

**PEDAGOGICAL MASTERY OF THE TEACHER IN DEVELOPING  
NATIONAL EDUCATION AMONG PRIMARY SCHOOL STUDENTS**

**Bekmuradova Shahnoza Sunnatillo qizi**

*Master's student of  
Asian International University*

**Abstract:** *This scientific article examines the pedagogical mastery of the teacher as a key factor in the development of national education among primary school students. Primary education constitutes the foundational stage of personality formation, during which the basic elements of national values, moral character, and national identity are established. The study analyzes the conceptual essence of national education, the structural components of pedagogical mastery, and the psychological characteristics of primary school students. Particular attention is paid to the professional competencies of teachers, their personal example, and the effective pedagogical methods used to foster national education within the teaching and learning process. The article also highlights the importance of integrating national education into modern pedagogical practices to ensure the spiritual and moral development of younger generations.*

**Keywords:** *national education, primary school students, pedagogical mastery, teacher competence, moral and spiritual education, national values, educational process.*

In the context of contemporary educational reforms, the formation of a morally mature, socially responsible, and nationally conscious generation has become a priority task of the education system. In an era of globalization, the preservation of national identity and the transmission of national values to younger generations are of particular importance. Primary education plays a decisive role in this process, as it establishes the foundations of a child's worldview, behavior, and value orientation.

At this stage, the primary school teacher assumes a dual role as both an educator and a moral guide. The teacher's pedagogical mastery, professional competence, and personal qualities significantly influence the effectiveness of national education and the overall development of students.

National education refers to a purposeful and systematic process aimed at nurturing younger generations based on a nation's historical experience, cultural heritage, traditions, customs, and moral values. The primary objectives of national education include:

1. fostering patriotism and national pride;
2. cultivating respect for national traditions and cultural heritage;
3. developing moral and ethical qualities;
4. promoting national self-awareness and social responsibility.

For primary school students, national education should be delivered in age-appropriate, accessible, and engaging forms that correspond to their cognitive and emotional development.

Pedagogical mastery is defined as the teacher's ability to effectively organize the educational process, apply appropriate teaching methods, and influence students' intellectual, moral, and emotional development in accordance with their age and individual characteristics. The structural components of pedagogical mastery include:

1. professional knowledge and methodological competence;
2. pedagogical communication skills and classroom management;
3. creativity and innovative thinking;
4. moral integrity and personal exemplarity;
5. reflective practice and continuous professional development.

These components collectively determine the teacher's capacity to implement national education successfully in primary school settings.

**Psychological Characteristics of Primary School Students and National Education:** Primary school students possess distinct psychological characteristics that must be considered in the process of national education. They are typically characterized by:

1. a high level of suggestibility and trust in the teacher;
2. a strong tendency toward imitation;
3. emotional sensitivity and responsiveness;
4. effective learning through play, imagery, and interest-based activities.

Recognizing these characteristics enables teachers to design pedagogical strategies that effectively integrate national education into daily classroom activities.

The pedagogical mastery of the primary school teacher manifests itself in several interrelated areas:

**Education Through Personal Example** - The teacher's behavior, speech, ethical conduct, and respect for national values serve as a powerful model for students. Personal example remains one of the most effective means of moral and national education.

Incorporating folklore, proverbs, national heroes, historical figures, and culturally significant texts into lessons enhances students' national awareness and cultural sensitivity.

The organization of activities related to national holidays, traditions, and historical events strengthens students' sense of belonging, patriotism, and collective identity.

Since national values are initially formed within the family, effective cooperation between teachers and parents is essential to ensure continuity and consistency in national education.

The development of national education among primary school students can be effectively achieved through the following pedagogical methods:

1. explanatory and discussion-based teaching methods;

2. educational use of fairy tales, legends, and folk narratives;
3. role-playing and dramatization activities;
4. interactive and cooperative learning strategies;
5. the integration of digital and multimedia technologies into instruction.

These methods increase students' engagement and facilitate the internalization of national values at a conscious and emotional level.

In conclusion, the development of national education among primary school students is a complex and continuous pedagogical process in which the teacher's pedagogical mastery plays a decisive role. The level of teachers' professional competence, moral integrity, and methodological preparedness directly affects the quality and effectiveness of national education. Therefore, it is essential to continuously enhance teachers' pedagogical mastery and systematically integrate national education into primary school curricula. Such efforts contribute to the formation of spiritually rich, culturally aware, and socially responsible individuals.

## REFERENCES

1. Banks, J. A. (2017). *Diversity and citizenship education: Global perspectives*. John Wiley & Sons.
2. Bruner, J. S. (1996). *The culture of education*. Harvard University Press.
3. Halstead, J. M., & Taylor, M. J. (2000). Learning and teaching about values: A review of recent research. *Cambridge Journal of Education*, 30(2), 169–202. <https://doi.org/10.1080/713657146>
4. Hersh, R. H., Miller, J. P., & Fielding, G. D. (1980). *Models of moral education: An appraisal*. Longman.
5. Kohlberg, L. (1984). *Essays on moral development: Vol. 2. The psychology of moral development*. Harper & Row.
6. Lickona, T. (1991). *Educating for character: How our schools can teach respect and responsibility*. Bantam Books.
7. Ministry of Public Education of the Republic of Uzbekistan. (2020). *State educational standards for primary education*. Tashkent.
8. Narvaez, D., & Lapsley, D. K. (2008). Teaching moral character: Two alternatives for teacher education. *The Teacher Educator*, 43(2), 156–172. <https://doi.org/10.1080/08878730809555390>
9. UNESCO. (2015). *Rethinking education: Towards a global common good?* UNESCO Publishing.
10. Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.