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THE USE OF LITERARY TEXTS IN DEVELOPING STUDENTS' PATRIOTIC FEELINGS IN MOTHER TONGUE LESSONS

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ABSTRACT

Patriotism is one of the most essential moral and spiritual values that should be cultivated in students from an early age. In the educational system of Uzbekistan, mother tongue lessons play a significant role in shaping learners' national identity, cultural awareness, and patriotic consciousness. This article analyzes the pedagogical potential of literary texts in fostering patriotic feelings among students during mother tongue classes. Based on the theoretical views of Uzbek scholars in the fields of pedagogy, linguistics, and literary studies, the study explores effective methods of using artistic texts to instill love for the Motherland, respect for national values, and a sense of civic responsibility. The article highlights the importance of carefully selected literary materials and interactive teaching methods in achieving educational and moral objectives.

KEYWORDS: *Patriotism, Mother Tongue Lessons, Literary Texts, National Values, Moral Education, Uzbek Pedagogy.*

In the contemporary educational landscape, the formation of students' moral, spiritual, and civic qualities has become one of the most significant priorities of national education systems. In Uzbekistan, this task is closely connected with the broader goal of nurturing a generation that is not only intellectually competent, but also deeply aware of its national identity, cultural heritage, and responsibility toward the homeland. Patriotism, understood as love for one's country, respect for national values, and a conscious sense of belonging to the nation, is regarded by Uzbek scholars as a key component of personal and social development [1]. Consequently, the issue of cultivating patriotic feelings among students has gained particular relevance in pedagogical research and educational practice.

Within this context, mother tongue education occupies a central position. Uzbek linguists and educators consistently emphasize that the mother tongue is far more than a tool of everyday communication; it represents the spiritual memory of the nation, the reflection of its historical path, worldview, traditions, and moral ideals [2]. Through the mother tongue, cultural experience is transmitted from generation to generation, and national consciousness is preserved and strengthened. Therefore, mother tongue lessons provide unique pedagogical opportunities for integrating academic instruction with moral and patriotic education. These lessons create a natural environment in which students can develop respect for their native language while simultaneously forming a deep emotional attachment to their homeland.

One of the most effective means of achieving this integration is the use of literary texts. Literary works occupy a special place in mother tongue education due to their aesthetic, emotional, and ideological richness. Uzbek scholars argue that artistic texts embody national values in a vivid and expressive form, allowing students to perceive patriotic ideas not as abstract concepts, but as lived human experiences reflected through characters, events, and imagery [3]. Through literary texts, students encounter themes such as love for the native land, devotion to the people, respect for historical heritage, moral courage, and social responsibility. These themes, when thoughtfully presented and discussed, contribute significantly to the formation of patriotic consciousness.

The relevance of using literary texts for patriotic education is further strengthened by the emotional impact inherent in artistic language. Unlike informational or purely didactic materials, literary texts engage students' feelings, imagination, and personal reflection. Uzbek pedagogical studies highlight that emotional involvement plays a decisive role in internalizing moral values, including patriotism [4]. When students emotionally connect with a literary image of the homeland or empathize with a character who embodies national ideals, patriotic feelings are formed naturally and sustainably. This emotional dimension makes literary texts especially valuable in mother tongue lessons aimed at moral and civic upbringing.

At the same time, modern educational requirements demand that patriotic education be implemented not through direct moralizing, but through learner-centered and reflective teaching practices. Uzbek methodologists emphasize that literary texts should be used as a basis for discussion, interpretation, and critical thinking, rather than passive reading [5]. In this way, students are encouraged to express their own attitudes, draw conclusions, and relate the ideas presented in texts to contemporary social realities. Such an approach not only strengthens patriotic feelings but also contributes to the development of communicative competence, independent thinking, and ethical judgment.

Given these considerations, the issue of using literary texts in mother tongue lessons to develop students' patriotic feelings

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remains highly relevant and methodologically significant. Despite the availability of rich national literary heritage, the effectiveness of its pedagogical use depends on scientifically grounded approaches and thoughtful implementation. Therefore, analyzing the educational potential of literary texts through the lens of Uzbek scholarly perspectives is essential for improving the quality of patriotic education and enhancing the overall effectiveness of mother tongue teaching in modern schools.The formation of patriotic feelings among students is considered one of the central objectives of modern education, particularly within the framework of national educational policy in Uzbekistan. In recent years, Uzbek scholars have increasingly emphasized that education should not be limited to the transmission of knowledge and skills, but must also focus on shaping students' moral values, national consciousness, and civic responsibility [1]. In this context, mother tongue lessons occupy a special place, as language serves not only as a means of communication but also as a key element of national identity, cultural continuity, and historical memory. The mother tongue reflects the spiritual world of a nation, its traditions, worldview, and ethical ideals, and therefore its teaching provides broad opportunities for patriotic education.

Uzbek pedagogical thought consistently highlights that patriotism should be cultivated through meaningful educational content rather than abstract moral instruction. Scholars argue that students develop genuine patriotic feelings when they emotionally engage with national values and cultural heritage presented in an artistic and accessible form [2]. Literary texts, which are an integral part of mother tongue education, possess a unique capacity to fulfill this function. Through imagery, symbolism, and narrative depth, literary works convey ideas of love for the homeland, devotion to one's people, respect for ancestors, and responsibility for the future generation. As a result, literary texts become an effective tool for shaping students' emotional and value-based attitudes toward their country.

The use of literary texts in mother tongue lessons enables the integration of linguistic, cultural, and moral education into a unified pedagogical process. Uzbek linguists and methodologists note that working with artistic texts allows students to simultaneously develop language competence and moral awareness [3]. When students analyze the lexical, stylistic, and semantic features of a literary work, they also encounter its ideological and ethical content. This dual focus strengthens the educational impact of the lesson, as linguistic analysis is enriched by discussions of national values and social ideals embedded in the text.

Another important aspect emphasized by Uzbek scholars is the emotional influence of literary texts. Unlike informational or expository texts, artistic works appeal directly to students' feelings and imagination. This emotional engagement plays a crucial role in the formation of patriotic consciousness, as students begin to internalize the values expressed in the text [4]. For example, descriptions of the native land, portrayals of historical struggles, and representations of moral courage create a strong emotional connection between the learner and the national narrative. Through such experiences, patriotism is perceived not as an imposed concept, but as a natural and meaningful part of personal identity.

Uzbek researchers also underline the importance of the teacher's role in effectively using literary texts for patriotic education. A literary text by itself does not automatically produce educational outcomes; its pedagogical value depends largely on how it is presented and interpreted in the classroom [5]. Teachers are encouraged to organize lessons in a way that promotes reflection, discussion, and personal response. By asking students to express their opinions, relate the text to contemporary realities, and draw moral conclusions, teachers help transform literary reading into an active process of value formation. Such an approach corresponds to modern educational principles that prioritize learner engagement and critical thinking.

The careful selection of literary texts is another key factor noted in Uzbek academic literature. Scholars argue that texts used in mother tongue lessons should be age-appropriate, ideologically meaningful, and culturally representative [6]. Works that reflect national traditions, historical experiences, and ethical ideals are particularly effective in developing patriotic feelings. At the same time, these texts should be linguistically rich and stylistically expressive, enabling students to improve their language skills while engaging with meaningful content. This combination of linguistic and ideological value enhances the overall effectiveness of mother tongue education.

Furthermore, the systematic use of literary texts contributes to the holistic development of students' personalities. Uzbek scholars observe that students who regularly engage with national literary heritage demonstrate a deeper understanding of their cultural roots and a stronger sense of belonging to their nation [1]. This sense of belonging fosters respect for the mother tongue itself, as students begin to perceive it as a symbol of national unity and cultural continuity. In this way, mother tongue lessons become a powerful means of strengthening both linguistic competence and patriotic consciousness.

The integration of literary texts into mother tongue lessons also supports the development of social and civic qualities. Through discussions of characters' actions, moral choices, and social responsibilities, students learn to evaluate behavior from an ethical perspective and to understand the importance of contributing to society [2]. Such discussions help students develop empathy, responsibility, and respect for collective values, which are essential components of patriotism. As Uzbek pedagogues note, patriotic education should aim not only at fostering love for the homeland, but also at encouraging active and responsible citizenship.

In conclusion, the use of literary texts in mother tongue lessons represents an effective and pedagogically grounded approach to developing students' patriotic feelings. Based on the theoretical views of Uzbek scholars, it can be stated that literary texts serve as a powerful educational resource that combines linguistic, cultural, emotional, and moral dimensions. Their thoughtful and systematic use in the teaching process helps shape students' national consciousness, emotional attachment to the homeland,

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and respect for cultural heritage. Therefore, incorporating literary texts into mother tongue education should be regarded as one of the most important strategies for achieving the goals of patriotic upbringing in the modern educational system of Uzbekistan.

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