

## WAYS TO IMPROVE EDUCATIONAL EFFECTIVENESS IN PRIMARY EDUCATION THROUGH METHODS BASED ON NATIONAL VALUES

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**Abstract:** This article analyzes ways to improve the effectiveness of primary education through teaching methods based on national values. In modern pedagogy, the integration of national and cultural values into the educational process is considered an important factor in the formation of students' moral qualities, civic responsibility, and learning motivation. Based on scientific-pedagogical literature, international educational concepts, and national educational standards, the article examines methodological approaches to incorporating national values into primary school teaching. The research highlights the role of culturally oriented teaching methods, traditional moral concepts, and value-based activities in improving learning outcomes, students' engagement, and holistic development. The results show that education grounded in national values positively influences academic achievement, social behavior, and moral development of primary school students.

**Keywords:** Primary education, national values, value-based education, teaching methods, cultural pedagogy, educational effectiveness, moral education.

### Introduction

In the context of globalization and rapid social change, education systems face the challenge of preserving national identity while ensuring high-quality learning outcomes. Primary education plays a decisive role in shaping children's worldview, moral principles, and learning attitudes. Researchers emphasize that the early school years are a sensitive period for value formation, making this stage especially important for integrating national values into the teaching process [1].

National values reflect a society's historical experience, cultural traditions, ethical norms, and worldview. In the educational context, these values include respect for elders, love for the homeland, diligence, honesty, cooperation, and responsibility. According to UNESCO, education based on cultural identity strengthens learners' sense of belonging and contributes to sustainable development [2].

In Uzbekistan and other countries with rich cultural heritage, incorporating national values into primary education is considered a strategic priority. Legal and policy documents emphasize the importance of upbringing a harmoniously developed generation based on national and universal values [3]. Therefore, studying effective methods for integrating national values into teaching is a relevant scientific and practical task.

This article aims to analyze ways to improve educational effectiveness in primary schools through methods based on national values, relying on established pedagogical theories and empirical findings from scientific literature.

### Methodology

The methodological basis of this study consists of theoretical analysis, comparative review, and synthesis of scientific-pedagogical sources related to value-based education and primary teaching methods. The research draws on classical pedagogical theories (Vygotsky, Dewey), modern educational frameworks, UNESCO recommendations, and national educational standards.

The following methods were applied:

- analysis of pedagogical literature on national and value-based education;
- comparison of traditional and culturally oriented teaching methods;
- synthesis of research findings on learning effectiveness in primary education;
- generalization of best practices described in academic sources.

Only verified and published scientific materials were used, and all referenced ideas are cited according to their original sources.

### **Results**

The analysis of scientific literature shows that methods based on national values contribute to educational effectiveness in several key ways.

First, culturally relevant teaching increases students' motivation and engagement. Researchers note that when learning materials are connected with students' cultural background and everyday experiences, children demonstrate higher interest and better comprehension [4]. For example, using folk tales, national holidays, and traditional games in lessons enhances emotional involvement and supports meaningful learning.

Second, national-value-based methods support moral and social development alongside academic achievement. Studies indicate that integrating ethical concepts such as respect, cooperation, and responsibility into classroom activities improves classroom behavior and peer relationships [5]. This creates a positive learning environment that indirectly enhances academic outcomes.

Third, value-oriented teaching methods promote holistic development. According to Vygotsky's sociocultural theory, learning is deeply influenced by social and cultural contexts [6]. When national values are embedded in instruction, students develop not only cognitive skills but also cultural awareness and social competence.

Fourth, teacher–student interaction becomes more effective when grounded in shared values. Research shows that value-based communication strengthens trust and mutual respect, which are essential for effective teaching in primary classrooms [7].

### **Analysis and Discussion**

The analysis of research findings confirms that national values function not only as cultural or ideological constructs but also as effective pedagogical instruments that significantly enhance the quality and outcomes of primary education. Contemporary educational research increasingly recognizes that learning effectiveness cannot be evaluated solely through academic achievement indicators; rather, it must be understood as a multidimensional process encompassing cognitive, emotional, social, and moral development [1]. In this context, methods based on national values offer a holistic framework that addresses these dimensions simultaneously.

One of the central arguments supported by pedagogical literature is that traditional content-centered teaching models often prioritize factual knowledge transmission while neglecting learners' emotional engagement and value orientation. Such approaches may lead to superficial learning, limited motivation, and weak internalization of educational content [4]. In contrast, national-value-based teaching methods create meaningful learning environments by embedding educational content within culturally familiar contexts. This alignment between curriculum and students' cultural experience enhances relevance, comprehension, and long-term retention of knowledge [8].

A key aspect of this effectiveness lies in culturally oriented content integration. Dewey's experiential learning theory emphasizes that education becomes effective when it is connected to learners' lived experiences and social realities [8]. In primary education, national values embodied in folk tales, proverbs, historical narratives, traditional customs, and national symbols serve as powerful contextual tools. Empirical studies indicate that students better understand abstract concepts when they are presented through culturally recognizable examples, leading to improved literacy, language development, and conceptual thinking [9].

From a psychological perspective, Vygotsky's sociocultural theory provides a strong theoretical foundation for value-based education. According to Vygotsky, cognitive development is

inherently social and mediated by cultural tools, language, and shared meanings [6]. National values function as such mediating tools, shaping children's cognitive structures and social interactions. When teachers incorporate culturally meaningful narratives and practices into instruction, they operate within students' zones of proximal development, thereby increasing instructional effectiveness and learner participation.

Another significant dimension of national-value-based pedagogy is its impact on learning motivation. Motivation theory suggests that students are more motivated when they perceive learning as meaningful and connected to their identity [7]. Studies in culturally responsive teaching demonstrate that culturally aligned instructional methods increase intrinsic motivation, reduce learning anxiety, and foster positive attitudes toward schooling [4]. In primary classrooms, where motivation is closely linked to emotional security and teacher-student relationships, shared national values strengthen trust, respect, and engagement.

Value-based activity learning represents another critical methodological component. Research consistently shows that active learning strategies such as group work, role-playing, and project-based learning are more effective than passive instructional models, especially in primary education [10]. When these activities are grounded in national traditions and moral norms, they acquire additional educational value. For example, collaborative tasks reflecting traditional communal practices promote cooperation, responsibility, and mutual support—qualities deeply rooted in many national cultures [5].

Such activities also support the development of social competence, which is increasingly viewed as a core educational outcome. According to Lickona, moral and social education cannot be separated from academic instruction, as character development directly influences learning behavior and classroom climate [5]. Research findings indicate that students who internalize values such as respect, diligence, and cooperation demonstrate better self-regulation, fewer behavioral problems, and higher academic performance [11].

Moral discussions and reflective practices form another essential element of national-value-based education. Reflective dialogue encourages students to analyze situations, evaluate moral choices, and articulate personal viewpoints. When moral dilemmas are presented within culturally familiar contexts, children are more capable of understanding ethical implications and applying values to real-life situations [11]. Educational psychology research confirms that reflection enhances metacognitive skills, critical thinking, and deeper learning [12].

Teacher-student interaction also undergoes qualitative improvement within value-based pedagogical frameworks. Rogers' humanistic approach emphasizes the importance of empathy, authenticity, and respect in education [7]. National values often reinforce these principles by promoting respect for elders, care for others, and social harmony. When teachers model these values consistently, they establish emotionally supportive learning environments that foster psychological safety—a crucial factor for effective learning in early childhood education.

At the curriculum level, integrating national values contributes to coherence and continuity in education. National educational standards in many countries emphasize the integration of cultural heritage and moral education within subject content [3]. Research indicates that curricula aligned with students' cultural identity improve learning coherence and reduce the gap between formal education and social upbringing [1]. This alignment ensures that education supports not only academic goals but also broader societal objectives.

However, scholarly literature also highlights potential challenges associated with national-value-based education. One concern involves the risk of rigid or exclusionary interpretations of national values. UNESCO emphasizes that cultural education must be inclusive, dynamic, and respectful of diversity [2]. National values should be presented as living traditions that coexist with universal human values such as tolerance, human dignity, and mutual respect. Failure to maintain this balance may lead to ethnocentrism or cultural isolation.

Another challenge lies in teacher preparedness. Effective implementation of value-based methods requires pedagogical competence, cultural literacy, and reflective teaching skills.

Studies show that teachers who lack adequate training may struggle to integrate values meaningfully, resulting in superficial or symbolic inclusion [9]. Therefore, professional development programs focusing on culturally responsive pedagogy are essential for maximizing the effectiveness of national-value-based education.

Assessment practices also require reconsideration. Traditional assessment methods primarily measure cognitive outcomes, often overlooking moral and social development. Researchers argue for the use of formative and qualitative assessment tools to evaluate value-based learning outcomes, such as observation, reflective journals, and portfolio assessment [12]. Such approaches provide a more comprehensive understanding of educational effectiveness.

Comparative studies further support the positive impact of national-value-based education. Research conducted in diverse educational systems demonstrates that culturally grounded pedagogies enhance both equity and quality in education [4]. Students from different backgrounds benefit when instruction acknowledges their cultural identity and fosters a sense of belonging. This is particularly important in primary education, where early learning experiences shape long-term educational trajectories.

### Conclusion

The study demonstrates that improving educational effectiveness in primary schools through methods based on national values is both pedagogically justified and practically effective. Scientific evidence shows that such methods enhance students' motivation, moral development, social behavior, and academic achievement.

Integrating national values into teaching content, methods, and teacher–student interaction creates a holistic educational environment that supports the comprehensive development of primary school students. At the same time, value-based education should align with universal human principles and modern educational standards.

The results of this analysis can be used by teachers, curriculum developers, and educational policymakers to design effective value-oriented teaching strategies in primary education.

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