

7-YEAR DIFFERENTIAL TECHNOLOGIES OF EDUCATING STUDENTS IN THE SPIRIT OF NATIONAL PATRIOTISM

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Abstract: This article scientifically and theoretically substantiates the content, pedagogical mechanisms and practical implementation of 7-year differential technologies for the continuous and gradual education of students in the spirit of national patriotism. The study analyzes the differential approach to the formation of patriotic education, taking into account the age, psychological and social characteristics of students. Also, a system of innovative pedagogical technologies has been developed, aimed at harmonizing national values, historical heritage, spiritual and moral principles and civic responsibility in the educational process. Also, by dividing the 7-year educational process into stages, opportunities for the consistent development of such competencies as national identity, loyalty to the Motherland, civic position and social activity in students have been revealed. The results of the analysis highlight the use of differential educational technologies as effective pedagogical tools in the formation of students' spiritual worldview and attitude to national values.

Keywords: national patriotic education, differential technologies, educational process, 7-year educational model, national values, civic position, awareness of national identity, spiritual and moral education, educational integration, social activity of students, loyalty to the homeland, innovative pedagogical technologies.

In the world educational space, the issue of educating the younger generation in the spirit of national and universal values is considered one of the pedagogical tasks of strategic importance. In the current era of increasing globalization processes, each state, along with preserving its national values, history, cultural heritage and spiritual traditions, pays special attention to consistently instilling them in the minds of the younger generation. From this point of view, the formation of qualities such as love for the Motherland, national pride, civic responsibility and social activity in students is one of the important directions of the education system. In Uzbekistan, the education policy also identifies the upbringing of young people in the spirit of patriotism as one of the priority tasks. In the national development strategy, pedagogical approaches aimed at forming a harmonious, spiritually mature and active citizen are of great importance. In this process, the development of students' awareness of national identity, respect for national values, loyalty to historical heritage and a sense of involvement in the fate of the Motherland are of particular importance. Therefore, the development of scientifically based, systematic and step-by-step pedagogical technologies for organizing patriotic education in the educational process is an urgent scientific and pedagogical task.

The effectiveness of educating students in the spirit of national patriotism largely depends on organizing the educational process taking into account their age characteristics, individual capabilities and social experience. From this point of view, educational technologies based on a differential approach are of great importance. Such an approach allows for the purposeful organization of the content, forms and methods of education, taking into account the personal characteristics of students. In particular, the long-term and phased organization of the educational process is effective in the consistent development of patriotic qualities in students. In particular, the content of the 7-year differential technologies for educating students in the spirit



of national patriotism, its pedagogical foundations and practical implementation mechanisms are analyzed. Also, the importance of this technology in forming students' awareness of national identity, civic position and social responsibility is scientifically substantiated.

In his Address to the Oliy Majlis on January 24, 2025, the President of the Republic of Uzbekistan Shavkat Mirziyoyev, referring to the special attention paid to the issue of youth, noted: "In the development of any society, the healthy and harmonious growth of the young generation, which ensures its future, plays a decisive role. Therefore, in further increasing the scale and effectiveness of our reforms, we rely on our ambitious, enterprising youth, who are well-developed in all respects, have mastered modern knowledge and skills."¹ The idea put forward by the education system sets the task of not only imparting knowledge, but also of forming a person who is based on national values, has a sense of involvement in the fate of the Motherland. Analysis of pedagogical practice shows that in most cases, general, uniform approaches are used to educate students in the spirit of national patriotism. However, differences in the age, level of psychological development, social experience and interests of students limit the effectiveness of such an approach. Therefore, differentiation of educational influences in accordance with the stages of students' development is emerging as a modern pedagogical requirement.

In the process of educating students in the spirit of national patriotism, the formation of their personal values, social views and civic position is one of the important pedagogical tasks. In this regard, the use of innovative methods that serve to develop students' worldview, ideological views and social responsibility in the educational process gives effective results. Such methods serve to form a socio-psychological portrait of students, that is, to identify and develop their value system, motivation, attitude to the Motherland and social activity.

In particular, in this process, the "Stop!" professional method, "Interpretation", "5 strikes for 1 threat", and "Ideological ideal" methods and technologies can be used as important pedagogical tools. These methods are aimed at developing students' independent thinking, forming critical analysis skills and strengthening their loyalty to national ideas. The "Stop!" professional method is one of the interactive methods that encourages students to analyze various social or ideological situations. The main goal of this method is to teach students to stop and analyze the situation in depth, without making hasty conclusions about a particular situation. During the lesson, the teacher presents situations related to various social or spiritual issues. Students express different views on the situation, analyze the causes and consequences, and try to determine the most optimal solution to the problem. This method helps students develop responsible decision-making, critical thinking, and social awareness.

The "interpretation" method helps students gain a deeper understanding of the content of historical events, national values, or spiritual ideas. In this method, students are given a specific text, historical fact, or ideological content and are required to interpret this content from their own perspective. During the process, students form their own views by substantiating their opinions, presenting evidence, and discussing them. As a result, they develop a conscious attitude towards national history and values, and their patriotic ideas are further strengthened.

The "5 Blows to 1 Threat" technology is an innovative pedagogical approach aimed at developing students' ideological immunity. Based on this technology, students are informed about various ideological or information threats that may arise in society. Then, students develop at least five positive ideological responses or protective measures against this threat. This process develops students' analytical thinking, teaches them to consciously react to various negative influences, and serves to form a strong civic position.

¹ Ўзбекистон Республикаси Президенти Ш.Мирзиёевнинг 2020 йил 24 январдаги Олий Мажлисга Мурожаатномаси



The "ideal ideal" method is aimed at forming personal ideals based on national values in students. In the process of applying this method, students get acquainted with the activities of historical figures, national heroes, or famous people who have contributed to the development of society. Then, analyzing the qualities of these individuals, they try to determine their own life goals and ideals. This method enriches the spiritual worldview of students, develops in them such qualities as loyalty to the Motherland, responsibility, and selflessness. The introduction of these methods and technologies into the educational process is of great importance in forming a socio-psychological portrait of students. They develop independent thinking in students, form a worldview based on national values, and help them mature as loyal, socially active, and responsible individuals. Therefore, the systematic use of these innovative pedagogical technologies in classroom and extracurricular activities will increase the effectiveness of educating patriotic youth.

The issues of radically renewing the education system, educating the younger generation on the basis of national and universal values are considered one of the priority areas of state policy during the period of independence. In the conditions of modern development, the sustainable development of society is largely closely related to the spiritual and moral maturity of young people, their sense of civic responsibility and loyalty to the Motherland. Therefore, the issue of educating young people in the spirit of patriotism, forming their sense of national identity and social activity in the education system is gaining strategic importance. In particular, the need to organize the educational process on the basis of modern pedagogical approaches and develop innovative technologies that serve the gradual education of students is increasing. In recent years, many scientific studies have been conducted in our country aimed at improving the educational process. In these studies, the problems of spiritual and moral development of young people, the formation of independent thinking skills, strengthening civic consciousness and developing patriotic feelings were analyzed as important scientific directions. In particular, Sh. Shodmonova scientifically substantiated the pedagogical conditions for the development of independent thinking of students in the educational process. O. Musurmonova paid special attention to the development of personal qualities such as moral consciousness, conscience, duty and responsibility in the process of forming the spiritual culture of young people. G. Makhmutov's research scientifically covered the mechanisms of effective influence on the consciousness of a person in the educational process, the laws of the formation of political and moral qualities, and the issues of applying the moral heritage of our great ancestors to the educational process. In these scientific studies, the upbringing of the younger generation as spiritually mature, socially active and enterprising individuals is interpreted as one of the main tasks of modern pedagogy. At the same time, there is a need to organize the process of educating young people in the spirit of patriotism not within the framework of short-term events, but as a systematic and long-term pedagogical process. This requires the development and implementation of 7-year differential technologies for the gradual upbringing of students in the spirit of national patriotism, adapted to their age and psychological characteristics, and their implementation in educational practice. Such technology allows for the consistent upbringing of students from the primary to the senior grades, the formation of love for the Motherland, respect for national values, an understanding of civic duty and social responsibility in them. Speaking about the crucial importance of the upbringing of the younger generation in the life of society, the famous Uzbek enlightener Abdulla Avloni noted that "Education is for us a matter of life or death, salvation or destruction, happiness or disaster." This idea not only shows how important the issue of upbringing is, but also interprets it as one of the main factors of social development. Indeed, the upbringing process is an important socio-pedagogical process that determines not only personal development, but also the future of the entire society. From this perspective,



developing systematic mechanisms for educating students in the spirit of national patriotism is one of the urgent tasks of modern pedagogy.

Today, in independent Uzbekistan, a number of important tasks are required to be carried out in the process of educating young people. First of all, it is important to prepare young people for social life, to form a broad outlook and an active civic position in them. At the same time, it is necessary to educate students on the basis of national and universal values, to bring them up in the spirit of high spirituality, culture of communication and respect for moral standards. The formation of such qualities as civic responsibility, legal culture, environmental awareness, tolerance and social cohesion is also one of the important directions of the modern educational process. The education of national patriotism plays a special role in the implementation of these tasks. National patriotism is manifested as a complex socio-pedagogical quality that expresses a person's love for the Motherland, respect for national values, loyalty to historical heritage and a sense of involvement in the development of the country. The formation of these qualities is carried out through the didactic, educational and social capabilities of the education system. In particular, the 7-year differential technology of educating students in the spirit of national patriotism allows for a consistent organization of this process. In this approach, educational activities are organized in stages, taking into account the age characteristics, interests and level of psychological development of students at each stage. As a result, the educational process takes on a systematic and continuous form. The education system has wide pedagogical opportunities to implement these tasks. In particular, didactic opportunities are manifested through interdisciplinary integration, innovative pedagogical methods and digital technologies. Harmonious teaching of knowledge about history, literature, art and culture enhances students' understanding of national heritage and a sense of respect for it. Methods such as quests, gamification, problem-based exercises and mind maps develop students' independent thinking. Virtual museums, 3D presentations and multimedia tools create an opportunity to master national history in a visual and impressive way.

Educational opportunities are manifested through the "Family-School-Neighborhood" partnership, the combination of national traditions and modern pedagogical technologies. Studying the life and work of historical figures such as Amir Temur, Jaloliddin Manguberdi, Zahiriddin Muhammad Babur as examples in the educational process strengthens national pride and historical memory in students. It is also possible to develop the social activity of students through collective projects, volunteering, social initiatives and digital platforms. In general, the pedagogical opportunities for educating students in the spirit of national patriotism are wide and multifaceted. The effective use of these opportunities, especially when carried out through a systematic educational process organized on the basis of 7-year differential pedagogical technologies, gives even higher results. Such an approach serves to consistently form in students such qualities as national pride, loyalty to the Motherland, civic responsibility and social activity, and creates a solid pedagogical foundation for raising a spiritually mature generation necessary for the development of society. In today's conditions of globalization and sharply increasing information flows, the formation of the spiritual and moral outlook of the younger generation, the development of their sense of national identity, civic responsibility and loyalty to the Motherland is one of the important tasks of the education system. Modern social processes show that the value system of young people is being influenced by a lot of external information. Therefore, there is a need to organize the education of students in the spirit of national patriotism in the educational process on the basis of consistent, systematic and long-term pedagogical mechanisms. In the effective organization of this process, the use of 7-year differential technologies for the education of students in the spirit of national patriotism is manifested as a pedagogical necessity.



First of all, this necessity is connected with the continuity and gradual principle of the educational process. Patriotic qualities in students are not formed through one-time events, but develop in the process of long-term, consistent and purposeful pedagogical influence. Therefore, it is important to divide patriotic education into stages, taking into account the age characteristics, level of psychological development and social experience of students. 7-year differential technology satisfies this need and makes it possible to consistently organize educational activities from primary to higher grades.

Secondly, the differential approach allows taking into account the individual characteristics of students. Each student differs from each other in his interests, worldview, intellectual level and social experience. Therefore, applying the same methods of pedagogical influence to all students in the educational process may not give the expected result. Differential technology, on the other hand, serves to effectively develop patriotic qualities by adapting educational activities to the age stages and individual capabilities of students.

Thirdly, the need for the use of innovative pedagogical technologies in the modern educational process is increasing. Interactive methods, project activities, problem situations, digital educational tools and social projects play an important role in organizing national patriotic education. 7-year differential technology allows for the systematic application of these methods. For example, if at the initial stages, demonstrative and emotionally-affective methods are used to form love for the Motherland and respect for national values in students, then at the later stages, civic consciousness can be developed through historical analysis, social projects and exercises based on problem situations.

Fourthly, in the process of educating young people in the spirit of patriotism, it is important to strengthen the cooperation between the educational institution, family and community. 7-year differential technology allows for the systematic organization of this cooperation. In this case, lessons and educational activities held at school are combined with spiritual and educational activities carried out in the family and community environment. As a result, the patriotic education of students is strengthened not only within the framework of an educational institution, but also in a wider social environment. The use of this technology also expands the possibilities for assessing the effectiveness of the pedagogical process. At each stage, students' attitude to national values, civic responsibility, social activity, and loyalty to the Motherland are analyzed. This makes it possible to monitor the effectiveness of the educational process and make the necessary pedagogical adjustments. In conclusion, the use of 7-year differential technologies for educating students in the spirit of national patriotism in the educational process is one of the urgent requirements of modern pedagogy. This approach serves to organize educational activities systematically, continuously, and on a scientific basis. As a result, the opportunity is created to consistently form such important qualities in students as national pride, loyalty to the Motherland, civic responsibility, and social activity.

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