

**THE ROLE OF THE TEACHER IN FORMING NATIONAL VALUES AMONG
PRIMARY SCHOOL STUDENTS**

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Abstract: This article examines the theoretical foundations of forming national values among primary school students and scientifically analyzes the role of the teacher in this process. Primary education represents a crucial stage in the development of a child's personality, during which fundamental worldviews, moral qualities, and an understanding of national identity are formed. The article highlights the essence and educational significance of national values, the pedagogical approaches employed by primary school teachers, and effective methods for integrating national education into the modern teaching and learning process. Special attention is paid to the teacher's professional competence, personal example, and collaboration with families in fostering students' spiritual and moral development.

Keywords: national values, primary education, moral education, teacher's role, spiritual development, pedagogical competence, national identity.

In the context of ongoing educational reforms, the upbringing of a well-rounded generation that is intellectually developed, morally mature, and loyal to national values has become a priority. In today's era of globalization, preserving national identity and transmitting national values to younger generations is of particular importance. Primary education plays a decisive role in this process, as it lays the foundation for a child's personal development, behavior, and value system. At this stage, the primary school teacher serves not only as a provider of knowledge but also as a key figure in moral and spiritual education. The teacher's pedagogical activities, attitudes, and behavior have a direct impact on shaping students' national consciousness and ethical qualities. National values represent a set of spiritual, moral, social, and cultural assets that have been formed throughout a nation's historical development and passed down from generation to generation. These values include:

1. national traditions and customs;
2. folklore and literary heritage;
3. historical memory and patriotism;
4. respect for national language and culture;
5. mutual kindness, respect for elders, and care for younger generations.

Primary school students acquire these values mainly through observation, imitation, and emotional perception. Therefore, the teacher's personal example and educational influence play a decisive role in this process.

Primary school students possess age-specific psychological characteristics that must be taken into account in the process of national education. They are generally:

1. highly receptive to the teacher's words and actions;
2. inclined toward imitation;
3. emotionally sensitive;
4. capable of learning effectively through interest and engagement.

These characteristics create favorable conditions for instilling national values. When teachers integrate national education into lessons in accordance with students' developmental needs, the educational outcomes become more effective and sustainable.

The role of the primary school teacher in forming national values among students is manifested in several key areas:

The teacher's behavior, speech, ethical conduct, and cultural appearance serve as a direct model for students. A teacher who demonstrates respect for national values encourages students to adopt similar attitudes and behaviors.

The use of folklore, national heroes, historical figures, and culturally significant texts in lessons contributes to the development of students' national awareness and pride.

Activities dedicated to national holidays and significant historical dates—such as Navruz, Independence Day, and Constitution Day—strengthen students' sense of patriotism and national identity.

Since national values are initially formed within the family, effective collaboration between teachers and parents is essential. Such cooperation ensures continuity and consistency in the educational process.

The following pedagogical methods have proven effective in fostering national values among primary school students:

1. conversational and discussion-based methods;
2. use of fairy tales, legends, and proverbs;
3. role-playing and dramatization activities;
4. practical activities related to national traditions;
5. the use of information and communication technologies, including multimedia presentations.

These methods enhance students' engagement and help them internalize national values more deeply and consciously.

In conclusion, the formation of national values among primary school students is a complex and continuous pedagogical process in which the teacher plays a central role. The effectiveness of this process largely depends on the teacher's professional skills, moral integrity, and level of national consciousness. Therefore, it is essential to continuously develop teachers' competencies related to national values and to integrate these values systematically into the primary education curriculum. Strengthening national education at the primary level contributes significantly to raising a generation that is spiritually rich, socially responsible, and deeply connected to its cultural heritage.

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JOURNAL OF MULTIDISCIPLINARY SCIENCES AND INNOVATIONS

VOLUME 04, ISSUE 11
MONTHLY JOURNALS



ISSN NUMBER: 2751-4390

IMPACT FACTOR: 9,08

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