

METHODS OF ORGANIZING PATRIOTIC IDEAS IN READING LITERACY
LESSONS BASED ON HISTORICAL EXPERIENCES

Uktamova Mehriqiyo Azamovna

Asia International University

Department of Psychology and Pedagogy Lecturer

mexrigiyouktamova@gmail.com

Abstract. This article examines methods of organizing and promoting patriotic ideas among students through reading literacy lessons based on historical experiences. It highlights the importance of nurturing national pride, historical memory, loyalty to the homeland, and the value of independence and freedom. Methodological approaches are presented for integrating patriotic ideas into education through historical events, heroic figures, folklore, proverbs, legends, and literary works. Such practices not only strengthen students' critical and independent thinking but also broaden their worldview, social responsibility, and moral development.

Keywords: reading literacy, historical experience, patriotic ideas, methodology, national pride, historical memory, homeland, independence, freedom, spiritual values, folklore, legends, proverbs, literature, heroes, cultural traditions, educational process, worldview, social responsibility, critical thinking, upbringing, heritage, identity.

Аннотация. В статье анализируются пути формирования идей патриотизма у учащихся на основе исторического опыта в рамках уроков читательской грамотности. Особое внимание уделяется воспитанию национальной гордости, исторической памяти, верности Родине и ценности независимости. Показаны методические подходы к использованию исторических событий, героических личностей, народного творчества, пословиц, преданий и художественных произведений для внедрения идей патриотизма в образовательный процесс. Данный подход способствует развитию критического мышления, духовно-нравственного воспитания и социальной активности учащихся.

Ключевые слова: читательская грамотность, исторический опыт, идеи патриотизма, методика, национальные ценности, историческое наследие, Родина, независимость, духовное воспитание, критическое мышление, литература, народное творчество, герои, культурные традиции, образовательный процесс, мировоззрение, свобода, историческая память, духовность, воспитание.

Annotatsiya. Mazkur maqolada o'quvchilarda vatanparvarlik g'oyalari shakllantirish jarayonida tarixiy tajribadan samarali foydalanish masalalari yoritiladi. O'qish savodxonligi darslari orqali milliy g'urur, tarixiy xotira, ona yurtga sadoqat, mustaqillik va ozodlik qadriyatlarini o'quvchilarga singdirishning nazariy-metodik asoslari tahlil qilinadi. Shuningdek, tarixiy voqealar, mashhur siymolar, xalq og'zaki ijodi, maqollar, rivoyatlar va badiiy asarlar orqali vatanparvarlik g'oyalari shakllantirish yo'llari ko'rsatib beriladi. Ushbu yondashuv o'quvchilarning tanqidiy fikrlashini, ijtimoiy faolligini, ma'naviy dunyoqarashini kengaytirishga xizmat qiladi.

Kalit so'zlar: o'qish savodxonligi, tarixiy tajriba, vatanparvarlik g'oyalari, metodika, mustaqil fikrlash, tanqidiy tahlil, milliy qadriyatlar, tarixiy meros, ona yurt, ozodlik, badiiy matnlar, xalq og'zaki ijodi, ma'naviyat, g'oya, o'quv jarayoni, tarbiya, milliy g'urur, istiqloq, erkinlik, mustaqillik.

One of the urgent tasks of the modern education system is to shape the younger generation not only as knowledgeable individuals, but also as independent thinkers who value national

traditions and remain loyal to their homeland. The goals defined in the Law of the Republic of Uzbekistan “On Education” and the national program “New Uzbekistan – Development Strategy” are aimed at ensuring the national identity, historical memory, and patriotic upbringing of young people.

In particular, instilling patriotism through reading literacy classes in primary education plays a significant role. In the 21st century, the introduction of innovative approaches in the educational process, the development of digital technologies, and the need to increase students’ learning motivation require the search for new forms and methods of pedagogy. One such method that has begun to be widely used is the gamification approach.

Gamification is an innovative method in which game elements and mechanics are applied in a non-game context — such as education, production, or social processes — to increase efficiency.

The rich historical heritage of the Uzbek people and the contributions of our great ancestors to science, literature, and state governance serve as vivid examples of patriotism. The works and lives of Ali-Shir Nava’i, Amir Temur, and Zahiriddin Muhammad Babur are an important source in instilling national pride and self-respect in students. Assignments based on excerpts from their works, proverbs, and wise sayings during reading literacy classes broaden students’ worldview.

Instilling patriotism in reading literacy lessons is implemented through the use of effective teaching methods. The following methods are used to integrate patriotism into reading literacy:

Text-based game techniques: dramatizing historical events and expressive reading of heroes’ speeches, engaging students as active participants;

Question-answer and problem-based tasks: questions such as “If you lived during Amir Temur’s era, how would you contribute to defending the homeland?” develop critical and creative thinking;

Interactive methods: creating maps of historical figures and participating in role-playing games to reinforce knowledge;

Multimedia tools: using historical footage, video lessons, and virtual museums expands students’ imagination.

First of all, text-based game techniques play a crucial role. Dramatizing historical events and reading the speeches of well-known historical figures in an expressive manner draws students into active participation, increases interest, and strengthens their respect and admiration toward national heroes.

Additionally, question-answer and problem-based tasks are important for developing critical and creative thinking. For example, asking “If you lived during Amir Temur’s era, how would you contribute to defending the homeland?” encourages students to express personal views and to imagine themselves as active participants in historical processes.

Interactive methods also prove effective in reinforcing knowledge. By creating maps of historical figures or participating in role-playing activities, students not only remember the material, but also learn how to apply knowledge to real-life situations.

Multimedia tools expand the imagination. Using historical footage, virtual museums, and video materials enables students to visualize history in a vivid way. At the same time, they develop deeper appreciation for national heritage and values.

Furthermore, analyzing literary texts evokes feelings of national pride and courage. During the reading of poems, stories, or historical narratives, ideas such as patriotism, bravery, and dedication are instilled into the worldview of the youth.

Creative writing tasks are also among effective methods. Writing an essay on the theme “My Country — My Pride” or composing a letter to a national hero allows students to express personal feelings, becoming more aware of their responsibility toward the homeland. Using

proverbs and wise sayings in lessons helps reinforce national values such as loyalty, unity, and solidarity.

Debates and discussions guide students toward an active civic position. When discussing topics like “What is patriotism?” or “What should youth do for the development of the homeland?”, students develop speaking skills and social competence.

Research tasks develop investigation and analytical skills. Creating mini projects about historical figures and their contribution to national development encourages independent learning.

Group work strengthens cooperation. Preparing posters or wall newspapers under the theme “My Homeland — My Pride” teaches students teamwork and mutual support.

Music and art are also effective tools. Listening to patriotic songs, performing them, or analyzing national artworks strengthens students’ national spirit. Gamified quizzes reinforce knowledge, enabling students to learn new information in an interesting format.

Through these methods, students develop not only reading literacy, but also a deep sense of national pride, loyalty to their homeland, and responsibility.

Assigning independent homework plays a significant role. For example:

“Write a story about people in your neighborhood who served the homeland,” or

“Ask your grandfather to tell a story about patriotism and write it down.”

Such homework strengthens independent inquiry skills and improves communication with family members, restoring family memories. Students enrich their writing and speaking skills by bringing personal and family examples related to national history. This helps them develop respect for historical memory, a sense of continuity between generations, and responsibility toward the homeland.

Independent projects such as essay writing, creating poems, or preparing mini research projects allow students to express personal creative abilities and strengthen their love for the homeland. Most importantly, such assignments develop the belief that “I, too, can contribute to the homeland,” becoming the foundation for shaping responsible, patriotic, and socially active individuals.

Reading literacy classes built upon historical experience enable deep cognitive and educational changes. Students not only read and understand the text, but also analyze ideological and artistic layers, compare them with personal experiences, and apply conclusions to real life. This broadens independent and critical thinking and deepens national identity and respect for traditions.

Working with historical materials and analyzing them through literary and scientific sources consciously develops patriotism, dedication, loyalty to the homeland, and civic responsibility.

Conclusion

Organizing reading literacy lessons based on historical experiences, national values, and spiritual-literary sources leads to not just acquiring information but also deep cognitive learning, independent thinking, and creativity. Students connect personal experiences with national history and universal values, learn to apply knowledge in real-life contexts, defend their viewpoints, and develop an active socio-cultural position.

This approach strengthens national identity, moral immunity, critical and creative thinking, patriotism, respect for cultural heritage, and responsibility for the future. Lessons enriched with historical experiences foster not only cognitive development, but also social and moral growth, shaping conscious and active citizens.

Thus, integrating patriotism into reading literacy lessons has immense pedagogical importance. Methods based on historical experience should be considered an effective mechanism ensuring sustainable results in the educational process.

References

1. Decree of the President of the Republic of Uzbekistan “On the Development Strategy of New Uzbekistan for 2022–2026”. Tashkent: Uzbekistan, 2022. – 112 p.
2. Hasanov A., To‘xtayev N. Pedagogical Technologies and Teaching Methodology. Tashkent: “Fan va texnologiya”, 2019. – 280 p.
3. Mavlonova R., Rasulova M. Methods of Organizing Independent Learning. Tashkent: Ilm Ziyo, 2020. – 196 p.
4. Jo‘rayev M. Fundamentals of National Idea and Spirituality. Tashkent: Ma’naviyat, 2017. – 210 p.
5. Qodirov A. Improving the Educational Process through Gamification Approach. Samarkand: SamSU Publishing, 2021. – 152 p.
6. Xolmatova S. Using Innovative Methods to Develop Independent Thinking in Students. Tashkent: TDPU, 2018. – 174 p.
7. Karimov I.A. High Spirituality — An Invincible Power. Tashkent: Ma’naviyat, 2008. – 176 p.
8. Kapp K. The Gamification of Learning and Instruction. San Francisco: Pfeiffer, 2012. – 302 p.
9. Werbach K., Hunter D. For the Win: How Game Thinking Can Revolutionize Your Business. Philadelphia: Wharton Digital Press, 2012. – 148 p.
10. Zichermann G., Cunningham C. Gamification by Design. Sebastopol: O’Reilly Media, 2011. – 244 p.