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THE EFFECTIVENESS OF INSTILLING NATIONAL AND UNIVERSAL VALUES IN PRIMARY SCHOOL STUDENTS THROUGH PHYSICAL EDUCATION AND SPORTS ACTIVITIES

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ABOUT ARTICLE

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Abstract: This study explores the effectiveness of using physical education and sports activities to instill national and universal values in primary school students. It highlights how games, exercises, and teamwork help develop moral qualities such as respect, unity, patriotism, and responsibility. The research emphasizes the role of sports events as an educational tool for shaping students' personality and promoting a healthy lifestyle in accordance with national traditions and universal human values.

Introduction. Practical results of scientific research activities indicate that the development of physical education and sports activities in primary school students, as well as the inculcation of national and universal values in them, are crucial. Therefore, during the course of this research, we focused on developing a refined methodology for organizing experimental work, identifying effective methods and tools, defining the stages, and ensuring consistency and continuity between these stages to achieve the main goal in all stages.

The analysis of scientific-theoretical literature and sources, as well as our pedagogical observations, showed that seminars, training sessions, and communications during physical education and sports activities play a dual role. On one hand, they help foster feelings based on national and universal values in students. On the other hand, they increase the effectiveness of organizing activities, and from the perspective of pedagogical cooperation, help raise students

as active participants in the process of moral renewal of society through school-family-community collaboration.

In addition to developing willpower, physical education and sports activities help instill qualities such as perseverance, overcoming difficulties, as well as feelings of patriotism, national pride, bravery, courage, determination, wisdom, unity, teamwork, honesty, patience, loyalty, sincerity, and self-confidence in students.

When organizing physical education and sports activities for primary school students, we took into account the specific age characteristics, preparation levels, and the necessary didactic conditions of the students.

In order to determine the effectiveness of instilling national and universal values through physical education and sports activities for primary school students, schools from Bukhara, Samarkand, and Jizzakh regions served as our main experimental sites.

Our observations within the scope of the research started by assessing the knowledge and understanding of physical education teachers, coaches, and subject teachers in general secondary schools regarding the organization of physical education and sports activities and the integration of national and universal values in this process.

The experimental work was organized according to the following scheme: developing the experimental program, distributing and collecting results from the initial surveys, conducting experimental classes, and organizing final survey questionnaires.

The analysis of surveys conducted among primary school students and physical education teachers showed that the teachers are quite knowledgeable about the content and methodology of organizing and conducting physical education and sports activities for primary school students. However, they lack sufficient understanding of the mechanisms, forms, methods, and techniques for instilling feelings based on national and universal values while conducting these activities.

In the early years of our independence, the shift in attitudes towards national values and the growing inclusion of these values in some subjects have had a positive impact on students' knowledge in this area.

In our research, we focused on demonstrating how to organize the educational process based on feelings rooted in national and universal values for primary school students and physical education teachers. We analyzed the educational and pedagogical activities conducted with the students, including surveys, discussions, and the content of the methodology for organizing and conducting physical education and sports activities. We then summarized the results of our observations.

During the research, we identified and analyzed the types of physical education and sports activities carried out with secondary school students. These activities mainly fall under the following categories:

- Physical education lessons
- Extracurricular physical education activities
- Out-of-school physical education activities

The last two categories, extracurricular and out-of-school physical education activities, are significant as they take place outside the classroom and are largely focused on moral and educational development. Given that the main form of teaching physical education in schools is practical lessons, we suggested that the introductory part of physical education and sports activities should begin with a conversation or discussion, followed by the presentation of problematic situations. The final part should be a summarizing debate.

The process of education begins first within the family, where the individual grows and shapes as a person. The moral and ethical values taught within the family later undergo refinement in communities, educational institutions, and through collaborative efforts between schools, families, and neighborhoods. Therefore, topics related to education in the family, community, and school cooperation should emphasize moral and ethical issues.

To ensure the effectiveness of the educational process of instilling national and universal values in primary school students through physical education and sports activities, we recommended using methods such as role-playing, debates, SWOT analysis, and case technologies.

In the framework of our research, we improved and suggested the following pedagogical conditions and mechanisms for the implementation of these activities for primary school physical education teachers:

- For the effective organization of physical education and sports activities, teachers should consider students' conditions, preparedness, and age characteristics, as well as the cooperation between school, family, and community.
- The content, unique characteristics, mechanism, methods, and organizational techniques of the activities must be used to enrich the content of the general educational process in schools, and guide teachers to improve their pedagogical skills, based on national traditions, values, and customs.

When explaining the activities, the teacher must clearly state the goals and analyze the tasks, then explain the rules of the activity briefly and logically to the students.

It is crucial to organize, manage, and monitor these activities carefully. We based our approach on several important parameters: the naming of activities, the goals intended through them, the tools, methods, and equipment needed for organizing games, and so on. These parameters help students form a comprehensive understanding of the physical education and sports process. At the same time, special attention is paid to instilling national and universal values through these activities.

In conclusion, we found that physical education and sports activities not only help develop primary school students physically, but also play a critical role in their moral and ethical development, significantly contributing to their personal growth and shaping their character. Based on the goals of this dissertation and our scientific hypothesis, we concluded that educational programs in schools and university curricula for physical education teachers should provide more comprehensive information on how to organize and conduct physical education and sports activities that instill national and universal values.

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