

**PEDAGOGICAL FACTORS OF FORMING NATIONAL PRIDE IN THE
CONSCIOUSNESS OF YOUTH**

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Annotation. *This article analyzes the pedagogical factors of forming national pride in the minds of young people from a scientific and theoretical perspective. In a modern society where globalization and informatization processes are intensifying, the awareness of the younger generation's national identity, strengthening their commitment to historical memory and spiritual values is one of the urgent issues. The study highlights the pedagogical essence of the concept of national pride, its role in personal development, and the mechanisms of its formation in the educational process. The importance of the family environment, education system, national values, historical heritage, and interactive pedagogical methods in developing a sense of national pride in the minds of young people is also analyzed.*

Keywords: *national pride, youth education, pedagogical factors, spirituality, national value, education, patriotism, historical memory, pedagogical technologies.*

Introduction. Today, the processes of globalization taking place on a global scale have a significant impact on the cultural, spiritual and social life of different peoples. The sharp increase in the flow of information, the widespread dissemination of mass culture and the intensification of virtual communication are causing a change in the attitude of young people towards national values. Therefore, educating the younger generation in the spirit of national identity, forming in them a sense of national pride and patriotism is one of the priority tasks of modern pedagogy.

National pride means a person's sense of respect and pride for his or her nationality, language, history, culture and spiritual heritage. This feeling serves as an important factor in the formation of a person's spiritual integrity, civic position and social responsibility. Especially the formation of national pride in the minds of young people is an important condition for the spiritual stability of society and national development.

Main part. From a pedagogical point of view, national pride is a spiritual and moral quality of the younger generation formed on the basis of understanding national values, appreciation of historical heritage and loyalty to national interests. It is inextricably linked with a person's social identification and strengthens a person's sense of belonging to his or her nation.

National pride performs the following functions in the spiritual world of a person:

- develops an awareness of national identity;
- strengthens historical memory;
- forms respect for spiritual values;
- strengthens civic responsibility;
- develops a sense of involvement in the interests of society and the state.

The formation of national pride in the minds of young people is a long-term, complex pedagogical process, which is carried out on the basis of mutual cooperation between the family, school, neighborhood and society.

The family environment is the first and most important socio-pedagogical space for the process of understanding national pride and national identity in a person.

At the very first stage of socialization, a child begins to master the national language, customs, value system, moral norms and cultural traditions through the family. Therefore, the spiritual environment and educational relations in the family directly affect the formation of national identity in the minds of the younger generation. From a pedagogical point of view, the attitude of parents to national values, their respect for historical heritage and national culture also serve to form such a valuable attitude in the child's thinking.

Spiritual and educational activities carried out within the family strengthen the emotional and cognitive foundations of national pride. In particular, the celebration of national holidays in the traditional spirit, the organization of conversations about the life and work of great ancestors, the reading of examples of national literature and folklore develop historical memory, national belonging and a sense of spiritual pride in children. Through such activities, the child not only understands the cultural heritage of his people, but also begins to feel himself as an integral part of this historical and cultural space. From a psychological point of view, emotional closeness and social support in the family create favorable conditions for the deep absorption of national values into the mind. Because the child receives the first spiritual experiences in a reliable and emotionally close environment. Therefore, national values formed in the family serve as a stable basis for the subsequent development of a person's social views, civic position and sense of patriotism.

Educational institutions are one of the most important institutions for the formation of national pride in the minds of young people. In the process of teaching, national values are systematically taught through history, literature, native language, spirituality and education.

Interactive classes organized on the basis of modern pedagogical technologies serve to develop the national mindset of students. In particular:

- debates and discussions;
- project-based learning;
- historical role-playing games;
- presentations based on multimedia tools;
- virtual museum excursions increase the interest of young people in historical and cultural heritage.

Studying the activities of great scholars, statesmen, cadets and national heroes in the educational process strengthens the sense of national pride in the hearts of young people.

National values reflect the historical experience and spiritual memory of the people.

Values such as hospitality, respect for elders, honor for the younger generation, kindness, and solidarity play an important role in the moral education of the younger generation.

The integration of national customs and traditions into the educational process strengthens the national identity of young people. In particular, national events such as Navruz, Independence Day, and Language Day have great spiritual and educational significance.

Historical memory plays an important role in the formation of national pride. The younger generation, who knows the history of their people, understands its identity more deeply and looks to the future with responsibility.

Studying the heritage of great ancestors develops a sense of national pride in the minds of young people. In particular, the activities of scholars who have left a significant mark in the history of science, literature, and public administration inspire young people spiritually.

Organizing excursions to historical sites, museums, and cultural centers also enriches the historical consciousness of young people.

Modern pedagogy requires the use of methods that encourage young people to think actively and observe independently. Interactive methods simultaneously activate the emotional and cognitive activity of young people.

For example:

- “Brainstorming”;
- “Cluster”;
- “FSMU”;
- “Case-study”;
- “Debate” methods allow students to freely express their thoughts about national values.

Also, pedagogical platforms created on the basis of digital technologies enrich young people's knowledge of national history and culture in an interactive way. Modern pedagogical approaches consider one of the main goals to form a student in the educational process not as a passive recipient of information, but as an independent thinker, analyst and active participant.

From this point of view, the use of interactive methods in the educational process is an important pedagogical tool in developing students' intellectual activity, critical thinking and reflective observation skills. The main advantage of interactive methods is that they simultaneously activate the emotional and cognitive activity of students, allowing them to independently search, analyze, and apply knowledge in practical situations, rather than simply receiving it in a ready-made form.

Methods such as “Brainstorming”, “Cluster”, “FSMU”, “Case-study” and “Debate”, which are widely used in pedagogical practice, increase the communicative activity of students and help them freely express their social and spiritual views. In particular, the “Brainstorming” method develops creative thinking by quickly putting forward various ideas on a specific problem, while the “Cluster” method allows you to visually systematize semantic and logical connections between concepts. The “FSMU” technology forms logical thinking by substantiating ideas, substantiating reasons and conclusions. Also, the “Case-study” method develops decision-making competence based on the analysis of real or conditional situations, while “Debate” strengthens students' argumentation culture, listening skills and respectful approach to alternative opinions. These methods are especially effective in teaching national values, historical heritage and spiritual concepts. Because they allow students to express their attitude towards national values, independently analyze historical and cultural processes, and form their personal position.

As a result, the educational process goes beyond a simple information transmission system and turns into an interactive communicative environment that develops spiritual and social thinking.

Conclusion. The formation of national pride in the minds of young people is one of the priority areas of the modern education and upbringing system. This process will give effective results only when it is carried out on the basis of the integral cooperation of the family, educational institutions, neighborhood and society. Thus, the development of national pride in the minds of young people is an important pedagogical task that serves to ensure the spiritual development of society and the national perspective.

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