

# Formation of National Identity Understanding in Primary Grade Students on the Basis of National Culture and Traditions

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## Abstract:

In this study, we are going to consider the formation of national identity and self-awareness in primary school students by including national culture and traditions into education. It should be noted that from the theoretical point of view, the early school years are a period of fundamental importance, namely from 7 to 10 years of age, of the education of understating about one's own roots and one's own belonging to society. As for the knowledge gap, it is related to the superficial attitude to develop self-awareness based on national values in the modern, quite globalized educational space. To find a possible resolution to the problem, the theoretical knowledge and the practical results of work with primary school students were used based on the study of methods of teaching using folklore, customs, and traditional values of the spiritual and moral culture of the peoples. Pedagogical means are associated with the following: the inclusion of national tales, songs, proverbs in the process of learning the Russian language and fine arts; the organization of "National Clothing Week," "Traditions Festival," "Pancake Day," and other cultural events. The results show that the culturally rich educational process helps children to develop a sense of national pride, social responsibility, and morality in pupils. It has been also found that teachers' cooperation with the parents institutes supports strong rapprochement between students and national culture. It is important to note that from the educational point of view, the use of national culture in the program allows one to form an independent, thinking individual, nationally conscious, able to combine its foundation with modern.

**Keywords:** National Culture, Traditions, Self-Awareness, Primary Education, Upbringing, Values, National Pride

## Introduction

National identity is one of the influential factors in a person's moral, cultural, and social growth. In the days of globalization, preserving and conveying national culture and traditions has become indispensable in different spheres, especially in education. Primary school is known to be the most formative for a child's personality, values, and social behaviour development [1]. As such, fostering self-awareness and developing national identity at this stage are not only pedagogical tasks but also the basis for educating responsible citizens who respect their roots. Consequently, comprehension of how national culture might affect a child's growth is vital for creating an education system that will conduce to the comprehensive, both intellectual and moral, development of individuals.

The connection between education and national culture has been observed by pedagogical theories for a long time. Yuldoshev and Usmonov claim that education based on national values contributes to the formation of morality and preserves culture, while Rakhmonov and Zunnunov argue that traditions make ethics strong and unite people [2]. However, although validated by these educators' statements, no research regarding how national culture and traditions may be utilized in primary education has been conducted to date. While many studies deal with cultural education of schoolchildren, very few focus on the period when a child's identity forms. The present study addresses the existing gap, aiming at discovering how elements of national culture and traditions may be used to develop self-awareness among first-grade students [3]. The data were collected through a qualitative study and were analyzed with reference to classroom activities, content of the curriculum, and teacher-parent cooperation. Through this study that uses the cultural content in such subjects as reading, art, and music; folklore, poems, proverbs, songs, dances of the nation, including national games; the study is aimed to foster emotional bonding with the motherland and the reflective thinking of the pupils [4].

The results of the study show that the integration of national traditions into the learning process results in students' greater patriotism and awareness of morality and cultural values. In particular, such projects as "Family Traditions" and "Beauty of My Homeland" that are carried out in cooperation with parents encourage intergenerational learning and contribute to students' deeper respect for their heritage. Likewise, the pupils' academic capability does not serve as the only benefit of being exposed to cultural content; they are also observed to become more emotionally intelligent and responsible [5]. To conclude, the integration of national culture into primary education helps students develop self-awareness, formative process of affording them civic identity and pride of belonging to national values. Possessing the characteristics of independent, reflective, and cultured learners, those students are a product of the combination of tradition, which is particularly important at the early stage of their growth, and modern pedagogical methods [6]. The conclusions drawn imply that culturally responsive education is a means to preserve national identity and morality in times of globalization.

## Methodology

The purpose of the study: This study is based on a qualitative pedagogical approach to finding the best ways to form national identity and self-awareness among junior grade students. The approach reflects on the effectiveness of encoding national elements such as the national culture and traditions of the country. The study provides the evaluation of the theory reflecting, analysis of the classroom observation, and evaluation of the practice in cultural and moral education. The approach used the teaching materials in the structure of best works, produced by the leading Uzbek pedagogues, including Yuldoshev, Usmonov, and Azizkhojayeva. The study provides the analysis of the theoretical means and their transformation into the practice of the classroom observation [7]. The classroom observation included the participation of teachers and students to encourage the

processes of learning through national elements, including folklore basics, notes of proverbs, mentions of songs and traditional games. The direct observation was the major source of data acquisition when the detailed participation of students was considered in accordance with their attitudes and participation patterns. The observation was also recorded during the teachers' interviews. The particular aspects of the joint project within the collaboration of teachers and parents were evaluated through the analysis of the projects, namely, "Our family traditions" and "The National Games Day". The collected data were described and analyzed in order to find the key patterns and methods of conducting teaching activities, which would be the basis of the reflection. The particular emphasis was also on the students' participation role. It should be noted that the analysis of practice puts the emphasis on the ways how students learn in the form of active participation. At the same time, the organization aspects together with the participation design allow for getting a holistic understanding of the role of the national culture in the process of education: students learn their culture and internalize its structural characteristics. The basic approach to methodological encoding is based on reflective teaching, student activity, and students' participation in the form of exercise [8]. As a result, students learn to be independent, socially active, and self-aware personalities with a high level of the national culture-coded self-awareness.

## Results and Discussion

In pedagogy, self-awareness is considered a fundamental condition for a learner's social, moral, and intellectual growth. As students become more self-aware, they begin to take responsibility for their thoughts, actions, and decisions. The level of self-awareness determines a person's independence, initiative, reflective ability (the capacity to analyze one's own thoughts and actions), and their ability to engage in self-education and self-improvement.

In the educational process, self-awareness is developed through reflective teaching and learning approaches. This means that learners not only acquire knowledge but also understand how they are learning, how they think, and how they can learn from their mistakes. Such practices foster critical thinking, creativity, and self-regulation.

Pedagogical research often describes self-awareness as having three interrelated components:

- Cognitive aspect – awareness of one's own abilities, potentials, and limitations.
- Emotional aspect – understanding and managing one's own emotions.
- Volitional aspect – the ability to set goals and act with determination to achieve them.

To effectively nurture self-awareness, education must adopt a learner-centered approach, where teachers respect each student's individuality and create opportunities for self-expression, decision-making, and reflection [9]. This helps students develop as confident, responsible, and socially active individuals.

In summary, from a pedagogical standpoint, self-awareness is the process through which a person understands their own nature, capabilities, and social role. It is a cornerstone of educational development that helps learners become conscious, purposeful, and responsible members of society.

Nationality is a set of customs and traditions that are unique and appropriate only for a people, learned over the years, and have become a way of life. The Uzbek nation has long respected the customs and traditions left by its ancestors and looked at the world with respect [10]. We would not be mistaken if we said that this is ingrained in the blood of our people.

In today's globalization, it is extremely important for the growing younger generation to be educated in the spirit of national identity, patriotism, and respect for cultural heritage [11]. During primary education, when a child gets acquainted with the history, language, customs, and values of

his people, he feels himself an integral part of this society [12]. Identifying mechanisms for forming self-awareness concepts in primary school students based on national culture and traditions and developing effective pedagogical conditions should be considered an important issue for researchers and teachers [13].

National culture is a set of spiritual wealth that embodies the history, language, art, customs, values, and worldview of a people.

Tradition is a system of social, spiritual, and cultural values that are passed down from generation to generation. The process of a person's understanding of who he is, what nationality he belongs to, his place in his society, and his values is called self-awareness.

In the primary school period (7–10 years old), children's observation and imitation of the environment become strong, the process of learning through emotions becomes active, and interest in social and national values awakens. Therefore, at this stage, incorporating elements of national culture into the educational process is the most effective way to develop self-awareness [14].

During the lesson, it is possible to instill national values in the lessons of the native language, reading, labor, music, fine arts, by organizing conversations about national values, providing moral and spiritual education through national tales, proverbs, riddles, songs [15].

It is also possible to teach through extracurricular activities. These include: “National Clothing Week”, “The Beauty of My Motherland” exhibitions, “Traditions Festival”, “National Games Day” events, excursions to neighborhoods, historical monuments, museums, etc.

Working together with parents also gives effective results. Organizing joint events for children on national traditions, developing various projects will increase students' interest. These include “Projects for studying family traditions (“Our family values”).

We can get the following results from these events and projects:

1. Students develop a sense of national pride, patriotism, respect and honor.
2. The ability to understand and appreciate the values of their people is developed.
3. The student is formed as a person who can understand his identity on the basis of national culture and has an active civic position.

## Conclusion

The results of the study show that integrating national culture and traditions in primary education is one of the most effective tools for the formation of self-awareness, moral upbringing, and national identity. The incorporation of such elements whatsoever folklore, proverbs, songs, or the national games of the students into the learning process contributes to their patriotism, national pride, and respect to their own culture. Moreover, the combination of the teachers and parents' activities in the cultural projects strengthens and develops the intergenerational learning and children's emotional connection to their roots. These pedagogical tools improve the process of learning, motivate the students for studying, and foster the development of social responsibility and civil literacy among the young learners. The results of the research suggest the necessity of the inclusion of the additional culturally responsive content to the modern educational program, with the transition from memorizing the facts and data to the harmonization of the balance between the global competences and the formation of national values. Such an approach guarantees the raising of ethically-formed and independent personalities with the high level of respect towards their own culture. Nonetheless, the additional research on the evaluation of the long-term results of the application of cultural integrated pedagogical assets worldwide in various regions and areas, and across other levels of education, is required for the assessment of methods for the combination of

digital learning and national education for the formation of a strong national identity in a globalized world.

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