

## **THE ESSENCE OF TRAINING STUDENTS ON THE BASIS OF NATIONAL CONTENT**

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### **Abstract**

This article provides a comprehensive analysis of the theoretical foundations, psychological-pedagogical aspects, and practical significance of teaching students based on national content. In modern education, the integration of national heritage and culture into the learning process is becoming crucial in the context of globalization, as it contributes to preserving national identity and fostering qualities such as patriotism and social responsibility among learners. The article explores the definition of national content, its functional role in education, pedagogical-psychological bases, advantages, limitations, and strategic approaches to its application in Uzbekistan's education system. The research aims to develop innovative methods to enhance the quality of education through the utilization of Uzbekistan's rich cultural heritage.

**Keywords:** national content, educational content, national heritage, cultural integration, pedagogical approach, learning process, patriotism, social identity, globalization.

### **Introduction**

Based on the Presidential Decree of the Republic of Uzbekistan dated October 29, 2020, "Concept for the Development of the Education System of the Republic of Uzbekistan Until 2030" (PQ-4872), this study is aimed at identifying strategic directions for integrating national content into the educational process. In this context, incorporating national content into education is regarded as an effective approach to enriching the learning environment, bringing students closer to their cultural heritage, and fostering patriotism. For a country like Uzbekistan, with its rich and ancient cultural and historical legacy, the implementation of national content in education has acquired great relevance. The necessity to preserve national identity and to prepare students as competitive individuals in the modern global environment makes the use of local culture and heritage in education increasingly important.

### **Literature Review**

Research on education based on national content has been widely conducted both locally and internationally. Japan's experience stands out globally, where the integration of national traditions and heritage into school curricula has been noted as a crucial factor in strengthening

students' social responsibility and cultural identity [4]. Russian scholar Lev Vygotsky, in his cultural-historical theory, emphasized the significance of cultural context in education and demonstrated that learners' cognitive development is inextricably linked to their social and cultural environments [6]. Uzbek researchers have also shown interest in this topic. R. Qodirov highlights that utilizing national folklore, literature, and historical heritage in primary education can contribute to the development of students' creative and critical thinking skills [5].

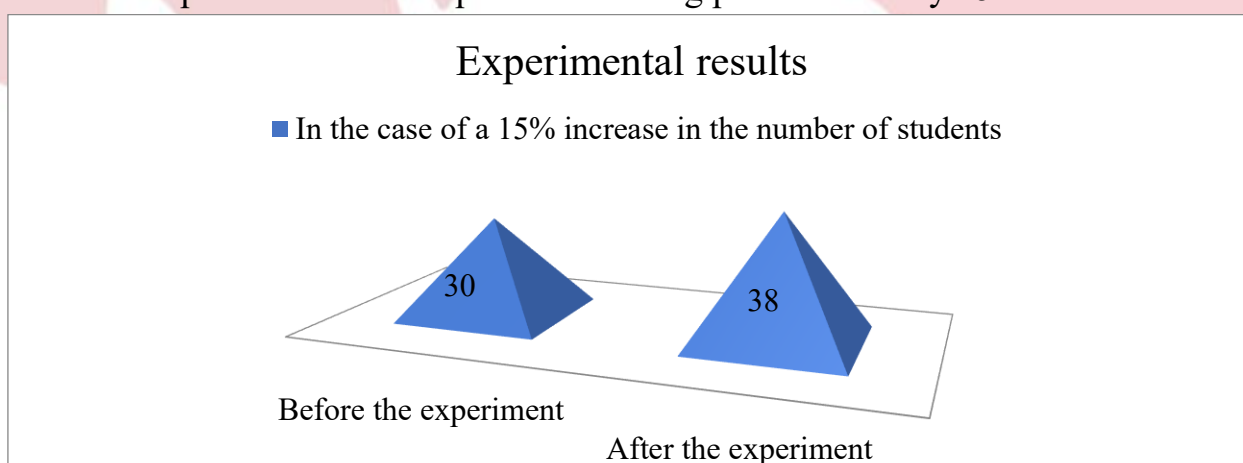
### Research Methodology

To analyze the structure and application of national content in education, the following methods were used:

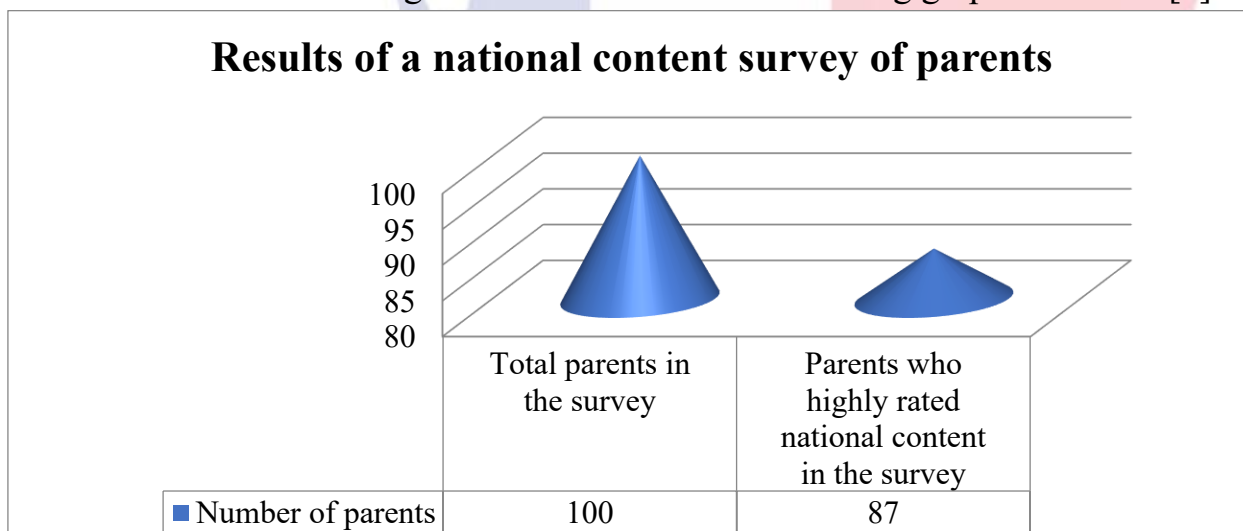
1. Study of national content's role in education based on international (Japan, Russia, South Korea) and local sources. A comparison was made between Uzbekistan's educational programs and foreign experiences.
2. Analysis of primary education curricula, textbooks, and learning materials in Uzbekistan that incorporate national heritage.
3. Experimental lessons were conducted at two higher education institutions in Namangan region, using national content. The outcomes were evaluated, and surveys were conducted among 50 teachers and 100 parents to assess the role of national content in education.

The benefits of national content in education can be categorized as follows:

1. Students develop national pride and patriotism by learning about the history, literature, and traditions of their own people. For instance, reading the epic "Alpomish" helps students understand the spirit of heroism in Uzbek culture.
2. Materials based on local context enhance students' comprehension, memory retention, and problem-solving skills. According to experimental results, students in groups exposed to national tales improved their math problem-solving performance by 15%.



3. Through national heritage, students cultivate values such as social responsibility, justice, compassion, and respect. Survey data revealed that 87% of parents rated the moral-educational impact of national content as high. This could be illustrated using graphical charts [7].



4. Students show greater interest in topics familiar to them, increasing the efficiency of the learning process [3].

5. When national content is integrated with global knowledge, students gain a better understanding of their culture in the global context. For example, learning about Al-Khwarizmi's contributions to mathematics helps students recognize Uzbekistan's influence in world science.

While national content offers many advantages, it also presents challenges and requires specific strategies for effective implementation:

1. There is a lack of modern teaching materials and special training programs for teachers based on national content. Standardized guidelines for national content usage are also insufficient.
2. Excessive use of national content may limit students' exposure to global knowledge.
3. Engaging students in celebrating national holidays (e.g., Navruz, Independence Day), playing traditional games (e.g., "quvishmachoq", "asqiya"), and performing scenes based on folklore can be beneficial. During experiments, lessons themed around Navruz increased student engagement by 20%. Special seminars and training sessions for teachers on national content usage should be organized. According to survey results, 65% of teachers expressed a need for such courses.

## Analysis and Results

National content is defined as educational materials reflecting the cultural, historical, literary, and moral heritage of the Uzbek people. Key components of national content in education include:

1. Teaching the richness of the Uzbek language and cultural uniqueness through folk tales (e.g., “Alpomish”, “Nasriddin Afandi”), Alisher Navoi’s stories from the “Khamsa”, proverbs, and riddles.
2. Fostering patriotism by introducing students to great Uzbek historical figures (e.g., Al-Khwarizmi, Ibn Sina, Amir Temur) and their scientific and social contributions.
3. Promoting aesthetic education and creativity through national music (e.g., maqoms, doira playing), dance (e.g., "lazgi", "xonanda"), and traditional crafts (e.g., carpet weaving, embroidery).
4. Encouraging values specific to the Uzbek people such as hospitality, respect, compassion, and family traditions.

The use of national content is grounded in Vygotsky’s cultural-historical development theory [6]. According to this theory, a student’s cognitive development is closely linked to their cultural environment, making knowledge acquisition easier through familiar contexts. For example, math problems based on Uzbek folk tales enhance students’ understanding and problem-solving skills. Interactive application of national content is also emphasized. Role-playing games based on folklore or stage performances related to national holidays boost student engagement and develop their creative abilities. Moreover, teaching national content based on Bloom’s Taxonomy helps students develop higher-order thinking skills such as analysis, synthesis, and evaluation [2].

According to experimental lessons held at two higher education institutions in Namangan region, student engagement and interest increased by an average of 18% in groups taught using national content. For instance, using Uzbek riddles in math classes improved problem-solving speed, and reading excerpts from the epic “Alpomish” in language lessons expanded vocabulary. However, it was also noted that teachers require additional resources and training for effective use of national content.

## **Conclusion**

Teaching students based on national content not only improves the quality of education but also contributes significantly to the cultural, moral, and social development of society. Utilizing Uzbekistan’s rich cultural heritage makes the learning process more engaging, meaningful, and informative for students. National content helps connect students with their ancestral heritage while preparing them as competitive individuals in the global world. However, for this approach to be fully implemented, several challenges must be addressed: continual updating of curricula, improving teacher qualifications, incorporating modern technology, and balancing national content with global knowledge. Furthermore, special state



programs should be developed to support the integration of national content into the education process.

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