk proverbs, ceremonies, and oral traditions (Rahimjon, 2025; Ismagilova et al., 2020; Tairova, 2025). This synergy not only enriches the educational experience but also strengthens students' sense of national identity and social responsibility (Rahimjon, 2025; Tairova, 2025; Rahmanova et al., 2025). Teachers play a pivotal role in this integration, requiring ongoing professional development to effectively blend national and global educational trends (Ismagilova et al., 2020; Oktam et al., 2025).

Embedding national education within the curriculum and teacher training programs is seen as a key strategy for sustaining cultural continuity and fostering a generation equipped to navigate both local and global contexts (Rahimjon, 2025; Ismagilova et al., 2020; Tairova, 2025). The ongoing evolution of educational policy in Uzbekistan reflects a commitment to balancing tradition with innovation, ensuring that national education remains relevant and impactful.

Methods. A qualitative research design was adopted, combining comparative analysis, ethnographic observation, and semi-structured interviews with educators, students, and community leaders. The study focused on the integration of national values in educational settings, including the use of Uzbek folk proverbs, traditional ceremonies, and family-based upbringing (Rahimjon, 2025; Badriddinova, 2025). Data were collected from primary, secondary, and higher education institutions to provide a comprehensive view of national education practices. Thematic analysis was used to identify key patterns and outcomes related to the transmission of national values (Rahimjon, 2025; Ismagilova et al., 2020; Badriddinova, 2025).

Results. The findings reveal that national education in Uzbekistan is deeply rooted in family traditions, community rituals, and formal curricula. The use of folk proverbs, labor education based on national customs, and the celebration of cultural heritage all significantly contribute to the moral and spiritual development of students (Rahimjon, 2025; Badriddinova, 2025; Kholikov, 2019). Educators reported that integrating national values with modern teaching methods—such as interactive and project-based learning—enriches students' ethical perspectives, strengthens their national identity, and improves their resilience against negative social influences (Rahimjon, 2025; Ismagilova et al., 2020; Badriddinova, 2025). Additionally, the importance of professional development for teachers in effectively combining traditional and contemporary pedagogical strategies was emphasized (Rahimjon, 2025; Ismagilova et al., 2020). Furthermore, the involvement of families and communities was identified as crucial for the successful transmission of national values (Tairova, 2025; Bozhonov & Abdullaeva, 2021).

One of the fundamental bases of national upbringing is family and community roots. Values, customs, and rituals formed within the family and community serve as the foundation for educating the younger generation. Through this process, children develop a national identity, respect for ancestral heritage, and strong social bonds (Tairova, 2025; Bozhonov & Abdullaeva, 2021; Kholikov, 2019).

Another key aspect of national upbringing is the formation of moral and spiritual values. Qualities such as patriotism, respect, ethical maturity, and humanity are prioritized in this process. Developing these values in students lays the groundwork for them to become responsible and beneficial members of society (Rahimjon, 2025; Tairova, 2025; Kholikov, 2019).

Pedagogical integration is accomplished by harmonizing folk oral traditions, proverbs, ceremonies, and modern teaching methods. This approach makes the learning process more meaningful and effective for students (Rahimjon, 2025; Badriddinova, 2025; Ismagilova et al., 2020).

As a result, national education enhances students' sense of identity, social resilience, and professional-spiritual maturity. This helps young people find their place in modern society and resist negative influences (Rahimjon, 2025; Tairova, 2025; Ismagilova et al., 2020).

Furthermore, national education plays a vital role in educational policy and practice. It is necessary to consider national values when developing curricula and training teachers (Rahimjon, 2025; Ismagilova et al., 2020).

Discussion. The study highlights that national education is not only a mechanism for preserving cultural heritage and fostering social cohesion, but also a dynamic process that shapes

the worldview and competencies of youth in Uzbekistan. The integration of national and modern values within the educational system is shown to support the development of professional-spiritual individuals, equipping them to address contemporary challenges such as globalization, cultural erosion, and identity negotiation (Kizi, 2025; Abdulboqiyevich, 2025; Rahmanova et al., 2025; Arsenijević & Perić, 2025).

Research demonstrates that embedding national values in curricula strengthens students' sense of identity, belonging, and civic responsibility, which are essential for social stability and cohesion (Kizi, 2025; Abdulboqiyevich, 2025; Arsenijević & Perić, 2025). For example, studies on Uzbek students abroad reveal that, despite exposure to global perspectives, strong national identity and patriotism can be maintained when educational institutions actively foster cultural pride and responsibility (Rahmanova et al., 2025). This dual focus—on both national heritage and global competencies—enables youth to contribute meaningfully to their home country while navigating international environments (Rahmanova et al., 2025; Jalilov et al., 2025).

The findings underscore the need for curriculum developers and policymakers to prioritize the inclusion of national values and cultural content in educational programs at all levels (Kizi, 2025; Abdulboqiyevich, 2025; Kuhi, 2025). Effective implementation requires investment in teacher training, as educators play a pivotal role in modeling and transmitting these values (Kuhi, 2025; Kabekeyeva et al., 2025). Additionally, integrating ethical, cultural, and legal dimensions into curricula has been shown to enhance critical thinking, adaptability, and civic engagement among students, further supporting the goals of national education (Jalilov et al., 2025).

Despite these advances, several challenges persist. There is a pressing need for updated educational resources, continuous professional development for teachers, and innovative approaches to adapt traditional content to modern contexts (Kuhi, 2025; Kabekeyeva et al., 2025; Arsenijević & Perić, 2025). The rapid pace of globalization, digitalization, and shifting social norms can complicate efforts to maintain cultural continuity, making it essential to design flexible and contextually relevant educational strategies (Arsenijević & Perić, 2025; Asliddin, 2025). Furthermore, ensuring inclusivity and addressing the needs of diverse student populations remain important considerations for sustaining social cohesion (Ozawa et al., 2024; Adhikari, 2025).

Comparative studies from other countries reinforce the importance of integrating cultural heritage and national identity themes into formal education, not only to preserve tradition but also to promote critical thinking, tolerance, and global respect (Arsenijević & Perić, 2025; Achille & Fiorillo, 2022; Yan & Li, 2023). These insights suggest that Uzbekistan's efforts to harmonize national and modern values in education are aligned with international best practices and can serve as a model for other multicultural societies.

Conclusion. National education, as practiced within Uzbek ethnopedagogy, is fundamental for cultivating individuals who are morally stable, culturally rooted, and socially responsible. The integration of traditional values with modern pedagogical approaches not only enriches the educational process but also ensures the continuity and resilience of national identity in a rapidly changing world (Kuanishbaevna, 2025; Rahimjon, 2025; Tairova, 2025; Badriddinova, 2025; Kholikov, 2019). By embedding national values—such as respect for elders, family cohesion, and cultural heritage—into curricula, students develop a strong sense of belonging, ethical responsibility, and civic engagement, which are essential for social cohesion and national development (Kuanishbaevna, 2025; Rahimjon, 2025; Tairova, 2025; Kholikov, 2019; Anvarovich, 2023).

The research demonstrates that innovative teaching methods, including interactive and project-based learning, can effectively transmit national values while fostering critical thinking and global competencies (Kuanishbaevna, 2025; Rahimjon, 2025; Tairova, 2025). The use of folk traditions, proverbs, and oral art in education further deepens students' understanding of their heritage and moral principles (Badriddinova, 2025; Kholikov, 2019). Teacher training and professional development are crucial for equipping educators with the skills to harmonize traditional and contemporary methods, ensuring that national education remains relevant and impactful (Rahimjon, 2025; Ismagilova et al., 2020).

However, challenges persist, such as the need for updated educational resources, improved

teacher qualifications, and the adaptation of traditional content to modern contexts (Ismagilova et al., 2020; Badriddinova, 2025). Addressing these issues requires ongoing research and innovation in culturally sensitive teaching strategies, as well as policy support for curriculum development and educator training (Kuanishbaevna, 2025; Rahimjon, 2025; Ismagilova et al., 2020).

In conclusion, sustaining and strengthening national education through a balanced integration of heritage and innovation is vital for preparing Uzbek youth to thrive as both custodians of their culture and active participants in the global community (Kuanishbaevna, 2025; Rahimjon, 2025; Tairova, 2025; Kholikov, 2019; Ismagilova et al., 2020; Anvarovich, 2023).

Key elements of effective national education in Uzbekistan

Element	Impact on students	Citations
Integration of national and modern values	Fosters identity, resilience, and global competence	(Kuanishbaevna, 2025; Rahimjon, 2025; Tairova, 2025; Kholikov, 2019; Anvarovich, 2023)
Use of folk traditions and oral art	Deepens cultural understanding and moral development	(Badriddinova, 2025; Kholikov, 2019)
Teacher training and innovation	Ensures effective, relevant pedagogy	(Rahimjon, 2025; Ismagilova et al., 2020)
Updated resources and curricula	Supports adaptation to contemporary challenges	(Ismagilova et al., 2020; Badriddinova, 2025)

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სოხიბოვ აკრამ

შაჰრისაბზის სახელმწიფო პედაგოგიური ინსტიტუტი, უზბეკეთი

ეროვნული განათლების როლი უზბეკურ ეთნოპედაგოგიკაში

აბსტრაქტი: *პირად □□□□ იდენტურობის, მორალური ღირებულებებისა და სოციალური კოხეზიისთვის მნიშვნელოვანი ფაქტორია. შესავალი მოგვითხრობს აზერბაიჯანული ეროვნული განათლების კონტექსტსა და ეროვნულ განათლებაზე ოჯახში ისტორიულ და კულტურულ ფონს, აგრეთვე მისი მნიშვნელობას უზბეკი საზოგადოების და ოჯახის ღირებულებების/წვეულებებისათვის. კვლევის მიზანია აღმოჩენა, როგორ იკვეთება ეროვნული ფასეულობები და სულიერი მემკვიდრეობა განათლების პრაქტიკაში, რათა პროტეროტიზმი, წინაპართა პატივისცემა და ახალგაზრდობის ეროვნული თავმოყვარეობა წახალისდეს. მეთოდურად უმყარება შედარებით კვლევასა, ეთნოგრაფიულ ანთვალზე და ხარისხობრივ ინტერვიუებზე, რათა გადაითვალოს ეროვნული ფასეულობების გადაცემა ოჯახებში, საგანმანათლებლო დაწესებულებებში და საზოგადოებრივი ცხოვრების რიტუალებში. შედეგების მიხედვით, განათლება როგორც ეროვნული ცნება უზბეკეთში მჭიდროდ კავშირშია მორალურ განვითარებასთან და კულტურული ცოდნისა და მიღწევების დაცვასთან პრაქტიკულ და სულიერ სფეროებში. ეს კეთდება შემდეგნაირად: ტრადიციული და თანამედროვე სასწავლო სტრატეგიების კომბინაციით. დასასრულს, ეროვნული ფასეულობების დანერგვება სასწავლო პროგრამებში აღვივებს ეთიკურ მიდრეკილებებს მოსწავლეებში, ზრდის ეროვნულ იდენტობას და ამაღლებს მოსწავლეების □□□□□□ას სოციალური ზეწოლის მიმართ. მსგავსი დასკვნები მნიშვნელოვანია სასწავლო, პოლიტიკის შემქმნელთათვის და სასწავლო პროგრამების დიზაინერებისათვის, რომლებიც მიზნად უჭერენ ეროვნულ იდენტობას და კულტურულ უსágრესობის შენარჩუნებას გლობალიზაციის პირობებში. ეროვნული განათლება, როგორც უზბეკული ეთნოდაგოგიკის საფუძველი, ქმნის ნორმატიულ ეთიკურ, ეთიკურად შეგნებულ და საზოგადოებრივად პასუხისმგებელ თაობას და აღზრდის მას, წერების გავრცელებისკენ ინოვაციური, კულტურულად მგრძნობიარე პედაგოგიკების.*

საკვანძო სიტყვები: *უზბეკური ეთნოპედაგოგიკა, ეროვნული განათლება, მორალური აღზრდა, კულტურული მემკვიდრეობა, ეროვნული იდენტობა, სასწავლო მეთოდები, ახალგაზრდობის განვითარება*

Роль национального образования в узбекской этнопедагогике

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Аннотация: Это имеет жизненно важное значение для личной идентичности, моральных ценностей и социальной сплочённости. Введение предоставляет фон для контекста узбекского национального образования, отмечая историко-культурный аспект национального образования в семье и его важность для узбекских социальных и семейных ценностей/традиций сообщества. Цель исследования — выяснить, как национальные ценности и духовное наследие переплетаются в образовательных практиках, чтобы поощрять патриотизм, уважение к предкам и национальную гордость молодежи. Методологически исследование основано на сравнительном методе, этнографических наблюдениях и качественных интервью для изучения передачи национальных ценностей через семьи, образовательные учреждения и общественные ритуалы. Согласно результатам, образование как национальное явление в Узбекистане тесно связано с моральным развитием, а также сохранением культурных знаний и достижений в практической и духовной сферах. Это достигается путем сочетания традиционных и современных педагогических стратегий. В итоге, внедрение национальных ценностей в учебные программы формирует этические установки у учащихся, способствует национальной идентичности и повышает устойчивость студентов к социальным воздействиям. Такие выводы могут быть полезны для педагогов, политиков и разработчиков учебных программ, стремящихся сохранить национальную идентичность и культурную преемственность в условиях глобализации. Национальное образование, закрепленное в узбекской этнопедагогике, служит основой для формирования нормативно-этического, этически сознательного и социально ответственного поколения и стимулирует развитие инновационных, культурно чувствительных педагогических подходов.

***Ключевые слова**: Uzbek ethnopedagogy, national education, moral upbringing, cultural heritage, national identity, educational methods, youth development*