

# Issues Of Instilling The Traditions And Customs Of The Uzbek People In Young

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**Abstract:** The article analyzes the issue of instilling the traditions and customs of the Uzbek people in young people from a scientific, theoretical and practical perspective. The study highlights the content and essence of national traditions and customs, their socio-pedagogical significance in the upbringing of young people. In the conditions of modern globalization, the weakening of national values and the problems arising in educational processes are identified, and effective ways of instilling national traditions in the educational process are proposed. The article is based on the analysis of scientific literature and the results of pedagogical research, and shows the mechanisms for integrating national traditions into the modern education system.

**Keywords:** Uzbek folk traditions, customs, national values, youth education, socio-pedagogical significance, educational process, globalization, spiritual heritage.

**Introduction:** The historical development, social structure and spiritual image of each nation are reflected in its traditions and customs formed over the centuries. Traditions and customs are the spiritual foundation of society, they determine the identity of the people, their worldview, moral standards and way of life. In this sense, the rich cultural heritage, customs and traditions of the Uzbek people play an important role in understanding national identity, ensuring the stability of society and educating the younger generation in a spiritually and morally sound manner.

After Uzbekistan gained independence, the restoration of national values, the preservation of historical memory and the inculcation of the spiritual heritage of the people into the minds of young people became one of the priority directions of state policy. National traditions and customs are not only a means of connecting with the past, but also an important educational factor in the development of modern society. In particular, the role of traditions in the upbringing of youth is incomparable, through which such high qualities as patriotism, humanity, hard work, respect for elders and responsibility to society are formed in young people.

In today's globalization environment, the expansion of intercultural contacts, the rapid development of information technologies and the widespread spread of mass culture have a strong impact on the minds of young people. On the one hand, this process can broaden the worldview of young people, but on the other hand, it can lead to a weakening of the attitude towards national values. In particular, among some young people, there are cases of evaluating national customs and traditions as a relic of the past and treating them indifferently. This situation creates a risk of alienating the younger generation from their national roots.

From this point of view, the issue of instilling in young people the traditions and customs of the Uzbek people is not only a pedagogical, but also an urgent problem of social and cultural importance. In this process, close cooperation between the family, the neighborhood and educational institutions plays an important role. One of the important tasks of modern pedagogy is to systematically and consistently instill national values in the minds of young people, especially within the framework of the continuous education system.

Also, in the process of instilling national traditions and customs in the upbringing of young people, their adaptation to the requirements of modern life and their combination with innovative pedagogical technologies are of great importance. It is necessary to interpret traditions not only as a historical heritage, but also as a means of forming the social activity, spiritual immunity and civic consciousness of young people. Therefore, this article aims to scientifically analyze the educational potential of the traditions and customs of the Uzbek people and justify effective ways of instilling them in young people.

#### **LITERATURE REVIEW**

The issue of instilling the traditions and customs of the Uzbek people in young people has been studied by many domestic and foreign scientists within the framework of various scientific directions. This problem was formed at the intersection of the disciplines of pedagogy, folk pedagogy, ethnography, cultural studies and sociology, and has been widely covered in scientific literature.

In his research on national education and folk pedagogy, Abdulla Avloni pays special attention to the role of national values in education. In his work "Turkish Rose or Morality", he emphasizes the need for moral education to be based on folk traditions, customs and national values. Avloni evaluates national education as an important factor in the development of society and justifies the need to work based on the historical experience of the people in the spiritual upbringing of the younger generation.

One of the scientists who scientifically studied the issues of folk pedagogy is G.B. Kadyrov, whose work "Folk Pedagogy" analyzed the educational potential of the customs, rituals and traditions of the Uzbek people. The author interprets folk pedagogy as a natural and effective source of youth education and scientifically substantiates the possibility of forming moral qualities through traditions.

Also, pedagogical research conducted by scientists such as M. Inomova and R. Jorayeva highlights the issues of integrating national values into the educational process. Their works emphasize the role of family and neighborhood institutions in education, the importance of national traditions in the socialization of youth. Researchers note the need to combine national

education with the system of continuous education.

In ethnographic and cultural studies, the works of K. Shoniyozov and A. Askarov are of particular importance. In his scientific research on the ethnic history and cultural traditions of the Uzbek people, K. Shoniyozov highlights the historical formation of customs and their functions in social life. A. Askarov analyzes the issue of understanding national identity through the ancient rituals and traditions of the Uzbek people and justifies the need to instill them in the minds of the younger generation.

The problem of youth and national values in the context of globalization has also been studied by Russian and Western scientists. In particular, S. Huntington, touching on intercultural differences and issues of identity, emphasizes the importance of preserving national culture in the process of globalization. His views indicate the need to reconsider the issue of strengthening national identity in the minds of young people from a pedagogical perspective.

In the works of Uzbek scientists N. Sayidahmedov and B. Khodjayev, devoted to the issues of spiritual and moral education in the educational process, national traditions are evaluated as an important educational resource. The authors offer pedagogical approaches based on folk traditions in educating young people in the spirit of patriotism and civic responsibility.

At the same time, an analysis of the literature shows that in existing studies, national traditions are covered more theoretically and historically, and the issues of their integration with the modern digital environment and innovative educational technologies have not been sufficiently studied. In particular, it remains an urgent task to develop mechanisms for instilling national traditions, taking into account the needs and interests of the youth audience.

#### **METHODOLOGY**

This study used a set of scientific, theoretical and practical research methods to study the issue of instilling the traditions and customs of the Uzbek people in young people. During the research, scientific literature in pedagogical, ethnographic and sociological areas was analyzed, and the educational significance of national traditions was substantiated through analysis and synthesis methods.

Also, the relationship between national and universal

values was studied using the comparative-analytical method. The experiences of instilling national traditions in the educational process were analyzed using observation and generalization methods. The methods of logical inference and a systematic approach were used to substantiate the research results.

## **RESULTS**

The traditions and customs of the Uzbek people are a complex socio-cultural system formed on the basis of the centuries-old historical development of the people, the experience of social life, and their spiritual and moral views. These traditions cover all aspects of social life and serve as an important normative basis regulating relations between people and society. Uzbek folk traditions are based, first of all, on universal and national values such as humanity, justice, honesty, hard work, respect for elders and honor for younger people, and serve as an important means of transmitting these qualities from generation to generation.

Family traditions occupy a special place in Uzbek society. The family is considered the main place of not only biological, but also spiritual and moral upbringing. Such traditions as respect for parents, strengthening ties with relatives, preserving family honor form feelings of responsibility, loyalty and kindness in the younger generation. At the same time, the principles of solidarity, mutual assistance and social solidarity inherent in the mahalla institution are considered an important component of Uzbek folk traditions. Through the mahalla, young people are brought up in the spirit of collectivism, social responsibility and prioritizing the interests of society over personal interests.

National ceremonies and holidays occupy an important place in the system of traditions of the Uzbek people. Ceremonies such as Navruz, Eid al-Fitr, marriage and circumcision weddings are not only cultural events, but also social phenomena with strong educational significance. Through these ceremonies, young people develop historical memory, an understanding of national identity, and a sense of respect for the heritage of their ancestors. In particular, the holiday of Navruz is distinguished by the fact that it embodies the ideas of harmony between nature and man, renewal, and kindness.

Uzbek folk art is also an important source of national

traditions and customs. Proverbs, sayings, fairy tales, legends, and epics embody the moral views, philosophy of life, and educational experience of the people. Through them, young people are instilled with such qualities as honesty, patriotism, courage, patience, and justice. Such educational possibilities of folk art make it an effective pedagogical tool in the education of young people.

Instilling national traditions and customs in young people is of important socio-pedagogical importance for the sustainable development of society and the preservation of national identity. Youth is the most active and promising stratum of society, and their worldview, value system and moral criteria determine the social image of the future generation. Therefore, the younger generation, brought up on the basis of national traditions, demonstrates such important qualities as social activity, civic responsibility and patriotism in the life of society. National traditions form a sense of belonging to society in young people and direct them to understand and protect national interests.

From a pedagogical point of view, national traditions are an effective educational tool that ensures the moral, spiritual and social development of young people. They correspond to the age and psychological characteristics of young people and allow them to naturally assimilate social experience. Through traditions and customs, young people begin to understand the norms of behavior accepted in society, the culture of mutual relations and moral responsibility. In particular, such qualities as respect for adults, teamwork, kindness and hard work are formed in the minds of young people as stable social norms.

Instilling national traditions in young people is also important in ensuring social stability. The presence of a common system of values in society strengthens social harmony and solidarity. Young people brought up on the basis of traditions have a conciliatory attitude towards social conflicts and strive to participate constructively in the life of society. This, in turn, strengthens social solidarity and stability.

In the context of globalization, the inculcation of national traditions in the minds of young people serves to form their spiritual immunity. At a time when the flow of various cultural influences and ideas is

increasing, reliance on national values becomes an important factor protecting young people from alien and harmful ideas. National traditions allow young people to understand and appreciate their own culture, develop critical thinking and an independent position in them.

Also, the inculcation of national traditions in young people ensures the continuity of the educational process. Through the coordination of the activities of the family, neighborhood and educational institutions, national values are systematically instilled in the minds of young people. In this process, educators have the opportunity to effectively use the educational potential of national traditions and form young people as spiritually mature, socially responsible and patriotic individuals.

Modern globalization processes and the rapid development of information technologies have a complex and contradictory impact on the education of youth, in particular on the process of instilling national traditions and customs. On the one hand, globalization enhances intercultural dialogue and knowledge exchange, on the other hand, it creates the risk of national values receding, their becoming of secondary importance in the minds of young people. In particular, the widespread distribution of mass cultural products, foreign lifestyles and consumerist ideas can increase indifference in the attitude of young people to traditional values.

Today, the information space of young people is being formed mainly through the Internet and social networks. In this environment, ideas that do not adequately reflect national culture or contradict it are rapidly spreading. As a result, there are cases where national traditions are being assessed among some young people as outdated and out-of-date. This can lead to a slowdown in the process of understanding national identity.

Another problem that arises in the process of instilling national traditions in young people is the weakening of the institution of family upbringing. The modern pace of life, economic activity and migration processes are reducing the time parents spend on raising their children. As a result, traditional forms of upbringing are not being implemented sufficiently, which negatively affects the spiritual and moral development of young

people.

Also, the fact that educational work in educational institutions is sometimes considered a secondary task further deepens the problem. The main focus in the educational process is on imparting knowledge, and it is observed that the educational potential of national traditions and customs is not systematically used. The formalization of educational activities and their inconsistency with the interests of young people also does not give the expected results.

In addition, the insufficiently established cooperation between the family, the neighborhood and educational institutions hinders the process of continuous instillation of national traditions. The lack of coherence in the activities of these institutions creates gaps in the education of young people and weakens the educational impact of national values.

Problems arising in modern conditions complicate the process of instilling national traditions in young people, and eliminating these problems requires a scientifically based, systematic and comprehensive approach. Adapting national traditions to the modern educational and upbringing process, harmonizing them with the needs and interests of young people is one of the urgent tasks of today.

Instilling national traditions and customs in young people in the educational process requires a systematic, continuous and comprehensive approach. In this process, the mutual cooperation of educational institutions, family and neighborhood institutions is of great importance. The inculcation of national traditions in the minds of young people should not be limited to individual educational activities, but should be carried out consistently through the content of education, pedagogical methods and educational environment.

The inculcation of national traditions at the preschool stage serves to form initial spiritual ideas in children. In this process, children are aroused in interest in national culture through folk tales, national games, proverbs and sayings, and traditional holidays. These tools are appropriate for the age and psychological characteristics of children and allow them to naturally and consciously assimilate national values.

At the general secondary education stage, the inculcation of national traditions should be carried out on the basis of an interdisciplinary approach. The

traditions and customs of the Uzbek people are scientifically and theoretically illuminated through the disciplines of history, literature, "Education", the native language and cultural studies. The use of examples, texts and practical exercises reflecting national values in the lesson process not only strengthens the knowledge of young people, but also enriches their spiritual world. At the same time, educational activities outside the classroom and outside the school, national holidays, cultural evenings, and creative meetings enhance the educational impact of national traditions.

The process of instilling national traditions in youth in higher educational institutions should be combined with scientific research and analytical activities. Directing students to study national culture, historical heritage and traditions, involving them in scientific research deepens the understanding of national identity. It is also important to strengthen spiritual and educational work in higher educational institutions, ensuring the active participation of students in cultural events. Strengthening cooperation with the family and the neighborhood is of particular importance in instilling national traditions. The family is the primary place of upbringing of youth, where national customs are instilled through everyday life. The neighborhood, as a social environment, educates youth in the spirit of teamwork, mutual assistance and social responsibility. Close cooperation between educational institutions, family and neighborhood increases the effectiveness of the process of instilling national traditions in youth.

## **CONCLUSION**

The results of the study confirm that the issue of instilling the traditions and customs of the Uzbek people in young people is of urgent importance in the context of modern socio-pedagogical problems. The article analyzes the content and essence of national traditions and customs, their role in the upbringing of young people and their socio-pedagogical significance on a scientific basis. The study showed that national traditions serve as an important pedagogical resource in the spiritual development of the younger generation, their awareness of national identity and the formation of social responsibility.

In the conditions of modern globalization, indifference to national values among young people and the increasing influence of mass culture, as well as the

insufficient use of national traditions in educational processes, were identified as urgent problems. Therefore, the need for a systematic and comprehensive approach to instilling national traditions, the need to establish close cooperation between the family, the neighborhood and educational institutions was emphasized.

The study also suggested practical ways to integrate national traditions into the educational process. In particular, the importance of using folk games and fairy tales in preschool education, teaching national values through an interdisciplinary approach in general secondary education, and strengthening national identity through research and cultural events in higher education institutions was highlighted.

At the same time, the results of the study confirm the need to combine the process of instilling national traditions in the minds of young people with modern pedagogical technologies, and to introduce innovative methods taking into account the interests and needs of young people. In conclusion, it is determined that the process of instilling national traditions is not only an educational task, but also an important strategic tool for forming a younger generation loyal to national values, spiritually mature and socially active.

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