

THE ROLE OF EDUCATIONAL INSTITUTIONS IN EDUCATING YOUTH IN THE SPIRIT OF NATIONAL VALUES

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Abstract: This article examines the theoretical and practical foundations for educating young people in the spirit of devotion to national and universal values. It outlines key methods for fostering independent thinking, self-regulation, and purposefulness among youth. Special emphasis is placed on the role of educational institutions and extracurricular activities in the moral and spiritual upbringing of the next generation.

Keywords: tradition, spiritual wealth, intelligence, faith, fasting, purity, devotion, diligence, nationality, perfection.

1. Introduction

In today's globalizing world, where cultural homogenization poses a serious threat to national identity, the role of educational institutions in preserving and promoting national values among youth becomes not only necessary but strategic. National values—such as respect for elders, love for the homeland, mutual support, hospitality, and spiritual purity—are not merely moral teachings; they serve as a cohesive force uniting society and guiding its progress. In Uzbekistan, where centuries-old traditions and customs continue to shape the collective consciousness, it is crucial to instill these values in the younger generation, who are the future guardians of our national identity. The importance of fostering national values has been emphasized by

President Shavkat Mirziyoyev in numerous state programs and reforms aimed at strengthening the spiritual and moral foundations of the youth. However, in the face of technological advancement, digital entertainment, and external cultural influences, many young people find themselves distanced from the heritage that defines their cultural uniqueness. The educational system must therefore act not only as a transmitter of academic knowledge but also as a key driver of moral education rooted in national ideology. Educational institutions, particularly at the secondary and tertiary levels, hold the tools and platforms necessary for shaping worldviews, nurturing patriotism, and cultivating a sense of identity among students. Through classroom instruction, extracurricular activities, and community engagement programs, schools and universities can act as pivotal agents in promoting spiritual enrichment. Furthermore, national holidays, historical excursions, and encounters with cultural figures provide unique avenues for experiential learning that reinforces theoretical teachings.

This study explores the role that educational institutions play in educating youth in the spirit of national and universal values, focusing on both theoretical underpinnings and practical applications. By highlighting cultural practices, extracurricular interventions, and the involvement of communities, the research emphasizes how a comprehensive and context-sensitive approach can contribute to the cultivation of morally responsible, culturally aware, and socially active citizens.

2. Methods

This study employs a qualitative research approach, using descriptive and analytical methods to examine the role of educational institutions in promoting national values among youth. The primary sources for the analysis include policy documents, speeches of national leaders, educational curricula, and published works on pedagogy, spirituality, and youth development. In addition to document analysis, observational and participatory methods were used to gather insights into how values are practically integrated into the educational environment. Data were collected from a combination of formal and informal educational settings, including secondary

schools, lyceums, and universities within the Namangan region. The study particularly focused on institutions that have introduced specific spiritual-educational projects, such as value-centered clubs, historical excursions, and national heritage events. Interviews were conducted with educators, school administrators, and youth workers to gain a clearer understanding of the strategies employed and challenges encountered in instilling national values. Extracurricular educational activities—including museum visits, public readings, themed discussion circles, and interactive role-playing games—were observed and analyzed to assess their impact on students' understanding and internalization of national values. Through these observations, the study aimed to identify best practices and innovative pedagogical tools that can be adopted by other institutions. Furthermore, the research applied a thematic coding method to categorize findings under key value areas such as patriotism, hospitality, diligence, purity, and respect for elders. This framework helped to evaluate the extent to which these values are reflected in both the formal curriculum and the hidden curriculum (i.e., the unspoken norms and cultural ethos of the institution). Overall, the methodological framework ensured a multi-faceted exploration of the topic, combining theoretical insights with practical evidence drawn from real-life educational environments. This approach allows the study not only to describe current practices but also to offer context-based recommendations for further enhancement of value-based education in Uzbekistan. In this research, a qualitative approach was adopted to explore the role of national values in shaping student identity and consciousness within educational institutions in Uzbekistan. The study aimed to uncover the various methods and strategies through which national values are instilled in students, and how these influence their worldview, behavior, and sense of cultural belonging.

2.1 Research Design The research was conducted using a case study design, focusing on several secondary schools, academic lyceums, and one higher educational institution in Tashkent. This design allowed for an in-depth

understanding of how educational settings integrate national value education into daily practices, curricula, and extracurricular activities.

2.2 Participants. The participants included: 100 students from academic lyceums and high schools (grades 10–12), **20 teachers** involved in teaching subjects like History, Mother Tongue and Literature, and Ethics, 5 school administrators responsible for planning and organizing extracurricular events. Participants were selected using **purposive sampling** to ensure they had direct involvement with value-based education initiatives.

2.3 Data Collection Methods Data was collected through the following instruments: Semi-structured interviews: Conducted with teachers and school administrators to understand their perspectives on the integration of national values into the educational process. Focus group discussions: Held with students to gather insights on their experiences, thoughts, and attitudes regarding national identity and cultural education. Document analysis: National curriculum documents, textbooks, lesson plans, and event programs were analyzed to identify embedded national values and ideological messages. Observation: Non-participant observations of classroom lessons and national holiday events were conducted to examine how national values are communicated and received in real time.

2.4 Data Analysis The collected data was analyzed using thematic content analysis, which allowed the identification of recurring patterns, themes, and categories. Transcripts from interviews and focus groups were coded manually, with particular attention paid to expressions of patriotism, cultural pride, historical awareness, and moral values. The document analysis focused on identifying key narratives and keywords aligned with national ideology, such as “Vatanparvarlik” (patriotism), “ma’naviyat” (spirituality), and “xalqparvarlik” (devotion to people). **2.5 Ethical Considerations.** Informed consent was obtained from all participants, and anonymity was ensured. The study adhered to the ethical research guidelines set by the institutional review board of TIAME NRU.

Jadval 1. Ta'lim muassasalarida milliy qadriyatlarni shakllantirish usullari

va ularning ta'siri

№	Tadbir / Faoliyat turi	Maqsadi	Amalga oshirilgan joy	Talabalar ishtiroki (%)	Kutilgan natija / Ta'siri
1	Milliy bayramlarga bag'ishlangan tadbirlar	Vatanparvarlik va tarixiy xotirani mustahkamlash	Maktab, litsey	85%	Talabalarda tarixiy o'zlik va g'urur hissi kuchayadi
2	Mahalliy tarixiy obidalar va muzeylarga sayohatlar	Madaniy merosga qiziqishni oshirish	Universitet	65%	Talabalar milliy o'zlikni chuqur anglay boshlaydi
3	“Odob-axloq darslari”	Axloqiy qadriyatlarni singdirish	Maktab, kollej	75%	Talabalar orasida o'zaro hurmat va ijobiy ijtimoiy muhit shakllanadi
4	Taniqli ziyolilar bilan uchrashuvlar	Milliy g'oya va qadriyatlar haqida ilhomlantirish	Universitet, maktab	55%	Talabalar ongida ma'naviy o'sish va ideal shaxslar shakllanadi
5	“Oila qadriyati” mavzusidagi ochiq darslar	Oilaviy qadriyatlarni targ'ib qilish	Litsey, akademik litsey	70%	Oila va jamiyatga mas'uliyat hissi ortadi

3. Results

The findings of this study revealed several significant patterns in the way national values are integrated into the educational system in Uzbekistan and how these values influence student consciousness and identity. The results were categorized thematically based on the data collected from interviews, observations, documents, and focus group discussions.

3.1 Integration of National Values into Curriculum Analysis of textbooks and teaching materials showed that national values are prominently embedded in subjects such as History, Uzbek Literature, Mother Tongue, and Ethics. For example, in literature lessons, stories highlighting themes of patriotism, courage, and respect for elders are frequently discussed. Teachers reported that these materials are purposefully selected to strengthen students' national identity.

3.2 Influence of Extracurricular Activities Observations and interviews revealed that **extracurricular activities** such as "*Vatan himoyachilari kuni*" (*Defender of the Motherland Day*), "*O'zbek tili bayrami*" (*Uzbek Language Day*), and flag-waving ceremonies play a crucial role in reinforcing emotional attachment to national symbols. Students actively participate in these events and often express increased pride in their heritage afterwards.

3.3 Student Perception of National Identity Focus group discussions with students showed a generally positive perception of national values. The majority of students expressed that learning about Uzbek history, traditions, and cultural figures enhanced their sense of belonging and moral responsibility. However, a minority voiced concerns that some lessons feel overly ideological or repetitive, suggesting the need for more interactive and modernized approaches.

3.4 Teacher Attitudes and Practices Interviews with teachers revealed a strong commitment to transmitting national values, although some noted challenges such as lack of updated teaching resources and limited training on value-based pedagogy. Teachers emphasized that students respond more positively when national values are

taught through project-based learning, storytelling, and classroom debates, rather than solely through rote memorization.

Table 2. Perceptions and Practices of National Values in Education (Based on Interviews and Observations)

Category	Themes Identified	Example Responses / Observations	Frequency
Curriculum Integration	Patriotic texts, historical figures, cultural proverbs	“We often read about Amir Temur and his leadership values.”	High
Extracurricular Activities	Flag ceremonies, national holidays, cultural events	“I felt proud during the Independence Day poetry competition.”	Medium-High
Student Perception	National pride, identity building, emotional connection	“It makes me proud to be Uzbek when we learn our history.”	High
Student Concerns	Repetitiveness, ideological pressure	“Sometimes it feels forced or like we are memorizing slogans.”	Low-Medium
Teaching Methods	Storytelling, discussion, memorization	“Stories are the best way to explain values; students remember them.”	Medium-High
Teacher Challenges	Lack of resources, need for training	“I wish we had modern materials on national ethics.”	Medium

Note: *Frequency* is categorized based on how often the theme appeared in interviews and focus groups:

High = mentioned by more than 70% of participants

Medium-High = 50–70%

Medium = 30–50%

Low-Medium = 15–30%

4. Discussion

The results of this study underscore the central role of education in fostering national identity and consciousness among youth in Uzbekistan. The curriculum's alignment with national values appears effective in promoting a shared sense of purpose, loyalty, and cultural awareness. 4.1 The Role of Curriculum in Identity Formation Consistent with previous research (e.g., Karimova, 2021; Tashkenbaeva, 2019), the study confirms that educational content serves as a powerful tool in shaping students' worldview. The emphasis on historical pride, language, and cultural heroes helps construct a collective memory that binds students to the nation's past and future. However, over-reliance on traditional materials and insufficient contextualization for modern learners may reduce engagement. This reflects the findings of international comparative studies (e.g., Banks, 2008) which suggest that civic and national education must be adaptive and student-centered to remain effective. 4.2 Balancing Nationalism and Global Competence While the integration of national values strengthens students' local identity, the study also highlights a tension between nationalism and global citizenship. In an increasingly interconnected world, students must also develop critical thinking, openness, and intercultural competence. Some students expressed a desire for educational content that includes comparisons with other cultures, allowing them to situate their national identity in a global context. This aligns with the Uzbekistan 2030 Strategy, which calls for the creation of a modern, competitive education system that promotes both patriotism and international engagement. 4.3 Teacher Training and Methodological Gaps The findings indicate a need for professional development programs that train educators in value-based pedagogical strategies, especially those that promote reflective thinking, discussion, and creativity. Teachers play a pivotal role, but without

adequate support, they may struggle to effectively bridge ideological content with meaningful classroom practice. 4.4 Policy Implications Policymakers should consider revising educational standards to: Encourage student-centered delivery of national values, Provide modern teaching tools and digital platforms, Support teachers with ongoing training on cultural education, Incorporate intercultural comparisons to develop balanced perspectives.

5. Conclusion

The findings of this study reveal the significant role that national values play in shaping the educational experience of students in Uzbekistan. Through a combination of document analysis, interviews, and direct classroom observation, it was determined that the integration of patriotic, moral, and cultural values into the curriculum is both widespread and intentional. These values are most commonly embedded through literature, history lessons, extracurricular events, and teacher-student interactions. Students generally respond positively to these initiatives, expressing a sense of pride, identity, and emotional connection to their cultural heritage. However, the research also uncovered several limitations and challenges. For example, some students reported feelings of repetition or disengagement, especially when lessons were perceived as overly ideological or lacking interactive elements. Similarly, teachers expressed a need for more resources, updated materials, and professional training to effectively communicate these values in engaging and meaningful ways. These findings highlight the importance of not only incorporating national values but doing so through innovative, student-centered methodologies that appeal to the modern learner. From a broader perspective, this study contributes to the ongoing discourse on the role of national identity and values in post-Soviet education systems. In the context of Uzbekistan's growing emphasis on patriotism, ethical behavior, and civic responsibility, the education system serves as a powerful vehicle for cultural continuity and societal cohesion. Nevertheless, there remains a need for balance—between tradition and innovation, between national values and global competencies. In conclusion, while the current efforts to instill national values

are commendable, future initiatives should focus on enhancing methodological diversity, incorporating student feedback, and supporting teachers with modern pedagogical tools. Such measures will ensure that national values are not only taught but truly internalized, empowering students to become responsible, culturally aware citizens who can contribute meaningfully to both their nation and the world.

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