

APPROACHES TO DEVELOPING SOCIALLY ACTIVE CITIZENSHIP AND PATRIOTISM IN PRIMARY SCHOOL STUDENTS THROUGH LITERARY TEXTS

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Abstract. This article examines the role of literary texts in developing socially active citizenship and patriotic values among primary school students. The study provides a scientific and pedagogical analysis of modern methodological approaches to using literary works in reading literacy lessons. It highlights interactive teaching methods, the didactic potential of literary texts, and the pedagogical conditions that foster students' national values, civic responsibility, and social engagement. The findings are aimed at improving the quality of primary education and supporting the moral and ethical development of learners.

Keywords: literary texts, reading literacy, patriotism, socially active citizenship, primary education, pedagogical approaches, interactive methods, national values.

INTRODUCTION

In today's era of rapid globalization and the accelerated development of information technologies, educating the younger generation as comprehensively developed individuals and fostering in them loyalty to national values, social activity, and patriotic feelings has become one of the most important tasks facing the education system. In particular, the stage of primary education holds special significance as the foundation of personality development, because it is precisely during this period that the first manifestations of civic views, attitudes toward social relations, and love for the Motherland begin to emerge in children. Therefore, the issue of developing socially active citizenship and patriotism among primary school students is recognized as one of the urgent directions of pedagogical science. The modern educational paradigm is not limited merely to providing knowledge, but also aims at the formation of the learner as an individual, his or her active integration into social life, and the development of independent thinking competencies. In this process, reading literacy lessons occupy a special place, since through this subject students not only acquire reading and comprehension skills, but also gain the opportunity to understand life realities, perceive social values, and evaluate them through literary texts. Due to their emotional influence, imagery, and educational orientation, literary texts serve as an important means for developing socially significant qualities such as patriotism, compassion, justice, and responsibility in students. In the history of pedagogy, the educational significance of fiction has always been highly valued. In particular, Jan Amos Comenius emphasized the necessity of organizing education on the basis of humanistic principles and highlighted the importance of considering children's natural interests and emotional world during the learning process. According to him, education becomes effective only when it harmonizes with the learner's inner world. Likewise, Konstantin Ushinsky scientifically substantiated the principle of nationality in education and upbringing, arguing that literary works presented in the native language can foster national consciousness and patriotism in children. He described literary texts as "the mirror of the spirit of the people."

In twentieth-century pedagogy, Vasily Sukhomlinsky especially emphasized the incomparable role of fiction in the spiritual and moral upbringing of students. In his view,

literary works teach children to think, feel, distinguish between good and evil, and this, in turn, contributes to the formation of social consciousness and civic position. Johann Heinrich Pestalozzi also stressed that the child's heart, mind, and hands should develop harmoniously within the educational process, thereby promoting a comprehensive approach to upbringing.

Today, the introduction of a competency-based approach in the education system identifies the formation of readiness for social activity, civic responsibility, and patriotism among students as one of the priority tasks. From this perspective, the issue of developing socially active citizenship competence among primary school students through literary texts in reading literacy lessons requires special scientific investigation. Modern students should not only be knowledgeable, but also active participants in social life, capable of freely expressing their opinions and understanding the interests of society.

The relevance of this study lies in the growing need to protect the younger generation from harmful ideas and spiritual threats by using effective methods and tools in the educational process to form a strong civic position. In this regard, literary texts are considered one of the most effective didactic tools. Through them, students become acquainted with historical events, national heroes, and individuals who contributed to the prosperity of the Motherland, while internalizing the ideas and values reflected in these works.

METHODOLOGY AND RESEARCH CONTENT

This study is aimed at developing, scientifically substantiating, and implementing effective pedagogical mechanisms for fostering socially active citizenship and patriotic feelings among primary school students through literary texts in reading literacy lessons. The methodological foundation of the research is based on modern pedagogical paradigms: competency-based approaches, learner-centered education, activity-based teaching, and the integration of constructivist and socio-cultural theories. These approaches view the learner not as a passive recipient of ready-made knowledge, but as an active creator, interpreter, and applier of knowledge in real-life situations.

Within the concept of the study, literary texts are regarded as a powerful tool for personality development. The imagery, emotional impact, and closeness to real life found in literary works correspond to the psychological characteristics of primary school students. Therefore, literary texts can be used not only to develop reading literacy, but also to foster social consciousness, civic responsibility, moral values, and patriotism. The study theoretically relies on Lev Vygotsky's socio-cultural theory of development. According to this theory, students' knowledge and social experience are formed through communication, collaboration, and cultural tools. Literary texts are precisely such cultural tools through which students internalize the values of society.

Systemic, integrative, and activity-oriented approaches were applied in the research methodology. Through the systemic approach, reading literacy lessons were analyzed as a holistic pedagogical process. The integrative approach ensured harmony among language, literature, moral education, and social knowledge in the study of literary texts. The activity-oriented approach aimed to transform students into active participants in the learning process while developing their independent thinking and problem-solving skills. Both theoretical and empirical methods were comprehensively employed during the research process. Theoretical methods included the analysis of scientific literature, generalization of pedagogical experiences, comparison, and systematization. Empirical methods included observation, interviews, diagnostic tests, questionnaires, and pedagogical experimental work. These methods made it possible to identify the dynamics of students' social activity, civic consciousness formation, and patriotic feelings.

The practical part of the study was implemented through experimental work conducted in primary school classes. During the experiment, students were divided into two groups: a control group and an experimental group. Traditional teaching methods were applied in the control group, whereas lessons in the experimental group were organized according to the developed innovative methodological system. Throughout the experiment, students' knowledge levels, interest in reading, social activity, and indicators of patriotism were monitored. A wide range of modern and innovative pedagogical methods was used in this research. One of the most important methods was interactive teaching, which encouraged students to think actively, express their opinions freely, and collaborate with peers. In particular, the "Brainstorming" method was used to generate students' free ideas regarding the content of literary texts. This method not only developed students' creative thinking but also increased their interest in the subject matter. The "Cluster" method was effectively applied to systematize the content of literary texts, identify key ideas, and determine the relationships among them. Through this method, students learned to analyze the characters, events, and ideas presented in literary works. As a result, their logical thinking and analytical skills improved. Another innovative method employed was role-playing, which allowed students to immerse themselves in the roles of literary characters. Through this method, students experienced the inner feelings of the characters, evaluated their actions, and related them to their own lives. This process strengthened students' empathy, social sensitivity, and patriotic feelings. The problem-based learning method played an important role in developing students' critical thinking skills. During lessons, problematic situations based on literary texts were created, and students attempted to solve these problems independently or collaboratively in groups. Questions such as "If you were in the place of the character in the story, what would you do?" encouraged students to think deeply. Special attention was also paid to the storytelling method. Through this method, students not only read literary texts but also retold them, created new plots, and enriched the stories with their own experiences. This contributed to the development of their creative thinking and deeper understanding of patriotic ideas.

The "Digital Storytelling" method, based on information and communication technologies, was also applied in the study. Literary texts were presented through audio materials, videos, and animations. As a result, students' interest in reading increased and they began to understand texts more effectively. At the same time, students acquired skills in working with digital technologies.

The reflection method also occupied an important place in the research. At the end of lessons, students analyzed their activities, evaluated their thoughts, and drew conclusions. This method developed students' self-awareness, ability to justify opinions, and independent decision-making skills.

Lessons organized on the basis of these methods contributed to the development of the following qualities in students: social activity, civic responsibility, patriotism, independent thinking, critical approaches, and creative thinking. Experimental results demonstrated that reading lessons organized using innovative methods were considerably more effective than traditional lessons, significantly improving not only students' knowledge levels but also their spiritual and moral development. Thus, the methodology of this study, grounded in modern pedagogical approaches, ensures the effective use of literary texts in fostering socially active citizenship and patriotism among primary school students. This methodological system contributes to improving the educational process, supporting students' personal development, and shaping them into active, conscious, and patriotic members of society.

RESEARCH RESULTS AND THEIR PRACTICAL APPLICATION

Within the framework of this study, an innovative methodological system aimed at fostering socially active citizenship and patriotic feelings among primary school students through literary texts in reading literacy lessons was developed and implemented in practice through experimental work. The results of the research provided an opportunity to scientifically and practically substantiate the effectiveness of this methodological approach.

During the experimental work, students' levels of social activity, civic consciousness, patriotic feelings, and reading literacy indicators were comprehensively assessed. Diagnostic analyses conducted at the beginning of the study revealed that the majority of students understood literary texts only superficially, insufficiently comprehended their educational significance, and demonstrated passive attitudes toward social phenomena. In particular, concepts such as civic responsibility and devotion to the Motherland had not yet been firmly formed in students' consciousness. This indicated that the educational potential of literary texts was not being fully utilized in reading literacy lessons.

Lessons conducted on the basis of the developed innovative methodological system helped increase students' activity, involve them in independent thinking, and guide them toward deeper analysis of literary texts. As a result, a number of positive changes were observed among students in the experimental group. First of all, their interest in reading increased significantly. Students became more active during lessons, showing initiative in answering questions, expressing opinions, and participating in discussions. This was evaluated as an important indicator of the formation of social activity.

The research results demonstrated that interactive lessons based on literary texts play an important role in developing students' critical and logical thinking skills. By analyzing the actions of literary characters, identifying their motives, evaluating events, and expressing their own attitudes, students learned to approach life situations consciously. In particular, through the methods of "problem situations" and "role-playing," students acquired important competencies such as putting themselves in others' positions, showing empathy, and taking active stances in solving social issues.

At the end of the experiment, significant positive changes were also observed in students' patriotic feelings. Through literary texts, students gained knowledge about national values, historical heroes, and individuals who served the prosperity of the Motherland, which fostered feelings of pride and honor in them. They began to demonstrate more conscious and responsible attitudes toward concepts such as the Motherland, the people, and society. The appearance of statements such as "I love my Motherland" and "I want to be useful to society" in students' speech indicated the effectiveness of this process.

According to the research findings, lessons organized on the basis of innovative methods also positively influenced the development of students' reading literacy. Students improved their abilities to read texts more quickly and accurately, comprehend content, identify main ideas, and draw conclusions. This indicates the formation of the main components of reading literacy: comprehension, analysis, and evaluation competencies.

The storytelling and digital storytelling methods used in this study demonstrated particular effectiveness in developing students' creative thinking. Students were involved in creative activities through creating their own stories, reinterpreting events, and inventing new plots. This contributed to the development of their independent thinking, ability to defend their viewpoints, and skills in expressing their own ideas.

Based on the research results, the following main conclusions were drawn:

First, literary texts are an effective means of fostering socially active citizenship and patriotism among primary school students.

Second, the use of interactive and innovative methods increases students' activity during lessons and positively influences their personal development.

Third, organizing reading literacy lessons with an educational orientation ensures students' spiritual and moral growth.

The practical application of the research results offers broad opportunities. First of all, the developed methodological system can serve as a practical guide for primary school teachers. On the basis of this system, teachers can organize their lessons more effectively, interestingly, and meaningfully. Furthermore, the results of the study may also be used in the training of teachers in higher pedagogical educational institutions.

In addition, this methodological approach is important for improving curricula and textbooks. When selecting literary texts, it is necessary to consider their educational significance, social content, and level of representation of patriotic ideas. This contributes to increasing the effectiveness of the educational process. Practical recommendations were also developed based on the research results. In particular, it is recommended to widely use interactive methods in teaching literary texts during reading literacy lessons, encourage students' independent thinking, create problem situations during lessons, implement reflection processes, and effectively use information and communication technologies.

In conclusion, the results of this study confirm the important role of literary texts in fostering socially active citizenship and patriotic qualities among primary school students. The developed innovative methodological system serves to effectively organize this process and possesses significant scientific and practical value for implementation in educational practice.

CONCLUSION

This study comprehensively examined the theoretical and practical foundations of fostering socially active citizenship and patriotic feelings among primary school students through literary texts in reading literacy lessons. The research results demonstrated that the stage of primary education is a crucial period in personality development, during which qualities such as social consciousness, civic responsibility, and devotion to the Motherland can be effectively formed. The innovative methodological approaches developed during the research process — interactive methods, problem-based learning, role-playing, storytelling, reflection, and the use of digital technologies — significantly increased students' activity during lessons. These methods proved highly effective in developing students' skills of independent thinking, analysis, problem-solving, justification of opinions, and conscious attitudes toward social situations. Experimental results proved that lessons organized on the basis of literary texts are more effective in forming socially active citizenship competence among students compared to traditional methods. Through analyzing the activities of literary characters, students began to understand social values and demonstrate qualities such as love for the Motherland, desire to benefit society, and a sense of civic duty. This serves as an important factor in the formation of students as individuals.

The research results also demonstrated the necessity of enriching the content of reading literacy lessons and organizing them in an educational direction. Reading lessons should not be limited only to reading and understanding texts, but should also be regarded as an important pedagogical process that contributes to students' spiritual and moral development.

Based on the study, the following general conclusions were drawn:

First, literary texts are an effective pedagogical tool for fostering socially active citizenship and patriotic feelings among primary school students. Through them, students acquire knowledge about social life and gain life experience.

Second, reading lessons organized on the basis of innovative methods increase students' activity, encourage independent thinking, and ensure educational effectiveness.

Third, the correct organization of the selection, analysis, and teaching methodology of literary texts is important in fostering patriotism and civic qualities among students.

Fourth, the use of modern pedagogical technologies in reading literacy lessons not only improves students' knowledge levels but also positively influences their spiritual development.

In the future, it remains important to deepen research in this direction, develop new methodological models for fostering citizenship and patriotism through literary texts, and improve this process within digital educational environments.

In conclusion, the effective use of literary texts in primary school reading literacy lessons ensures students' comprehensive development and serves as an important pedagogical tool for fostering socially active citizenship and patriotic feelings.

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