



TRANSNATIONAL JOURNAL OF SCIENCE AND HUMANITIES

BERLIN STUDIES



PEDAGOGICAL AND PSYCHOLOGICAL FOUNDATIONS OF TEACHING STUDENTS BASED ON NATIONAL CONTENT

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Abstract. In today's educational system, the issue of teaching students based on national content is becoming increasingly relevant. This article analyzes the pedagogical and psychological foundations of educating students through national culture, language, and values. Integrating national content with students' cultural identity enhances their motivation, supports cognitive development, and improves social adaptation. The paper discusses theoretical frameworks such as Vygotsky's cultural-historical theory, Erikson's identity theory, and Culturally Responsive Pedagogy (CRP). It also examines examples from Uzbek national pedagogy, particularly the views of Abdulla Avloniy and Abdurauf Fitrat, who regarded national education as the cornerstone of personal development. The research methods employed include theoretical literature analysis, comparative approach, and synthesis. In line with UNESCO guidelines, the article provides practical recommendations: integrating national content into curricula, applying interactive methods, and conducting empirical studies. Ultimately, teaching based on national content not only improves students' academic success but also ensures cultural sustainability. This approach is especially significant for enhancing the quality of education in multicultural countries like Uzbekistan.

Keywords: National content, pedagogical foundations, psychological foundations, student education, cultural identity, culturally responsive pedagogy, Vygotsky's theory, Abdulla Avloniy, Abdurauf Fitrat, UNESCO guidelines, educational motivation, cognitive development.

Introduction. In the modern education system, the issue of teaching students on the basis of national content is becoming increasingly significant. By national content, we mean an educational framework grounded in students' own culture, language, history, and values. This approach not only conveys knowledge but also contributes to personality development, strengthens national identity, and helps learners find their place in a globalized world.

In multicultural countries such as Uzbekistan, education based on national content has strong pedagogical and psychological foundations. It enhances students' motivation, supports cognitive development, and improves social adaptation. This article examines the pedagogical and psychological foundations of teaching through national content. The aim is to analyze its theoretical underpinnings, illustrate examples from Uzbek national pedagogy, and provide practical recommendations. The research methods employed include theoretical literature analysis, comparative study, and synthesis.

The relevance of education built on national content lies in its ability to strengthen students' cultural identity and increase their engagement in the learning process. For instance, UNESCO highlights in its guidelines on cultural education that culture and the arts are key tools for fostering creativity and critical thinking in education. Furthermore, this approach has a positive impact on students' psychological well-being, as they feel valued when their own culture is represented within the learning process.

The Concept of National Content and Its Role in Education

National content refers to the component of education that is connected with national culture, language, and values. It not only conveys factual knowledge but also fosters students' sense of national pride and cultural identity. From a pedagogical perspective, national content makes learning contextual, aligning educational material with students' real-life experiences. From a psychological standpoint, it supports students' cognitive development.

According to Vygotsky's cultural-historical theory, learning takes place within a social and cultural context, where national elements act as "cultural tools." For example, materials related to Uzbek folklore or historical figures capture students' attention and increase their motivation. In international practice, national content is often described as culturally responsive teaching. As Gay (2010) emphasizes, teaching in a cultural context improves students' learning outcomes because it draws upon their cultural capital [2].

In the Uzbek context, this approach is closely tied to the views of Abdulla Avloniy and Abdurauf Fitrat, who regarded national education as the foundation of child development. The importance of national content in education is also reflected in UNESCO's documents on cultural education. For instance, in its "Culture and Education" section, UNESCO stresses that culture serves as a fundamental basis of education, as it ensures sustainable development. Moreover, this approach promotes critical thinking, since students learn to examine their own culture within a global context.

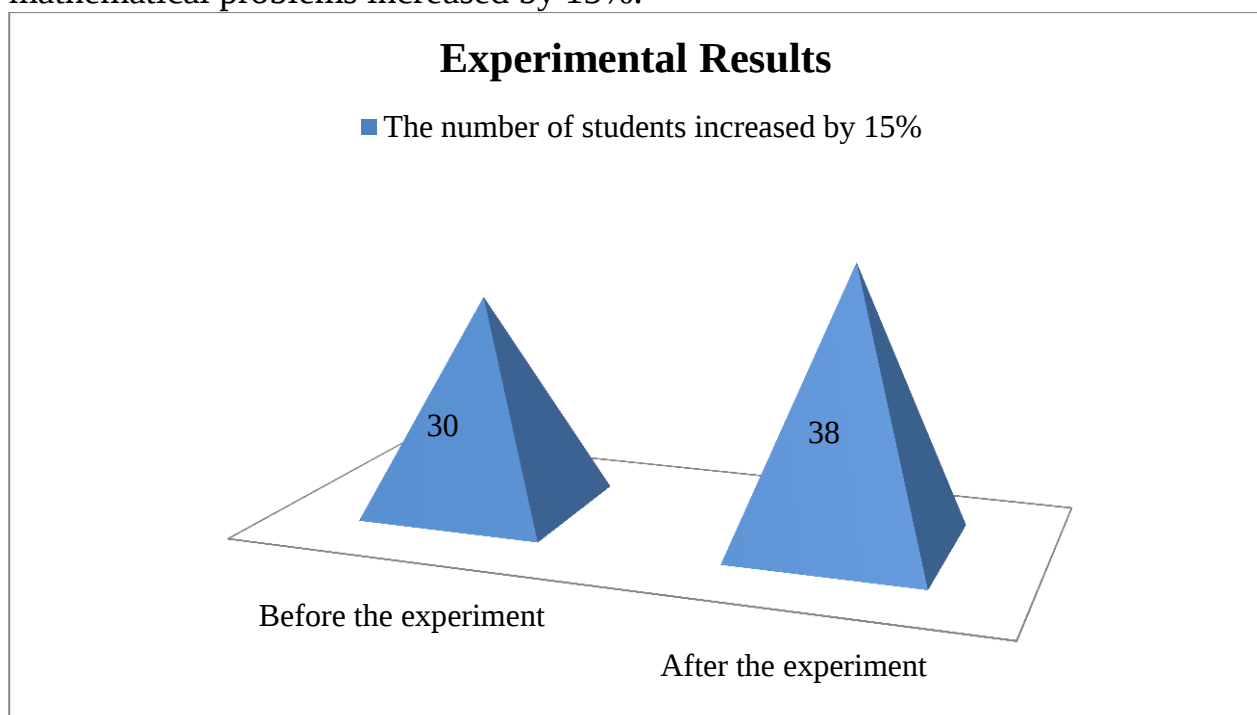
Psychological Foundations

The psychological foundations of teaching through national content are rooted in students' identity formation and motivation. Psychological theory suggests that cultural identity is a key factor in personal development. Erikson's theory of identity emphasizes that cultural context enhances students' self-esteem and self-perception. In this regard, Vygotsky's cultural-historical theory plays a central role: learning occurs through cultural tools, such as national literature and traditions, which help to develop students' cognitive abilities. For example, Uzbek national content—such as the poetry of Alisher Navoiy—creates an emotional connection that makes the learning process more engaging.

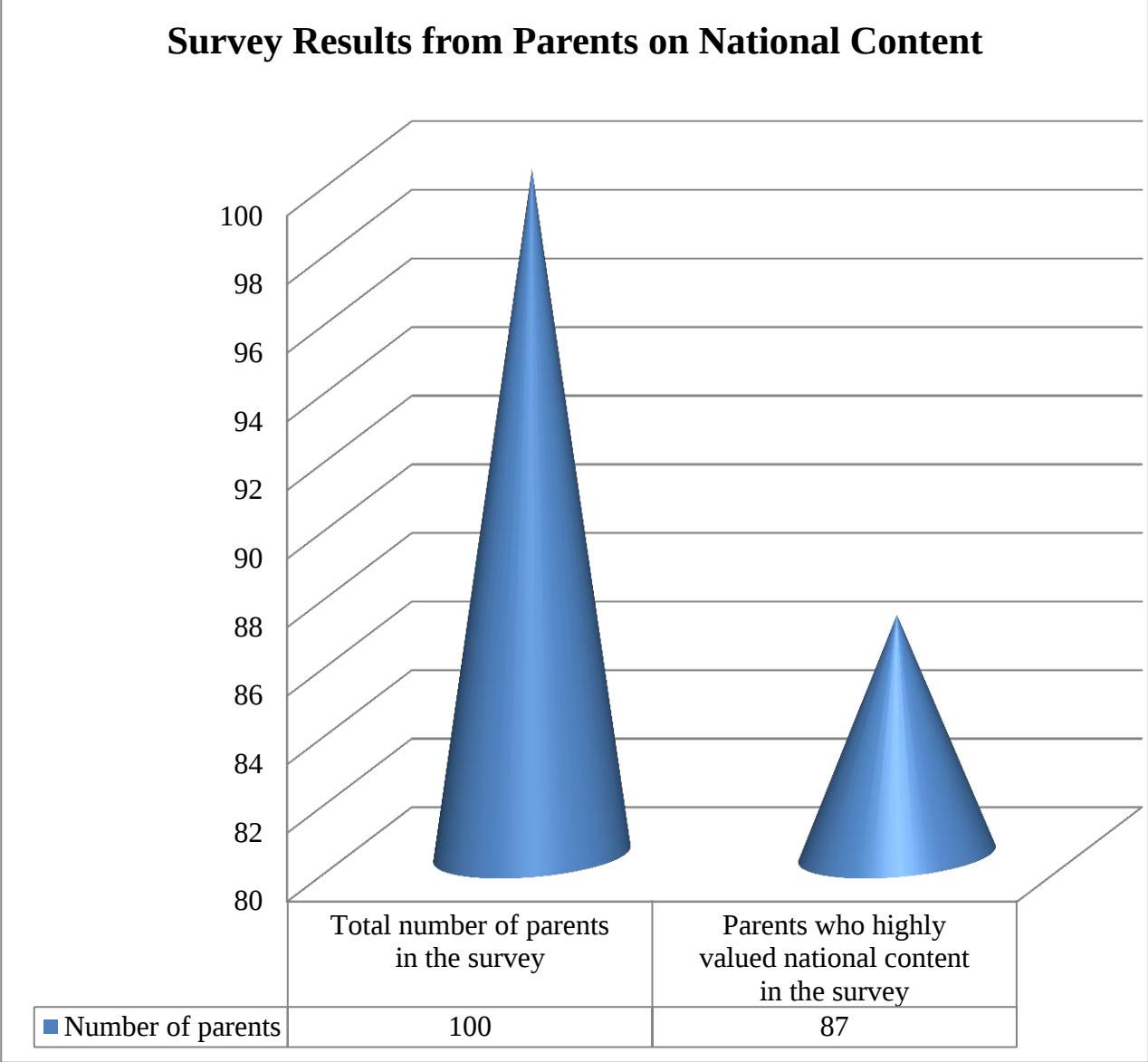
From a motivational perspective, national content strengthens students' intrinsic motivation. Ladson-Billings (1995), in her theory of culturally responsive pedagogy, argues that cultural competence fosters student achievement [1]. Research evidence also indicates that culturally grounded education increases students' likelihood of completing college (87.9% vs. 73.5%) [3].

This principle is reflected in Uzbek psychology as well, particularly in the views of Abdulla Avloniy. In his work “Turkiy Guliston yoxud Axloq”, he considered national upbringing to be the foundation of a child’s psychological development [6]. Moreover, national content reduces stress and builds self-confidence among students, since they see their own culture represented in education.

The development of critical thinking is also an important psychological aspect. As Akramova’s research highlights, teaching within a national context enhances students’ observational and analytical skills [4]. This prepares them for active participation in social interactions and facilitates smoother psychological adaptation. Learning materials based on the local context enhance students’ comprehension, memory retention, and problem-solving skills. Experimental results show that in groups where national folktales were incorporated, students’ performance in solving mathematical problems increased by 15%.



3. Through national traditions, students develop qualities such as social responsibility, justice, compassion, and respect. According to survey results, 87% of parents highly valued the role of national content in moral education. This can be illustrated in the form of a graphical diagram [7].



Pedagogical Foundations

From a pedagogical perspective, national content individualizes the learning process. According to the theory of Culturally Responsive Pedagogy (CRP), teachers should take into account the cultural background of their students. This approach fosters academic achievement, cultural competence, and critical consciousness. Within UNESCO’s framework, cultural education occupies a central role in pedagogy. For instance, the UNESCO Framework for Culture and Arts Education (2024) emphasizes that cultural elements stimulate innovation in education [5]. By integrating national content, teachers enhance students’ creativity and engagement.

In Uzbek national pedagogy, these ideas are reflected in the works of Avloniy and Fitrat. Avloniy defined pedagogy as “the science of child upbringing” and grounded it in national ethics, while Fitrat considered national education to be the foundation of independence [7].

Pedagogical strategies include interactive methods such as national games or historical projects. Gay (2000) highlights the importance of considering cultural

communication styles, which in turn increases students' active participation in learning.

Examples from Uzbek National Pedagogy

The foundations of national content in Uzbek pedagogy were developed in the works of Avloniy, Fitrat, and other scholars. In his book *Pedagogika*, Avloniy emphasized national upbringing as the basis of child development. He proposed shaping morality through the teaching of national literature. Fitrat, in his work *Rahbari Najot*, regarded national education as essential for independence. These ideas are reflected in the modern educational standards of Uzbekistan.

Contemporary research, such as that of Akramova, highlights that teaching within a national context fosters critical thinking. For Uzbek students, studying the works of Navoiy or Bobur strengthens cultural identity and reinforces their sense of belonging [4].

Practical Applications and Examples

To apply national content in practice, teachers can make use of cultural projects. For example, in history lessons, a project on Uzbek national movements can be introduced. Research shows that this approach helps to improve students' academic outcomes. From a psychological perspective, it also contributes to enhancing social relationships among students. According to UNESCO guidelines, cultural education ensures inclusivity. In the context of higher education in Uzbekistan, the integration of national content requires a revision of curricula. For instance, in pedagogy faculties, teaching the works of Abdulla Avloniy can serve as an effective means of incorporating national heritage into education.

Conclusion

Teaching based on national content is pedagogically and psychologically grounded, ensuring the development of students. This approach strengthens cultural identity, increases motivation, and improves learning outcomes. Uzbek national pedagogy enriches these foundations and should be applied in modern education. Future research should be based on empirical data, for example, through experiments conducted in universities in Uzbekistan.

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