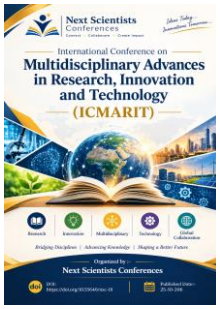
Published Date: - 30-10-2026

Page No: - 292-294



Developing A Sense Of National And Spiritual Belonging Among Students In Grades 5–9 Through The Subject Of Tarbiya (Moral Education)

Eshpulatov Maruf
Senior Lecturer at Department of Social and Political Sciences at Renaissance Educational University, Uzbekistan

ABSTRACT

This thesis examines the methodological foundations for developing a sense of national and spiritual belonging among students in Grades 5–9 through the subject of Tarbiya (Moral Education). The study explores the pedagogical significance of national cultural heritage, moral values, historical memory, and social responsibility in shaping students' personal and civic identity. The research employs theoretical analysis, comparative interpretation, and pedagogical modeling. Particular attention is given to age-appropriate teaching methods, value-oriented educational activities, reflective discussions, and community-based projects. The findings provide a conceptual methodology integrating cognitive understanding, emotional identification, practical participation, and reflective evaluation. The proposed approach emphasizes the relationship between national cultural awareness, respect for diversity, and responsible participation in society.

KEYWORDS: National and spiritual belonging, Tarbiya, moral education, national values, cultural identity, pedagogical methodology, civic responsibility, secondary school students.

INTRODUCTION

The development of national and spiritual belonging represents an important dimension of contemporary moral education. Educational institutions are expected to support students' understanding of cultural heritage, social responsibility, ethical principles, and their relationship with the wider community. These objectives are particularly relevant during early adolescence, when learners actively develop personal identity, social attitudes, and value orientations.

In Uzbekistan, the introduction of Tarbiya as an integrated school subject established a curricular foundation for moral development and the study of national and universal human values. Resolution No. 422 of the Cabinet of Ministers of the Republic of Uzbekistan, dated July 6, 2020, provides the regulatory basis for introducing this subject into general secondary education [1].

National and spiritual belonging can be understood as a conscious emotional and ethical connection with one's cultural heritage, homeland, community, and shared moral traditions. Its educational development should involve meaningful understanding rather than the mechanical memorization of prescribed values. UNESCO emphasizes the importance of cognitive, socio-emotional, and behavioral dimensions in education for responsible participation in society [2].

The purpose of this study is to substantiate a methodology for developing national and spiritual belonging among students in Grades 5–9 through interactive, reflective, and culturally contextualized Tarbiya lessons.

The research employs theoretical analysis, comparative interpretation, pedagogical generalization, and conceptual modeling. The methodological framework draws on Uzbekistan's Tarbiya curriculum concept, UNESCO's educational guidance, and scholarly perspectives concerning cultural identity and citizenship education.

The analysis considers students' developmental characteristics, the educational potential of national traditions, and approaches to integrating moral reasoning with practical experience. Particular attention is devoted to classroom discussions, historical narratives, ethical dilemmas, collaborative learning, and community-oriented projects.

Pedagogical modeling was used to establish connections between instructional objectives, educational content, learning activities, and assessment procedures. The proposed methodology is theoretical and does not rely on experimental measurements.

The theoretical analysis identifies the integration of cognitive, emotional, behavioral, and reflective dimensions as a central condition for developing national and spiritual belonging. These dimensions allow students to move beyond factual knowledge toward personally meaningful understanding and responsible conduct.

The cognitive dimension involves acquiring knowledge about cultural heritage, historical traditions, national symbols, community relationships, and ethical responsibilities. For students in Grades 5–6, instructional activities should emphasize accessible narratives, family traditions, local history, and familiar examples of cooperation.

In Grades 7–9, educational content can gradually incorporate complex questions concerning cultural continuity, civic responsibility, personal identity, and social relationships. Discussions of historical events, cultural practices, and contemporary ethical dilemmas can develop students' ability to interpret national values critically and independently.

The emotional dimension concerns students' identification with their cultural environment and appreciation of historical and spiritual heritage. Storytelling, literary texts, cultural presentations, and encounters with community traditions provide opportunities for emotional engagement without excluding alternative perspectives.

The behavioral dimension is developed through practical participation in school and community life. Collaborative heritage projects, volunteering, environmental activities, and intergenerational communication can connect classroom learning with responsible social action.

The reflective dimension enables learners to evaluate their attitudes, explain personal interpretations, and consider the consequences of their decisions. Reflective essays, group discussions, and learning portfolios may provide qualitative evidence of students' developing understanding.

The proposed methodology combines contextual learning, age-appropriate differentiation, collaborative activities, and formative assessment. These elements establish a conceptual foundation for integrating national and spiritual values into everyday educational experiences.

The findings suggest that developing national and spiritual belonging requires the systematic integration of cultural knowledge and active educational participation. The Tarbiya curriculum

provides opportunities to connect ethical understanding with meaningful experiences in students' immediate social environments [1].

UNESCO's educational framework supports the integration of knowledge, social-emotional development, and responsible behavior [2]. Accordingly, moral education should encourage independent reasoning, constructive dialogue, and respect for human dignity.

An important methodological consideration is the relationship between national identity and cultural diversity. Banks emphasizes that citizenship education must address identity and diversity within educational communities [3]. Therefore, cultural belonging should be developed alongside respect for different traditions and individual experiences.

The proposed methodology requires empirical verification through classroom observation, reflective assessment, and comparative evaluation of students' learning outcomes.

The development of national and spiritual belonging among students in Grades 5–9 requires a comprehensive methodology integrating cultural knowledge, emotional awareness, practical participation, and critical reflection. Tarbiya provides an educational context for connecting national heritage with moral reasoning and social responsibility.

Age-appropriate discussions, culturally meaningful learning activities, community projects, and formative assessment can support students' understanding of belonging and responsible citizenship. The proposed methodology offers a theoretical foundation for improving Tarbiya instruction and requires further empirical evaluation.

References

1. Cabinet of Ministers of the Republic of Uzbekistan. Umumiy o‘rta ta’lim muassasalarida “Tarbiya” fanini bosqichma-bosqich amaliyotga joriy etish chora-tadbirlari to‘g‘risida : Resolution No. 422, July 6, 2020. – URL: https://lex.uz/docs/-4885018.
2. UNESCO. Global Citizenship Education: Topics and Learning Objectives. – Paris : UNESCO, 2015. – 70 p. – URL: https://unesdoc.unesco.org/ark:/48223/pf0000232993.
3. Banks J. A. Diversity, group identity, and citizenship education in a global age // Educational Researcher. – 2008. – Vol. 37, No. 3. – P. 129–139. – DOI: 10.3102/0013189X08317501.