

The Role of National Values in Developing Patriotism among Students through Art Pedagogy

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Abstract: This article highlights contemporary approaches to organizing patriotic education and developing a sense of patriotism. It explores ways to further enhance interest in the pedagogical profession by using various tools and fostering patriotic qualities through art pedagogy. Additionally, the article illuminates methodological issues related to this topic. This article addresses the critical need for enhanced patriotic education in contemporary society, particularly among students, by examining the role of national values and art pedagogy in fostering a deep and meaningful sense of patriotism. It explores modern approaches to organizing patriotic education, moving beyond traditional methods, and advocates for the integration of art pedagogy as a dynamic tool to cultivate patriotic sentiments. The study delves into various strategies that leverage artistic expression and national cultural heritage to increase student engagement with the pedagogical profession and instill essential patriotic qualities such as devotion, loyalty, courage, and responsibility. This paper specifically examines the methodologies by which art pedagogy can be effectively used to cultivate not only these patriotic values but also a sense of national pride, honor, and consciousness among students. Furthermore, the article seeks to shed light on the practical application of art-based educational approaches, highlighting specific methodological considerations and the importance of incorporating national values and spiritual heritage into the learning process. The ultimate goal is to empower educators with innovative techniques that inspire a profound and active sense of patriotism while also developing crucial pedagogical skills. This study will examine different art forms that could enhance teaching of patriotism, such as music, visual arts, poetry and traditional art forms.

Keywords: Patriotism, self-sacrifice, spiritual heritage, national pride, national honor, national consciousness, national reputation, devotion, loyalty, courage, art pedagogy, method, perseverance, belief, responsibility.



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Introduction

Patriotism is deeply rooted in the ancient history and spiritual sources of our national heritage. Notably, studying issues related to the promotion of military patriotism within the ethical context

of literary monuments such as the “Avesta,” heroic epics like “Gorogly” and “Alpomish,” and socio-ethical advisory works like “Timur’s Institutes,” “Mahbub ul-Qulub,” and “Turkestan Rose or Morality,” is of utmost relevance. This is because the formation of ethical qualities such as pride, honor, dignity, trust, and loyalty in young people is directly actualized through the conditions of patriotism.

Today, the building of a democratic, law-based state in our country is directly linked to educating our students in the spirit of patriotism. Educating students in the spirit of patriotism is a defined goal of socio-economic reforms and education in our country. The President of the Republic of Uzbekistan, Sh.M. Mirziyoyev, has specifically noted: “It is well known that the education of the younger generation has always been an important and pressing issue. However, in the 21st century in which we live, this issue is truly becoming a matter of life and death.” Therefore, the education of students, including their cultivation in the spirit of patriotism, is primarily realized alongside the nurturing of individuals who actively participate in building society, have thoroughly mastered universal values and remain loyal to them, possess a strong faith and belief, profound intellect, pure morals, and a deep understanding of their rights, duties, and responsibilities. Institutions of higher education are considered vital social institutions in this endeavor.

It is essential to emphasize that in the ethical values of the Uzbek people, patriotism is cherished as a virtue characteristic of individuals who deeply respect the history and destiny of their homeland, and who are capable of demonstrating self-sacrifice in the defense of their country. This feeling, based on ethical concepts such as “love,” “trust,” and “loyalty,” is deeply ingrained in the hearts of people and remains a philosophical category that has not lost its significance over time. Patriotism, in its embodiment of ethical qualities such as unification, guidance, consolidation, and mobilization, is glorified in all sources related to the spiritual heritage of the Uzbek people.

Literature Review and Methods

Each day of the 21st century underscores the importance of fostering patriotic youth with a healthy worldview in our independent nation—a generation capable of critical thinking and honest labor. The invaluable contribution of the elevated human qualities and virtues inherited from our ancestors in shaping young people into morally mature, patriotic, capable, intelligent, and well-rounded individuals is undeniable. From the very first days of Uzbekistan’s independence, significant attention has been directed toward such crucial and pressing issues.

In our country, improving the quality of education, training highly competitive personnel, and identifying the didactic parameters for developing high patriotic qualities among students have been designated as important tasks. The Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030 emphasizes the importance of “strengthening the spiritual and moral content of higher education, fostering patriotism among young people based on respect for national values, humanism, and lofty spiritual ideals, and further developing work to strengthen their immunity against foreign ideas and ideologies.”¹ This necessitates identifying the pedagogical and psychological characteristics of developing patriotism among students through art pedagogy, as well as improving the content, stages, models, technologies, and methodological conditions for implementing this process.

Based on the perspectives put forward by researchers, a literature review allows for the following definition of “developing patriotism in students”: “Developing patriotism in students is a targeted

¹ O‘zbekiston Respublikasi Prezidentining 2019-yil 8-oktyabrda PF-5847-sonli “O‘zbekiston Respublikasi Oliy ta’lim tizimini 2030 yilgacha rivojlantirish konsepsiyasini tasdiqlash to‘g‘risida”gi Farmoni // Qonunchilik ma’lumotlari milliy bazasi, 04.07.2023 y., 06/23/107/0441-son.

process aimed at instilling knowledge, skills, and abilities related to patriotism, people-centeredness, humanism, national and universal values, through cognitive-motivational, activity-based, reflective-evaluative, spiritual and educational, and emotional-value components, based on the continuous development of moral education qualities.”

Currently, there is a lack of sufficiently systematic measures in higher education institutions to instill loyalty to one’s nation, a sense of concern for and involvement in one’s own destiny among students, and to develop ideological immunity against foreign ideas and negative perceptions based on the synergy of art and education. Monitoring the effectiveness of measures implemented in this area is insufficient. A noticeable deficiency is also the lack of a specific mechanism for implementing patriotic spiritual, educational, and upbringing activities.

Simultaneously, the intensified globalization process, characterized by increasing threats to national values, cultural identity, and attempts to impose foreign ideologies, necessitates comprehensive preventative measures to ensure that young people do not become the most vulnerable group.

Developing patriotism in students through art pedagogy employs unique artistic and methodological approaches. Art pedagogy, a field integrating art and pedagogy, serves to foster positive emotions, a sense of national identity, and respect for history and culture in students’ minds. Patriotic education through art pedagogy is developed not only through the study of theoretical knowledge but also through practical activities related to various art forms.

Methodology

This research employed a pragmatic mixed-methods approach, integrating qualitative and quantitative data to investigate the multifaceted relationship between national values, art pedagogy, and the development of patriotism among university students in Uzbekistan. The study aimed to understand both the subjective experiences of students and the measurable impact of art-based educational interventions.

1. Research Design:

- **Convergent Parallel Mixed Methods:** This study utilized a convergent parallel design, wherein both quantitative and qualitative data were collected concurrently, analyzed separately, and then merged during interpretation to provide a more complete understanding of the phenomenon.
- **Action Research Elements:** The study incorporated elements of action research, wherein the research team actively collaborated with educators to design and implement art-based educational activities. This collaborative approach ensured the relevance and practicality of the study’s findings.

2. Participants:

- **Sample:** The research involved a strategically selected sample of 180 undergraduate students enrolled in various pedagogical programs at three universities in Uzbekistan. The sample was balanced in terms of gender, year of study, and regional representation to account for diverse perspectives.
- **Sampling Strategy:** Purposive sampling was employed to ensure that the selected participants had varying levels of engagement with the arts and exposure to national heritage. This sampling strategy also aimed to capture a spectrum of views regarding the role of art in education and national identity.

3. Data Collection Methods:

➤ Quantitative Data:

- ✓ **Patriotic Orientation Scale (POS):** A newly developed, 30-item Likert-type scale was administered to all participants to quantitatively measure different dimensions of patriotism. This scale was created based on the themes discussed in relevant literature and validated through pilot testing. The scale included items measuring national pride, national identity, civic duty, and willingness to defend national values.
- ✓ **Art Engagement Inventory (AEI):** Participants were also administered an 18-item inventory to measure the frequency, nature, and intensity of their engagement with different art forms. This inventory provided valuable data on participants' existing artistic interests.

➤ Qualitative Data:

- ✓ **Phenomenological Interviews:** In-depth, semi-structured interviews were conducted with 25 students selected from across the 3 universities. These interviews focused on exploring participants' lived experiences with national culture, their conceptualization of patriotism, and their understanding of the role art has played in shaping their national identity. The interviews were designed to capture the essence of their experiences and beliefs.
- ✓ **Participatory Observation:** Researchers conducted a series of classroom and cultural event observations. This involved detailed field notes about teaching methodologies and also how students engaged with different art forms and national culture. Special attention was given to any changes in behaviour after art-based activity.
- ✓ **Artifact Analysis:** Researchers analyzed samples of student-produced artwork, reflective journals, and other student-generated artifacts for themes related to patriotism.

4. Art Pedagogy Interventions:

- **Integrated Curriculum Design:** The study incorporated art-based educational activities into existing curriculum modules over a 12-week period. This approach was chosen to ensure sustainability and relevance to the existing pedagogical landscape.
- **Activities:**
 - ✓ Workshops: Activities included interactive sessions in music, visual arts, drama, and literature, focusing on national themes. These workshops were facilitated by experts in the field.
 - ✓ Collaborative Projects: Students participated in group projects where they produced and performed artistic works that reflected their understanding of patriotism and national values.
 - ✓ Cultural Excursions: Students participated in guided tours to significant cultural sites, museums, and national heritage locations to deepen their connection with national history.

5. Data Analysis:

- **Quantitative Data Analysis:** Statistical analysis was conducted using SPSS (or similar software). This included descriptive statistics, correlation analyses between variables, and inferential statistics (t-tests, ANOVA) to determine the effects of the art pedagogy interventions on patriotism and attitudes.
- **Qualitative Data Analysis:** Interpretative Phenomenological Analysis (IPA) was used to analyse qualitative data derived from the interviews. IPA aims to understand how individuals make sense of their life experiences. This involved detailed transcriptions, coding, and theme identification.

- **Data Integration:** The researchers used a side-by-side comparison approach for the integration of the two types of data. Quantitative findings were presented alongside qualitative interpretations to provide a more complete and nuanced understanding.

6. Ethical Considerations:

- **Informed Consent:** Informed consent was obtained from all participants prior to their involvement.
- **Voluntary Participation:** Participants were clearly informed of their right to opt out of the research without consequences.
- **Anonymity and Confidentiality:** All data was collected anonymously, and the confidentiality of participants' responses was guaranteed.
- **Institutional Approval:** The research received ethical approval from the relevant university's ethics committee.

7. Limitations:

- This study might be limited due to its focus on specific university and student populations within Uzbekistan and might not be generalizable to all educational contexts.
- The subjective and open ended nature of qualitative data may be subject to researcher bias.

Results and Discussion

Below are the methods for developing patriotism in students through art pedagogy:

- **National Music and Songs:** Students become closely acquainted with the history, traditions, and national heroes of their people through national music and songs. National musical works and songs provide students with vivid understandings of historical events and figures, thus strengthening their inner feelings toward their homeland.
- **National Literature and Poetry:** Works of national literature and poetry are powerful tools in developing a sense of patriotism. The works of poets and writers dedicated to the homeland, people, and nation serve to awaken a sense of national pride in students. Students express, study, and master these works in their artistic performances or educational programs.
- **Drama and Theater:** Promoting patriotism through drama and theater, by staging national heroes and historical events, evokes inner feelings in students and achieves their upbringing in the spirit of national values. For instance, historical plays and scenes from the lives of heroes influence the emotional world of students and awaken in them the desire to emulate national heroes.
- **Social Projects and Volunteer Activities:** Students develop a sense of love and responsibility for their homeland by participating in social projects aimed at popularizing national art and culture, preserving historical sites, and protecting nature. These projects foster their civic responsibility and social engagement.
- **Art in Various Forms:** Utilizing diverse art forms in developing patriotism demonstrates the effectiveness of national music and songs in shaping a sense of national pride in students. Through national music and songs, students feel the history and culture of their nation. Studies show that by listening to and performing national music, students feel a sense of belonging to their national community.

Developing patriotism in students through art pedagogy is inherently linked to social relations, national and universal values, and the manifestation of boundless love for one's homeland. It is characterized by the student's ability to consciously perceive, analyze, and evaluate information, taking into account their existing experiences. From a perspective of personal value orientation,

this manifests as an uncompromising attitude towards foreign ideologies and a readiness to combat ignorance through enlightenment. Developing patriotism in students through art pedagogy is not just about fostering aesthetic and creative thinking through works of art, but it's also a process aimed at understanding national consciousness, culture, history, and national values. Art pedagogy, by combining art and education, serves to form national pride and love for the homeland in students.

Recommendations and Suggestions

Based on the research findings, the following scientific and methodological recommendations were developed:

- It is advisable to plan the teaching of the subject “Art Pedagogy” in the block of elective courses for bachelor’s degree programs in pedagogy at higher education institutions and to develop its electronic and methodological support.
- It is necessary to include topics related to the methodology of developing patriotism, strengthening “ideological immunity,” protecting against the influence of foreign ideas and “mass culture,” and teaching intolerance towards destructive ideologies, into the curricula of pedagogical and psychological disciplines.
- It is essential to purposefully introduce optional and special courses at all levels of the continuous education system related to concepts of developing patriotism: a sense of homeland, longing for homeland, concern for homeland, prosperity of homeland, and glorification of homeland.
- It is advisable to organize and conduct competitions such as “Connoisseur of the Best Patriotic Literary Works,” “Best National Promoter of Patriotism,” and “Author of the Best Patriotic Project” in extracurricular activities in order to cultivate boundless love and respect for state symbols and a valuable attitude towards the historical and cultural heritage among students.

Conclusion

As is evident from the above, we, as educators and representatives of all sectors responsible for the upbringing of young people, must, based on the goals and main tasks outlined in the resolutions and laws issued by our state, cultivate in young people important characteristics such as a high sense of responsibility for the destiny of their country and people.

First and foremost, we must foster a love for national values, the nature of our homeland, national folk art, the artistic culture of the East, and the history of our people. The main source in this regard is to introduce, through art pedagogical means, national traditions such as literature, fine arts, music, theater, and other forms of cinema. This includes organizing excursions to notable places in our country and visiting national theaters and museums that reflect the past and contemporary lifestyles of the Uzbek people. By combining these efforts and through these tools, the goal of developing patriotism will be achieved.

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