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THE SCIENTIFIC AND METHODOLOGICAL ASPECTS OF TEACHING STUDENTS BASED ON NATIONAL CONTENT

Mirzaakbarov Abdurasul Mirzaakbarovich

Teacher at Namangan State Pedagogical Institute

Email: abdurasulmirzaakbarov95@gmail.com

Abstract: This article examines the importance of the educational process based on national values and culture in education today as an important tool in educating students, the impact of national content on students, its pedagogical features and role in the educational process. The study aims to provide a new perspective on the goals, advantages and practical application of this approach. National content for students not only enriches knowledge, but also increases their responsibility as future teachers in promoting national identity. The article aims to identify the pedagogical features of teaching based on national content and to study its effectiveness in the educational process.

Keywords: Education, national content, pedagogy, cultural heritage, educational process, teaching methods, student motivation, longitudinal questionnaire, cluster experiment, narrative analysis.

Introduction. As President of the Republic of Uzbekistan Shavkat Mirziyoyev stated during his speech at the 72nd session of the United Nations General Assembly: “The future and prosperity of our planet depend on what kind of individuals our children will become. Our main task is to create the necessary conditions for young people to realize their potential.” The historical development of any country shows that the rapid progress of a nation, the achievement of specific successes, and the well-being of its people are directly linked to the attention given to the education and upbringing of its youth. In this regard, youth-related issues are considered one of the highest priorities of state policy in Uzbekistan [1]. Integrating national values and cultural heritage into the education system is one of the most effective ways to connect the younger generation with the rich history and traditions of their people. In particular, for students in the field of primary education, national content not only enriches their knowledge but also increases their sense of responsibility in promoting national identity as future teachers. This research is aimed at identifying the pedagogical characteristics of teaching based on national content and at studying its effectiveness in the educational process.

Literature Review. There are several studies on the role of national content in education; however, due to the limited amount of available data, integrating national content into our daily lives and educational systems presents certain challenges. Nevertheless, by analyzing the existing sources, it is possible to obtain valuable information. For example, Uzbek scholars emphasize the role of national heritage in enriching students spiritually within the educational process (Ahmadov) [2]. Another study highlights that combining national content with modern teaching methods opens up new opportunities for teachers (Karimova) [3]. On the international level,

the importance of local culture in education is associated with its ability to support students' development as unique individuals (UNESCO) [4]. Likewise, foreign researchers point out that incorporating cultural elements in education makes the learning process more engaging (Yegorova) [5]. While these sources highlight the positive impact of national content in education, its specific pedagogical features for primary education students still require more in-depth exploration.

Research Methodology. Students who receive education based on national content significantly strengthen their knowledge of the history, language, art and traditions of their people. At the same time, their ability to understand social processes in society also increases. In addition, the use of national content in the educational process is one of the important tools for developing students' cultural awareness and forming national pride in them. The results of the study showed that students who are educated on the basis of national content have a deeper understanding of their national identity and strive to understand the harmony between global culture and national values[7]. In order to comprehensively examine the pedagogical features of national content in this study, a set of new and advanced scientific methods were employed:

1. A systematic review and synthesis of existing academic sources (books, articles, and online materials) related to national content and primary education was conducted. This method served to reinforce the theoretical foundations of the topic.

2. Regular surveys were carried out over a three-month period involving 50 students and 25 teachers in the field of primary education. This approach allowed for a dynamic assessment of the influence of national content in education over time.

3. The students were divided into three clusters:

Cluster 1: Received instruction based solely on national content (Uzbek folk tales, proverbs, traditions).

Cluster 2: Received instruction through a combination of national content and modern interactive methods (e.g., multimedia tools).

Cluster 3: Followed the traditional curriculum without any emphasis on national content. The outcomes for each cluster were compared based on learning engagement, performance on creative tasks, and test results. This method helped determine the effectiveness of national content under varying instructional conditions.

4. The experiences of both students and teachers regarding national content were collected in narrative form and analyzed to uncover their subjective perspectives. This method provided insights into the emotional and motivational aspects of the pedagogical process.

Data were analyzed using SPSS software, and both content analysis and correlation models were applied. These methods allowed for a more comprehensive and in-depth scientific evaluation of the role of national content in education.

Analyses and Results. According to the results of the longitudinal survey, 92% of students stated that lessons based on national content made the learning process more engaging, and 85% reported an increased interest in their own culture. Furthermore, 78% of teachers noted that this approach fostered students' creative thinking and sense of responsibility. **(Diagram 1)**

According to the results of the longitudinal survey, students and teachers (numbers expressed)

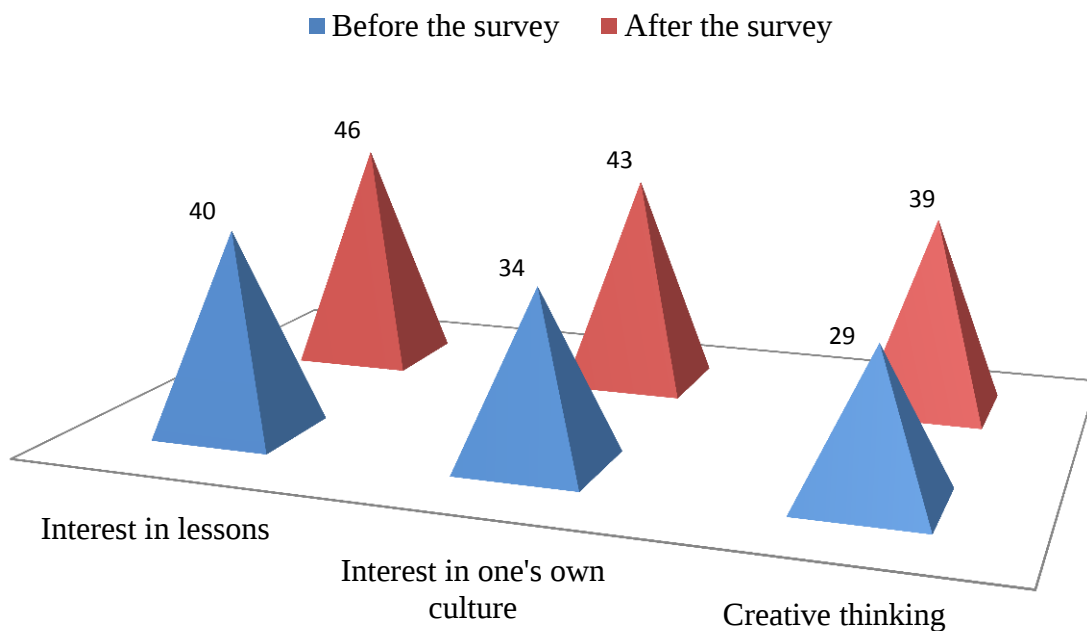
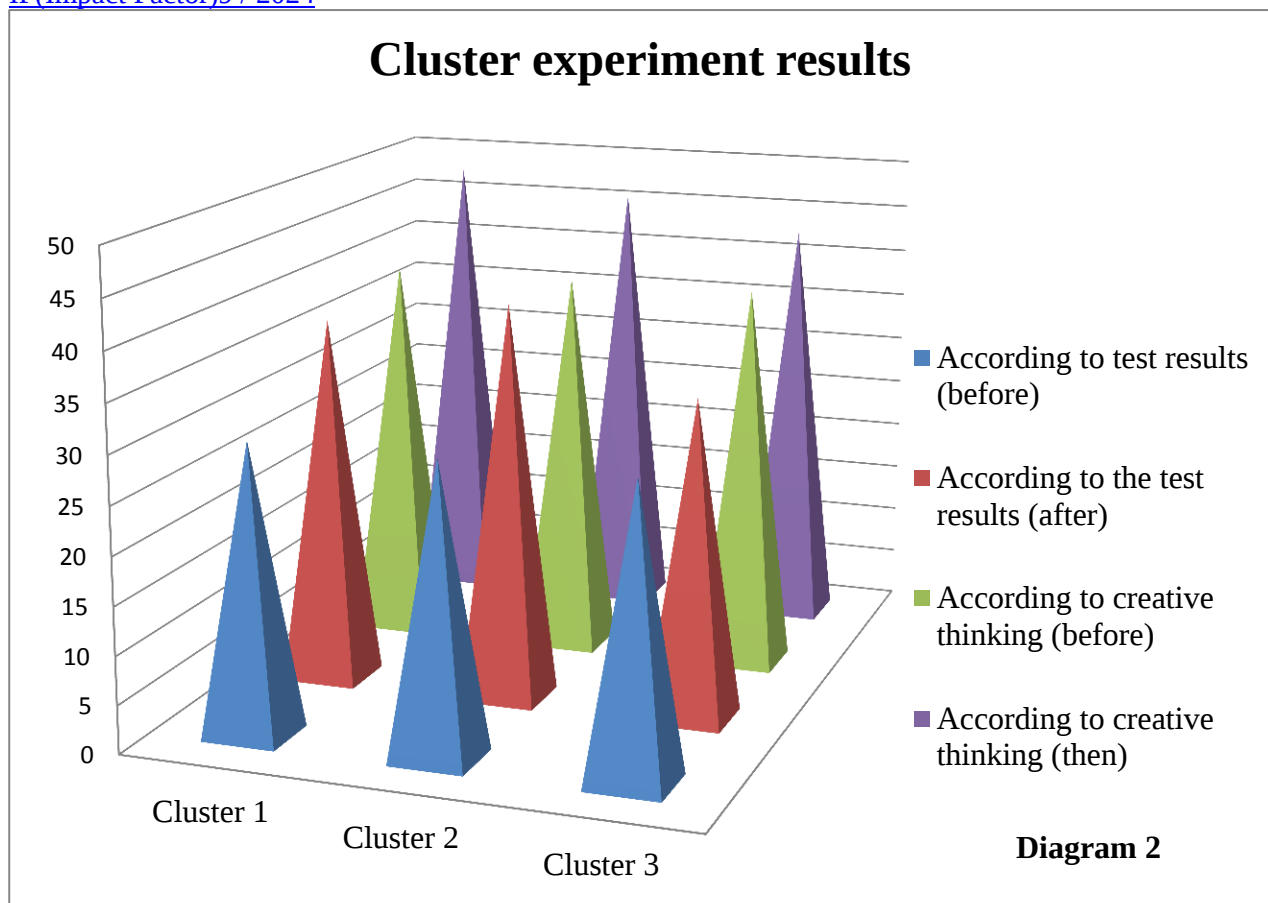


Diagram 1

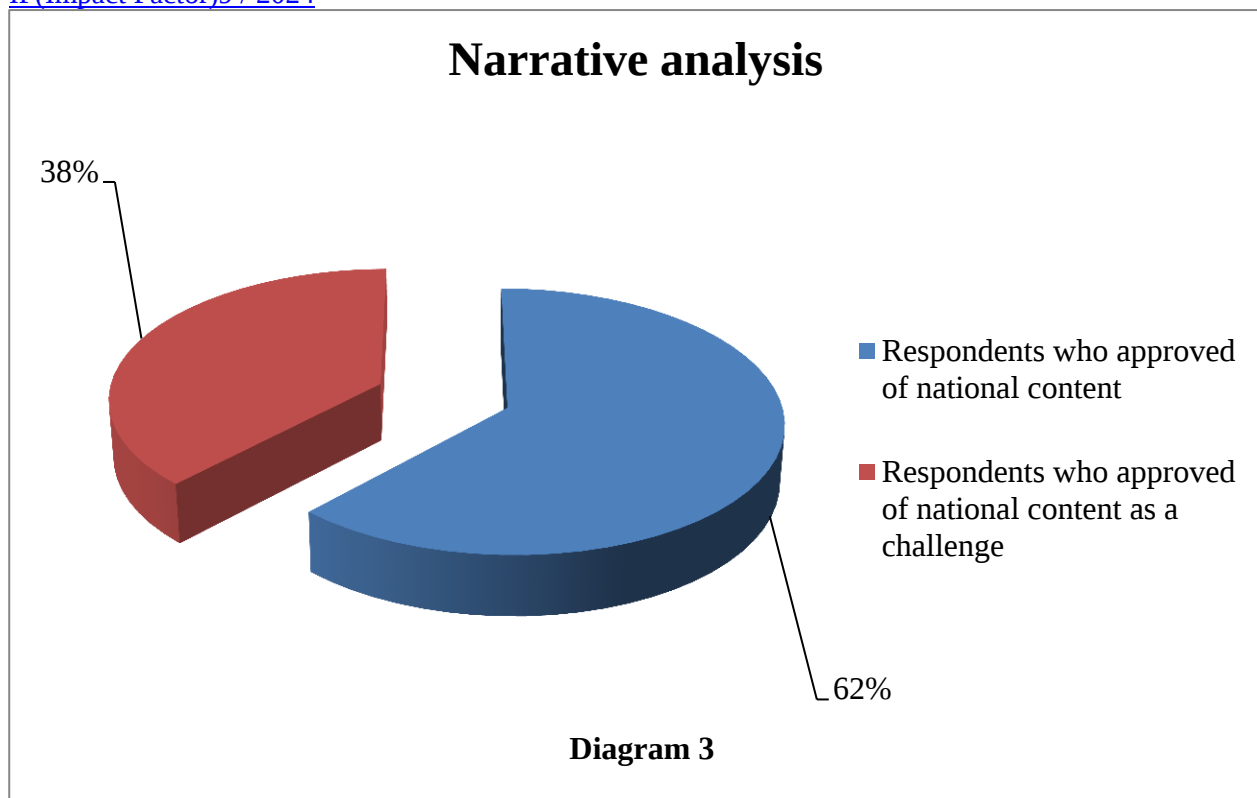
Results of the Cluster-Based Experiment

The outcomes of the cluster-based experiment were as follows:

- Cluster 1 (National content only): Students in this group demonstrated an average increase of 15% in test scores and showed high levels of engagement in creative tasks.
- Cluster 2 (National content + interactive methods): This group showed a 22% improvement in test results, with a particularly strong interest in the use of digital tools.
- Cluster 3 (Traditional teaching methods): The increase in performance was around 5%, and students displayed lower levels of creative engagement. These results can be effectively visualized through graphical tools [6]. **(Diagram 2)**



Narrative analysis unlike quantitative methods, narrative analysis is based on personal stories rather than numbers, and it helps uncover the deeper meaning of human experiences. This method is widely used in fields such as pedagogy, psychology, and anthropology. The narrative analysis in this study revealed that students perceived national content as a “means of self-discovery,” while teachers viewed it as a “factor that brings lessons to life”. However, 38% of respondents identified a lack of methodological resources and insufficient teacher preparedness as key challenges in implementing this approach. The results confirm the pedagogical effectiveness of national content: it increases student motivation, fosters creative potential, and strengthens cultural identity. At the same time, the success of this approach largely depends on its integration with modern methods and educational resources. (**Diagram 3**)



Conclusion. In conclusion, this study demonstrates that teaching students in the field of Primary Education based on national content offers significant opportunities for enhancing the effectiveness of the pedagogical process. The advanced methods employed in this research—longitudinal survey, cluster-based experimentation, and narrative analysis—clearly illustrate the unique role of national content not only in enriching knowledge but also in fostering students’ cultural identity and creative potential. As revealed through the cluster experiment, integrating national content with modern interactive methods (such as multimedia tools or digital platforms) significantly improves educational outcomes. This indicates that such an approach holds potential for development not only in cultural and educational terms but also from a technological perspective. The results of the longitudinal survey confirmed the sustainable growth of the impact of national content over time, emphasizing its long-term pedagogical value. Narrative analysis provided insights into students’ subjective experiences and emotional responses, further confirming that national content influences not just cognitive development but also emotional and intellectual growth. However, challenges identified during the research—such as the lack of methodological resources and insufficient preparedness of teachers for this approach—pose significant barriers to the widespread implementation of national content. To overcome these issues, several strategic approaches can be proposed: first, organizing specialized training and professional development courses for teachers; second, developing digital methodological manuals that align national content with modern educational standards; and third, introducing innovative projects in educational institutions that combine national culture with technology. From a scientific standpoint, the pedagogical features of teaching based on national content should not be seen as limited to primary education alone, but rather as a universal model applicable across other stages of the general education system. This approach

serves as an essential mechanism for preserving and developing national identity in the context of educational globalization. At the same time, to further enhance the effectiveness of this method, extensive transdisciplinary research should be conducted, addressing its psychological, sociological, and technological dimensions.

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