



## **"THE ROLE OF NATIONAL VALUES IN THE FORMATION OF SPIRITUAL AND MORAL QUALITIES IN CHILDREN OF PRIMARY SCHOOL AGE"**

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<b>Article history:</b>	<b>Abstract:</b>
<b>Received:</b> 14 <sup>th</sup> February 2026 <b>Accepted:</b> 11 <sup>h</sup> March 2026	The article examines the role of national values in the formation of spiritual and moral qualities in primary school children. The importance of cultural and spiritual heritage as a key factor in moral education is substantiated. The research methods include theoretical analysis of scientific literature, observation, and comparative analysis of pedagogical practices. The results show that the integration of national traditions and elements of folk culture into the educational process contributes to the development of respect, responsibility, cooperation skills, as well as patriotism and moral awareness among students. The primary school age is emphasized as a sensitive stage of moral development. The study concludes that it is necessary to actively incorporate national cultural heritage into educational practice.
<b>Keywords:</b> Spiritual and moral education, national values, primary school age, moral development, cultural heritage, traditions.	

The formation of spiritual and moral qualities in the younger generation is one of the most pressing issues facing modern society and the state. As noted in scholarly literature, "no specific educational task can be solved without addressing the overarching task of enhancing spirituality" [5, p. 410]. In this regard, one of the key principles of the state educational policy of the Republic of Uzbekistan is the prioritization of universal human, national, and cultural values. Society and the state consistently face the task of educating a harmoniously developed individual possessing a high level of knowledge and spirituality [2, p. 1].

The cultural values of a people and their spiritual heritage have, for millennia, served as a vital source of spiritual development. Turning to the cultural and spiritual heritage of society plays a significant role in shaping the value-semantic sphere of a child's personality [3, p. 71]. Through the comprehension of cultural and spiritual models, the child internalizes socially significant norms of behavior, develops moral guidelines, and acquires the capacity for ethical choice. In national pedagogy, it is emphasized that education based on national traditions promotes the integration of personal and socio-cultural values, thereby creating a foundation for the development of civic identity, moral responsibility, and the spiritual maturity of the child. Traditions are viewed as an integral part of the historically established culture of a people. As rightly noted, "tradition is an invaluable treasure of national

heritage, preserved, enriched, and transmitted from generation to generation" [6, p. 643]. Educational institutions, family rituals, and social practices play a significant role in this process.

An important characteristic of a child's socialization in Uzbek society is the influence of a traditional system of values, which represents a synthesis of moral, cultural, and family-social norms. Primary school age is particularly significant as a sensitive stage of moral development. During this period, children are most receptive to cultural and social values transmitted through the family, school, and society. At the age of 6–10, children actively internalize behavioral norms: they learn to distinguish between good and evil, develop empathy and care for others, and begin to recognize their belonging to the family and society.

Pedagogical aspects of the use of national values in child upbringing are widely reflected in the works of Uzbek researchers. In particular, within the framework of family pedagogy, respect for elders is emphasized not only as a social norm but also as an essential element of an individual's moral culture. It is formed through daily interaction with relatives, adherence to traditions and family rituals, and the assimilation of behavioral norms in the presence of adults. A child acquires initial knowledge of rules of conduct—at home, in the street, and in communication with elders and peers—within the family through verbal methods of upbringing and the personal example of parents [6, p. 643]. Such cultural



practices contribute to the understanding of moral values as an integral part of social life and personal behavior.

Another important component of moral education is mutual assistance and benevolence, which in Uzbek pedagogy are regarded as expressions of social solidarity and collective responsibility. These qualities are formed within the context of family and social traditions, such as joint labor, hospitality, and *hashar* (community work), which foster the development of empathy and altruistic attitudes in children [4, p. 47]. Studies show that children's participation in collective cultural practices strengthens their moral orientations and develops their readiness to support other members of society.

A special role in the formation of moral qualities is played by familiarization with works of literature, art, folklore, as well as moral ideals and behavioral models. Through these, the child comprehends universal values such as goodness, justice, mercy, and respect for others. In particular, the images of honest and just heroes occupy a central place in Uzbek folk tales and proverbs, contributing to the formation of stable moral attitudes and an understanding of ethical behavior [1, p. 43].

The study employed a range of methods aimed at a comprehensive examination of the role of national values in the moral development of primary school children. First, a theoretical analysis of pedagogical and psychological literature on moral education and national values was conducted. In addition, observation of the educational process in primary school classrooms was carried out, allowing for the identification of its organizational and content-related features. Furthermore, a comparative analysis of pedagogical practices involving the integration of national traditions and cultural elements into both curricular and extracurricular activities was undertaken.

The results of the study demonstrated that the integration of national values into the educational process has a significant positive impact on the formation of spiritual and moral qualities in primary school children. In particular, it was found that students develop a respectful attitude toward elders and teachers, as well as increased responsibility and readiness for cooperation. The inclusion of cultural traditions in educational activities contributes to the development of patriotism and social engagement among children. Moreover, the use of moral lessons based on folklore and folk narratives significantly enhances the development of moral consciousness in primary school students.

Practice shows that teachers who actively incorporate elements of folk culture—such as proverbs, stories, traditions, and various cultural events—into the educational process observe higher levels of student engagement and more pronounced development of moral qualities.

The obtained results confirm that national values play a crucial role in the formation of a child's moral personality. Cultural traditions and moral norms serve as behavioral guidelines for children, helping them to understand the importance of respect, kindness, and responsibility.

In this regard, the education system should actively incorporate national cultural heritage into the processes of teaching and upbringing. This can be achieved through the study of literature, the organization of cultural and educational events, the use of traditional games, and the discussion of moral situations that foster the development of students' moral consciousness.

Thus, the formation of spiritual and moral qualities in primary school children is impossible without reliance on national cultural traditions. Universal values provide the foundation of morality, while national traditions make education concrete, accessible, and emotionally rich. Their harmonious combination within Uzbek society enables the development of individuals characterized by honesty, diligence, responsibility, respect for others, and a sense of patriotism.

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