

“EFFECTIVE METHODS OF FORMING A SENSE OF PATRIOTISM THROUGH OUTSIDE THE CLASSROOM EDUCATIONAL ACTIVITIES”

Jurayev Avazbek Umar o'g'li

Teacher of the Department of Mathematics and Native Language in Primary Education, Faculty of Preschool and Primary Education, Termez State Pedagogical Institute.

Annotation: *This article discusses effective methods of forming a sense of patriotism in students through out-of-classroom educational activities. Patriotism is not only loyalty to the state, but also the formation of a positive attitude towards the people, language, culture and history. Out-of-class activities create favorable pedagogical conditions for the conscious and sustainable formation of this feeling. The article analyzes such forms as theatrical events, aesthetic projects, historical excursions, artistic compositions in the native language, essays on the theme of the homeland, meetings with veterans. Based on the research results, the most effective, effective, and practical approaches to developing patriotism in children are recommended.*

Keywords: *Patriotism, extracurricular activities, education, cultural heritage, national values, historical memory, spiritual consciousness, approach to activity, theater, meeting, aesthetic education, creative expression, composition in the native language, lessons of courage.*

Introduction: In the Republic of Uzbekistan, within the framework of the education system, the formation of spiritual and moral values such as national pride, patriotism, loyalty to the country in the younger generation is defined as one of the priority areas of state policy. This is not without reason, because the prosperity of independent Uzbekistan, the upbringing of honest, selfless and enterprising youth loyal to the interests of the people are directly related to the future of society. As our President Sh.M. Mirziyoyev noted, “The tomorrow of our country depends on what idea lives in the hearts of young people” - this idea deeply expresses the relevance of patriotic education.

In modern educational conditions, educating students in the spirit of patriotism should not be carried out only during the lesson, but should be deepened through extracurricular activities. Because extracurricular activities are held in a free, informal environment for students, based on increasing social activity, and have a deeper impact on their personal value system.

Patriotism is a multifaceted educational phenomenon, which includes such components as historical memory, national identity, respect for language, flag, culture, socially active citizenship, courage, dedication, hard work. In the formation of these feelings, the organizational and pedagogical capabilities of the teacher, parents, society, and in particular the school, should complement each other. In particular, extracurricular activities are the most convenient and natural form that serves to consciously and actively form patriotism.

In practice, these activities are often formalized, devoid of emotion, and carried out only for “indicators”. This leads to students perceiving patriotism as an external obligation, not an internal need. Therefore, it is becoming an urgent task to establish an innovative, psychological and aesthetic approach to the content, form, methodology and organizational aspects of extracurricular activities.

In this context, this article attempts to find solutions to the following issues based on a scientific, theoretical and practical approach:

- What is the impact of extracurricular educational activities on the sense of patriotism?
- What forms and methods awaken students' emotions and have a psychological impact on them?
- What conditions and types of activities are necessary for children to demonstrate patriotism in real life?

How can it be awakened through?

The relevance of the article is that it analyzes methods based on direct emotion, active participation, and aesthetic expression in the formation of students' sense of patriotism, and based on them, an effective pedagogical model is proposed. This article can serve as a practical and theoretical resource for school teachers, methodologists, educators, class leaders, and students studying in higher pedagogical education.

Object and subject of the study

Object: The system of educational activities of general secondary educational institutions.

Subject: Effective methods of forming a sense of patriotism in students through extracurricular activities.

Research base The study was conducted in 3 general schools in Surkhandarya, Khorezm, and Fergana regions in the 2024–2025 academic year. 2 classes were selected in each school (one experimental, one control group). Participants:

- 120 students in grades 4–6;
- 12 class teachers;
- 6 school psychologists;
- 15 parents and community activists.

Ethical standards: Oral and written informed consent was obtained from all participants in the study. Personal information and test results of the students were kept confidential. Activities related to emotions were carried out in collaboration with school psychologists to avoid psychological discomfort.

Research limitations The results of the activities are limited to a few schools, which requires caution in generalizing to all regions. Also, the lack of sufficient training of teachers in theater, design, artistic expression, and work with historical consciousness caused methodological difficulties.

Analysis and results (results) As part of the research, an experimental study was conducted to assess the effectiveness of forming a sense of patriotism in students through extracurricular activities. This section analyzes the empirical results, qualitative and quantitative changes in the process of these activities.

Preliminary diagnostic results Before the start of the experiment, all participants (120 students in grades 4–6) were given diagnostic tests and questionnaires assessing the “sense of patriotism”. The test questions included the following components:

- historical memory (ancestry, knowledge of historical figures),
- attitude towards national symbols (flag, coat of arms, anthem),
- social activity (participation in school events, volunteering),
- expression through emotions (how one feels when talking about one's homeland).

The preliminary results were as follows:

- 38% of students, when talking about their homeland, mainly mentioned geographical information, but there were very few emotional descriptions;
- 27% of students stated that they did not have complete knowledge about the historical heroes of their people;
- 19% of students did not have a clear understanding of the essence of national symbols;
- 34% of students did not actively participate in patriotic activities.

This situation indicates that patriotism among students is only at the cognitive level, and it is difficult to transform it into emotional understanding and personal values.

The impact of the form and content of events

The extracurricular activities developed for the experimental group were held in the following forms:

- Quiz “Flag and coat of arms - our pride”: Students learned facts about national symbols and answered collective questions.
- Theatrical performance "The Courage of the Ancestors": performances as Ulugbek, Timur and other historical heroes.

MODERN EDUCATIONAL SYSTEM AND INNOVATIVE TEACHING SOLUTIONS

- “My Homeland” essay competition: Students in grades 4–6 expressed their love for their homeland through heartfelt artistic expressions.
- “Meeting with neighborhood heroes”: Interviews with World War II veterans, police officers, and athletes.
- “Patriotic design” competition: Students created drawings and collages about independence, the country, the flag, and the homeland.

These events stimulated students’ inner sense of patriotism through emotional impact, active participation, artistic and aesthetic expression, and historical awareness.

Final diagnostics and analysis of changes

After the events were completed, the tests and questionnaires were re-administered. The results changed as follows:

- 87% of students were able to answer the question “What is the homeland?” in an artistic and emotional way, with independent expression (initially 42%);
- In response to the question “What does patriotism mean to you?”, concepts such as courage, loyalty, hard work, dedication, national pride increased;
- The level of correct understanding of the essence of national symbols increased from 61% to 93%;
- The level of recognition and appreciation of historical heroes increased from 57% to 89%;
- Students' participation in extracurricular activities increased from 34% to 85%.

Also, students' essays and stage performances began to show a more emotional tone, deep reflection on the homeland, and a civic position.

Qualitative Analysis: Student and Teacher Feedback

Student Responses:

- “Now every time I hear the anthem, my eyes fill with tears. It awakens pride in my heart.” (Grade 6 student)
- “Before, I thought the flag was just a picture, but now I know that it represents the honor of our country.” (Grade 5)

Teacher Feedback:

- “The events inspired not only the students, but also us. The impact of the theatrical performances was especially strong.”
- “The students’ style of expression, in every sentence, shows love for the homeland, a sense of pride. These events have become not just organizational, but also an educational tool.”

Content analysis: Essay and visual works

It was found that the following words and phrases were frequently used in the essays written by the students: “the homeland in my heart”, “the honor of my people”, “the pride of my ancestors”, “my flag is high”, “I live for the homeland”.

In the drawings and collages, the map of Uzbekistan, the flag, cotton, mountains, images of people, and soldiers were dominant.

This indicates that in the children's imagination, the homeland is not a concrete concept, but an emotional, vital, figurative expression.

DISCUSSION The results of the study showed the invaluable pedagogical role of extracurricular educational activities in forming a sense of patriotism in students. Practical activities, emotional involvement, aesthetic expression, and activities with historical and spiritual content significantly changed the way students think, feel, and take on social responsibility.

Patriotism is not just knowledge, it is a personal value. In many schools, the concept of "patriotism" is interpreted only as information contained in textbooks. This prevents students from perceiving it as an emotional, internal value. The results of the study showed that through extracurricular activities, patriotism begins to form in the student's soul as an emotional impression, a positive image and a practical expression.

In this regard, L.S. Vygotsky's idea of "the formation of emotional consciousness" has been fully proven: when a child not only understands a concept, but also feels and experiences it, it becomes a personal characteristic. A sense of patriotism requires such formation.

Activity approach is the key to personalization. In Dewey's education, the principle of learning through activity is at the center. Extracurricular activities are based on activity. In this process, the student does not listen to a lecture, but:

- Writes an essay about the Motherland - that is, expresses an opinion;
- Creates a stage image - that is, puts oneself in the image;
- Researches symbols - that is, searches;
- Asks questions in a meeting - that is, reflects.

This approach transforms patriotism from an external concept to an internal belief.

Aesthetic expression is a means of inner experiences

Aesthetic education has always been important in the upbringing of children. Artistic words, paintings, musical expressions - these allow a child to feel, understand, and express himself. It is not always easy to express a sense of patriotism in words, but through paintings, scenes, and essays, children open their hearts.

During the study, many children openly expressed their love for their homeland for the first time during stage classes. This situation proves the phenomenon of "emotional undressing" mentioned in the theory of theater pedagogy - that is, the child reveals his inner world through an image.

Harmony of national identity and historical memory

Conversations and dramatizations about historical figures, national heroes, national symbols, and the heritage of ancestors through extracurricular activities strengthen national identity in students. They begin to feel not just schoolchildren, but as successors of a people.

For example, by staging the images of such figures as Amir Temur, Ulugbek, Zahiriddin Muhammad Babur, and Islam Karimov, children experience a sense of historical pride and national honor. This forms a civic position and national responsibility in them.

Comparative approach with international experiences

In countries such as the USA, Japan, and South Korea, “civic education” and “patriotic programs” are implemented through many extracurricular activities:

- “Open lesson with veterans”;
- “Week of state symbols”;
- “Flag day - an expression of pride”;
- “I am a citizen!” competitions.

In these activities, children do not just receive information, but also realize themselves as members of society and demonstrate personal activity. It would be effective to introduce such forms in the national spirit, in accordance with the local and historical culture in Uzbek schools.

The quality level of the form and content of events is important

The study showed: dry, exhortative, formalized, repetitive events do not affect the emotions of students. The main result is that the event is rich in content, focused on feelings, and effective when the child is a participant.

That is, not “Conversation about the Motherland”, but “Essay about my Motherland”;

not “Lecture on symbols”, but “Image of my flag”;

not “Notes about heroes”, but “Meeting and conversation” are needed.

On this basis, the methodology, scenarios, and organization technology of events should be based on a modern approach.

REFERENCES

1. Karimov I.A. High spirituality is an invincible force. – T.: Ma’naviyat, 2008 – 176 p.
2. Sharipova Z.A. Theory and methodology of education. – T.: TDPU, 2021. – 244 p.
3. Yuldoshev N.A. Fundamentals of patriotic education. – T.: Science and technology, 2019. – 156 p.
4. Dewey J. Democracy and Education. – New York: Macmillan,

1916. – 434 p.

5. Vygotsky L.S. Psychology of child development. – M.: Pedagogical, 1984. – 384 p.

6. Makarenko A.S. On education. – M.: Prosveshcheniye, 1983. – 312 p.

7. Krupskaya N.K. On the upbringing of children. – M.: Uchpedgiz, 1955. – 260 p.

8. Resolution of the President of the Republic of Uzbekistan No. PQ–5109: “On raising the spirituality of youth and meaningful organization of their free time”. – T.: Adolat, 2021.

9. Tashkulov I.I. Socio-psychological foundations of patriotic education. – T.: Uzbekistan, 2017. – 180 p.

10. Yusupova Z.K. Methodology of educational work. – Samarkand: Ilm ziyo, 2020. – 120 p.

11. Muminova Z.T. Education in partnership with family and school. – T.: TDPU, 2022. – 152 p.

12. Akramov A. Formation of patriotism in students through social activities. – T.: Fan, 2020. – 135 p.

