

Possibilities of Forming Patriotic Qualities in Students Through Examples of Folk Original Art

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Abstract: The article highlights the role and importance of patriotic qualities in the students of these folk oral works. The article analyzes the development of love for the Motherland, respect for national values, loyalty to the heritage of ancestors and human responsibility in the younger generation through fairy tales, epics, proverbs, sayings and legends. Effective use of folk influence, revealing pedagogical support.

Keywords: Spiritual education, moral education, folk oral culture, fairy tale, proverb, narrative, national value, pedagogy.

Introduction: The educational, spiritual, moral and didactic potential of Uzbek folk oral art samples is revealed, and the theoretical foundations of their effective use in the educational process are highlighted. In today's conditions of globalization, the acceleration of the flow of information, the intensification of various cultural, ideological and informational influences on the worldview of young people, the formation of love for the Motherland, national pride, historical memory, respect for the heritage of ancestors, involvement in the fate of the country and civic responsibility in students is of particular pedagogical importance. Because patriotic education is not limited to slogans, appeals or information. It is a continuous pedagogical process that affects the student's consciousness, emotions, value system, behavior and practical activities. From this point of view, samples of folk oral art are an important pedagogical resource in educating students in the spirit of patriotism. Folklore embodies the centuries-old life experience of the people, their social memory, their spiritual world, their views on goodness and evil, justice and truth, courage and bravery, and devotion to the interests of the Motherland and the people. Therefore, educating students through examples of folklore serves

to form their understanding of their national identity, their sense of the national spirit, and their attitude to the Motherland at the level of values.

Patriotic education involves the formation of the following qualities in students: love for the motherland, national pride, historical memory, respect for the heritage of ancestors, involvement in the fate of the people, social responsibility, diligence, courage, selflessness, and awareness of civic duty. These qualities do not form by themselves. They develop gradually through family upbringing, the educational process at school, the neighborhood environment, the media, social relations, and cultural and educational influences.

Folklore is of particular importance in this process. Because in fairy tales, epics, legends, narratives, proverbs, sayings, riddles, songs, proverbs and terms, the people's ideas about the Motherland, their views on protecting the country, serving the people, courage, loyalty, justice and goodness are figuratively expressed. Especially at the age of students, figurative thinking, emotional reaction to events, and drawing conclusions from the actions of heroes are strong. Therefore, the use of examples of folklore increases the effectiveness of patriotic education. From a pedagogical point of

view, the formation of a sense of patriotism in students is carried out in three main directions. The first is the educational direction, in which the student acquires the concepts of the Motherland, people, nation, history, values, duty and responsibility. The second is the emotional-value direction, in which the student feels love for the Motherland, pride and honor through the images, events and heroes of folk oral art. The third is the practical-activity direction, in which the student demonstrates patriotic qualities through his behavior, attitude, activities and social participation. The chapter also emphasizes the need to take into account age and psychological characteristics in educating students in the spirit of patriotism. In primary and middle school students, emotional perception, imitation, figurative thinking, following heroes, distinguishing between good and evil, ideas about justice and goodness are actively formed. Therefore, positive heroes in examples of folk oral art, images that protect the interests of the people, events that express loyalty to the Motherland have a strong educational impact on the student's personality.

This chapter emphasizes the need not to limit oneself to reading or memorizing the text when using examples

of folk oral art. On the contrary, it is important to reveal the educational idea of each text, analyze the behavior of the characters in it, connect events with today's life, and form the student's personal attitude as important pedagogical tasks. The pedagogical possibilities of educating students in the spirit of patriotism are highlighted through examples of Uzbek folk oral art.

Folk oral art is interpreted as a rich educational resource reflecting the history, hopes, struggles, moral views, and social experience of the people. Each genre of Uzbek folk oral art has its own educational potential. In particular, the ideas of heroism, defense of the homeland, loyalty to the people, courage, bravery, and self-sacrifice occupy a leading place in epics. In epics such as "Alpomish", "Goroglu", "Ravshan", "Kuntugmish", ideas such as protecting the freedom of the people, the honor of the country, the family and the interests of the people and the homeland are illuminated through artistic images. Such epics serve as an important tool in forming qualities such as national pride, courage, determination, loyalty and readiness to defend the Motherland in students. Fairy tales, on the other hand, play a significant role in forming students' moral ideas and feelings of patriotism.

Table 1. Opportunities to form patriotic qualities in students through examples of folk oral art

Xalq og'zaki ijodi janri	Asosiy tarbiyaviy mazmuni	Shakllantiriladigan vatanparvarlik sifatleri	Ta'lim jarayonida, qo'llash shakllari
Dostonlar	Qahramonlik, jasorat, yurt himoyasi, xalq ozodligi, elga sadoqat	Mardlik, fidoyilik, milliy g'urur, Vatan himoyasiga tayyorlik	Matn tahlili, qahramon xarakterini baholash, sahnalashtirish, esse yozish
Ertaklar	Ezguik va yovuzlik kurashi, adolat, halollik, mehnatsevarlik	Adolatparvarlik, halollik, xalq manfaatini anglash, ezgulikka intilish	Rolli o'yin, savol-javob, yakuniy xulosa chiqarish, rasm chizish
Afsonalar	Tarixiy xotira, muqaddas joylar, ajdodlar merosi	Tarixiy xotira, ajdodlarga, hurmat, milliy o'zlikni anglash	Hikoya qilish, tarixiy joylar bilan bog'lash, taqdimot tayyorlash
Rivoyatlar	Hayotiy voqea, xalq tajribasi, axloqiy saboq	Mas'uliyat, donolik, ibrat olish, Vatanga daxldorlik	Muammoli savollar, bahs-munozara, hayotiy vaziyatlar bilan bog'lash

Maqol va matallar	Xalq donishmandligi, axloqiy, me'yorlar, ijtimoiy tajriba	Mehnatsevarlik, sadoqat, vatan qadrini bilish, birlik	Maqol mazmunini izohlash, misollar topish, guruhli ish
Qo'shiq va laparlar	Ona yurt, tabiat, xalq hayoti, mehr-oqibat	Vatanga, muhabbat, estetik did, xalq ruhiyatini his qilish	Ifodali ijro, mazmun tahlili, musiqiy-tarbiyaviy tadbirlar
Topishmoqlar	Tafakkur, kuzatuvchanlik, xalqona obrazlilik	Zukkolik, bilishga qiziqish, xalq tafakkurini anglash	Didaktik o'yin, musobaqa, ijodiy topshiriq

This table shows that each type of folk oral art has a different impact on educating students in the spirit of patriotism. Epics form more heroism and selflessness, proverbs serve to draw life conclusions, fairy tales to understand moral norms, and legends and legends to strengthen historical memory. Thus, the comprehensive use of folk oral art genres in the educational process increases the effectiveness of patriotic education. In summary, the didactic conditions for educating students in the spirit of patriotism through examples of folk oral art have been scientifically analyzed. Didactic conditions are understood as the mutual harmony of content, methods, means, forms and pedagogical environment necessary to achieve the desired result in the educational process. The study is based on the fact that the following didactic conditions are important for the effective organization of patriotic education through examples of folk oral art: first, selecting examples of folk oral art in accordance with the age characteristics, worldview, interests and level of preparation of students; second, clearly defining the educational idea of the selected text and inextricably linking it with the purpose of the lesson; third, conducting not only a content analysis of the text, but also a moral, spiritual, aesthetic and socio-pedagogical analysis; fourth, creating opportunities for students to think independently, ask questions, express reactions and draw conclusions; fifth, connecting examples of folk oral art with real situations in today's life, family, school, neighborhood and society; sixth, using methods such as creative tasks, staging, debate, project work, writing essays based on the text, and analyzing the characters of the characters in lessons and extracurricular activities. These conditions serve to form a sense of patriotism in students not only as a theoretical concept, but also as a criterion of personal

values, attitudes and behavior.

The didactic conditions expressed in this table indicate the need not to mechanically introduce examples of folk oral art into the educational process, but to use them in a pedagogically oriented manner. If a sample of folk oral art is only read or memorized, its educational potential will not be fully revealed. On the contrary, if the text is analyzed, the behavior of the characters is evaluated, and the event is connected with today's life, an independent attitude and patriotic position are formed in the student. The study is based on the fact that educating students in the spirit of patriotism based on examples of folk oral art is carried out on the basis of the following pedagogical mechanism: selection, understanding, analysis, acceptance as a value, manifestation in life activities and reflection. At the first stage - the selection stage, the teacher selects a sample of folk oral creativity that is appropriate for the topic of the lesson, the age characteristics of the students, and the educational goal.

This takes into account the size, content, system of images, educational idea, and impact on students of the text. At the second stage - the comprehension stage, students get acquainted with the content of the text, understand the main event, image, and idea. At this stage, methods such as expressive reading, storytelling, retelling the content of the text, and identifying key concepts are used. At the third stage - the analysis stage, students evaluate the behavior of the characters, determine the causes and consequences of events, and reveal the educational idea in the text. In this process, methods such as problem questions, group discussion, comparison, reasoning, and expression of opinions are used. At the fourth stage - the acceptance stage as a value, the student begins to perceive ideas in the text such as

patriotism, loyalty, courage, kindness, justice, and serving the interests of the people as personal values. At this stage, the student's emotional attitude, inner experience and moral conclusion are important. At the fifth stage - the stage of practical activity, the student demonstrates the values he has mastered in his behavior, communication, and participation in class and school life.

For example, by collecting poems, proverbs and sayings about the Motherland, preparing a stage play, and performing creative work on the topics "My Motherland", "The Heritage of Ancestors - My Pride", "I Serve My Country", the student connects the content of patriotism with practical activity. At the sixth stage - the stage of reflection, the student expresses his conclusion, realizes how the text affected him, and thinks about his responsibility to the Motherland, people, family and society. Educating students in the spirit of patriotism through examples of folk oral art is of great theoretical and practical importance for modern pedagogy. Folk oral art helps students understand their national identity, strengthen their historical memory, increase their love for their homeland, develop respect for the heritage of their ancestors, and is an effective educational tool in the formation of social responsibility.

The study substantiated the potential of folk oral art samples in patriotic education in terms of genres. It was found that epics develop courage and selflessness in students, fairy tales develop the desire for justice and goodness, legends and tales develop historical memory and respect for ancestors, proverbs and sayings develop folk wisdom, songs and rhymes develop love for the Motherland and aesthetic feelings, and riddles develop folk thinking and ingenuity. Also, for the effective use of folk oral art samples in the educational process, selecting them in accordance with the age characteristics of students, analyzing their content, connecting them with today's life, using interactive methods, directing them to creative activity, and reflexive evaluation were identified as important didactic conditions. In general, in the first chapter, it was scientifically substantiated that folk oral art samples are a powerful pedagogical resource in educating students in the spirit of patriotism. The systematic, purposeful, and methodologically correct use of these sources serves to instill in students love for

the Motherland, national pride, historical memory, respect for the heritage of their ancestors, concern for the interests of the people, and civic responsibility.

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