

## INNOVATIVE EDUCATIONAL MODELS IN FORMING NATIONAL VALUES AND PATRIOTISM IN YOUTH AND METHODS OF IMPLEMENTING THEM INTO THE PEDAGOGICAL SYSTEM

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**Abstract.** This article discusses the role and importance of innovative educational models in the formation of national values and patriotism in young people, improving the educational process based on modern pedagogical approaches, developing social activism, national pride and civic responsibility in students, methods of introducing innovative educational models into the pedagogical system, mechanisms for increasing their effectiveness, and ways to put them into practice.

**Key words:** national values, patriotism, innovative education, pedagogical system, educational models, competence, youth education, modern technologies, civic responsibility, social activism.

In the context of globalization, the new socio-cultural environment emerging as a result of the rapid development of digitalization and information and communication technologies requires completely new approaches to the education of youth. In the context of the expansion of the modern information space, global ideological processes and the influence of cultural transnationalization, the formation of loyalty to national values, patriotic feelings and a strong spiritual position in young people is gaining strategic importance. At the same time, today's youth must not only master modern knowledge and technologies, but also be able to consciously form their national identity, independent thinking, historical memory and civic position in an environment of information threats and global competition.

The effective implementation of these tasks requires the education system to introduce modern scientific and pedagogical approaches aimed at developing national values and patriotism. In particular, this process should be carried out by integrating, along with traditional educational methods, innovative educational models, digital technologies, a competency-based approach, person-centered learning, project-based and research-based education, and forms of education based on social activity.

The Law of the Republic of Uzbekistan "On Education", State Educational Standards, National Curriculum, and the Concept "New Uzbekistan - a Highly Spiritual Society" define the enrichment of educational content with national values, historical heritage, spirituality, and patriotic ideas as one of the priority areas of educational policy. However, the effective implementation of these regulatory and legal frameworks requires a deep transformation of the pedagogical process. In particular, it is necessary to solve the issues of modernization of the teaching process, effective introduction of innovative educational technologies, development of methodological and digital competencies of teachers, as well as enrichment of the cultural and spiritual content of the educational environment on a scientific basis.

From this perspective, the implementation of innovative pedagogical approaches in instilling national values and patriotic ideas in the minds of the younger generation, the orientation of the educational process to the individual, the integration of student activity with the real social environment, the comprehensive use of digital educational resources, and the

improvement of mechanisms for transforming the education system are among the urgent scientific and practical tasks of modern pedagogy.

National values are a complex socio-cultural phenomenon consisting of a stable system of spiritual and educational heritage, moral norms, universal and national traditions, customs, aesthetic views, worldview, social relations, and national thinking formed during the centuries-old historical development of the people. These values form the basis of the historical memory of each generation, the level of awareness of national identity, the spiritual stability and cultural development of society.

The process of forming national values in the minds of young people not only ensures their spiritual and intellectual development as individuals, but also creates an opportunity to achieve broader social and cultural results. First of all, this process strengthens national pride in the minds of young people, develops national identity, and deepens the process of self-awareness. In turn, the conscious acceptance of national identity forms the ability of a person to appreciate their history, cultural heritage, and traditions, and to apply them in a modern life context. Secondly, national values develop the spiritual immunity of a person. This allows them to demonstrate stable psychological resistance to various ideological, cultural, and information threats, global cultural trends, stereotypes, and opposing social influences. Thus, young people develop not only as educated, but also as independent, critical-thinking citizens who can form their own views from the point of view of national interests. Thirdly, education based on national values serves to strengthen social responsibility and loyalty to the Motherland. This process enhances the spirit of community among young people, educates them as individuals who are aware of their civic position and actively involved in social and cultural activities. At the same time, a pedagogical environment enriched with national values allows the development of the intellectual, cultural and creative competencies of young people, preparing them for global knowledge and cultural competition.

It should be emphasized that national values should be considered not only as an educational tool in the educational process, but also as an integral part of the content of education. This requires the creation of a scientific and pedagogical system that is integrally integrated with curricula, pedagogical technologies, methods, educational environment and assessment system. A deep reflection of national values in education not only ensures the spiritual development of the individual, but also serves to continuously improve his intellectual, social, cultural and civic competencies, forming young people not only as knowledgeable, but also as responsible and patriotic individuals.

Several important components should be taken into account in the process of transforming the educational environment. First of all, a collaborative environment is an environment that encourages effective communication and interaction between students, teachers and parents. This environment develops the skills of young people to freely express their opinions, make decisions within a group and actively participate in collective projects. Secondly, the national aesthetic spirit is formed by reflecting elements of national culture, traditions and art in the educational environment. In this case, students perceive national values not only theoretically, but also through emotional and aesthetic experience, which enriches their spiritual and educational activities. Thirdly, a creative environment for student activity is a space that stimulates the individual abilities of a person, creative thinking, and the implementation of independent research and project work. Such an environment develops innovative approaches in young people, creates an opportunity to connect personal experience with practical activities. Fourthly, psychological support serves to ensure the mental and emotional stability of students, develop self-awareness, social communication and interpersonal skills. The presence of



psychological comfort in the educational environment is an important condition for the formation of students as active, independent and responsible individuals. Thus, in the transformation of the educational environment, the above components together create an innovative and personalized pedagogical process, which serves to effectively develop national values, patriotism and creative competencies in students.

The process of transforming the pedagogical system requires a comprehensive, systematic and integral renewal of all its structural elements. This renewal involves not only the modernization of individual components, but also their reorganization into a harmonious, integrated pedagogical system.

The main components of the transformation are described as follows: content is the main content of education, reformulation of curricula and teaching materials based on modern scientific approaches, national values and competency requirements.

Content renewal provides meaningful integration that serves the spiritual, cultural, intellectual and social development of young people. Methodology is a set of methods for organizing the educational process, including interactive lessons, integrated activities, project-based and research-based pedagogical approaches. Innovative methods are aimed at developing independent, critical and creative thinking of students, forming them as personal active subjects. Technology is the integration of innovative teaching aids, digital resources, multimedia and information and communication technologies in the pedagogical process. Modern technologies allow transferring the educational process to an interactive, visual and experiential basis, as well as adapting it to the individual pace of development of students. Environment is the creation of educational, cultural, social and psychological conditions. The educational environment should be organized in such a way as to stimulate the activities of students, develop them through national values, a creative approach and social cooperation. Management includes mechanisms for strategic and operational management of the educational process, ensuring the professional development of teachers, implementing innovative projects and coordinating processes. Effective management ensures the continuous development of the pedagogical system. Assessment is the introduction of a competency-based system for assessing the results of students, teachers and the pedagogical process. The assessment system allows monitoring the quality of education, optimizing the learning process and supporting individual development. The process of transforming the pedagogical system requires not only updating individual elements, but also reorganizing them into a harmonious and integrated system. This will transform the educational process into a personalized, interactive, pedagogical environment consistent with national values and modern innovations, and will allow for the full spiritual, intellectual and cultural development of young people.

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