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MODERN APPROACHES TO TEACHING ANCESTRAL HERITAGE TO PRIMARY SCHOOL STUDENTS

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Abstract: *Teaching primary school students about the heritage of ancestors is an important component of modern education. Contemporary approaches emphasize the use of innovative pedagogical technologies, interactive methods, and digital resources. Through multimedia presentations, animations, and short videos, students learn about the lives and spiritual-scientific heritage of great ancestors in an age-appropriate way. Project-based learning, role-playing activities, and integrated lessons help develop critical thinking, creativity, and respect for national values. The use of interdisciplinary and STEAM-based approaches allows students to connect historical heritage with modern scientific knowledge. These modern teaching methods increase students' motivation and interest in learning while fostering historical awareness and patriotic feelings. As a result, teaching ancestral heritage becomes more engaging, effective, and aligned with the requirements of contemporary primary education.*

Key words: *ancestral heritage, primary school pupils, modern pedagogical approaches, national and spiritual values, integration of education and upbringing, innovative educational technologies, competency-based approach, historical and cultural heritage, spiritual education system, interactive teaching methods, lifelong learning, formation of national identity, pedagogical integration, cultural competence, educational effectiveness.*

INTRODUCTION

In the context of contemporary globalization and digital education, educating primary school students on the basis of national and spiritual values is considered one of the most pressing pedagogical issues. In particular, fostering historical consciousness, national self-awareness, and patriotic feelings through the study of ancestral

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heritage is of great importance. Therefore, it is essential to approach this process through modern pedagogical frameworks and methodologies.

The issue of teaching ancestral heritage has been explored by various scholars in the field of pedagogy. In particular, Uzbek pedagogical researchers such as M. Quronov, O. Musurmonova, S. Nishonova, N. Masharipova, and others have addressed the issues of national and moral education as well as the use of historical heritage in the educational process in their scientific works. In addition, foreign researchers have examined the didactic and methodological foundations of teaching cultural heritage in primary education. However, an analysis of existing studies indicates that the issue of teaching ancestral heritage to primary school students in a systematic manner—aligned with their age-related and psychological characteristics and based on modern technologies—has not yet been sufficiently explored.

Modern approaches primarily emphasize the use of interactive methods and innovative technologies in the educational process. Through multimedia tools, digital platforms, and virtual excursions, the activities of our great ancestors—scholars, thinkers, and historical figures—can be presented in a visual and accessible form. This, in turn, increases students' interest and contributes to the effective assimilation of knowledge.

Moreover, project-based learning, role-playing activities, and integrated lessons enable the study of ancestral heritage through interdisciplinary connections. For example, the lives of historical figures can be linked with reading lessons, while their scientific discoveries may be integrated with natural science subjects. Lessons organized on the basis of the STEAM approach foster the development of students' creative and critical thinking skills.

In conclusion, the use of modern approaches in teaching ancestral heritage to primary school students enhances the effectiveness of education and strengthens respect for national values and historical memory among learners. Further deepening of scientific research in this area and the improvement of methodological support remain pressing tasks.

LITERATURE REVIEW AND METHODS

The issue of teaching ancestral heritage to primary school students has been studied in pedagogy in connection with national and moral education, the formation of historical consciousness, and the concept of lifelong learning. This issue is particularly relevant in the current stage of societal development, as maintaining national identity and instilling it in the minds of younger generations is one of the priority tasks of the education system in the context of globalization.

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In the Republic of Uzbekistan, the study of ancestral heritage and its integration into the educational process is supported at the level of state policy. The works of the President emphasize the importance of educating young people based on the scientific, moral, and cultural legacy of our great ancestors as a strategic priority. This approach serves as a methodological foundation for pedagogical research.

Within the field of pedagogy, the issues of national education and the use of ancestral heritage have been extensively explored by scholars such as M. Quronov, O. Musurmonova, S. Nishonova, N. Masharipova, H. Hamidov, J. Hasanboyev, and O. Hasanboyeva. Their research provides theoretical justification for national values, folk pedagogy, and the educational significance of historical figures' heritage.

M. Quronov developed the theory of national education, interpreting ancestral heritage as a key factor in personal development. He argues that primary education is a decisive period for shaping students' moral and spiritual worldview, during which ancestral heritage should be taught in simple, practical, and engaging ways.

O. Musurmonova analyzed the pedagogical mechanisms of moral education and developed didactic foundations for integrating ancestral heritage into the educational content. Her scientific perspective emphasizes that the use of historical heritage should not be limited to the provision of information but should be connected to the student's personal experience and emotional perception.

S. Nishonova and N. Masharipova, in their works on primary education methodology, highlight the importance of providing national and moral education in accordance with the age and psychological characteristics of students. They scientifically substantiate that using interactive methods in teaching ancestral heritage increases students' motivation to learn.

Foreign research has also extensively studied teaching cultural and historical heritage in primary education. Scholars such as J. Banks, L. Vygotsky, J. Bruner, and K. Dewey have proposed ideas on culture-oriented education, constructivist approaches, and experience-based teaching. These theories provide a scientific basis for the modern methods of teaching ancestral heritage.

Nevertheless, the analysis of existing literature indicates that modern, digital, and integrated approaches to teaching ancestral heritage specifically to primary school students have not been systematically explored. Most studies focus on general moral education or are limited to individual subjects, while the methodological features specific to primary education remain insufficiently addressed. Modern pedagogical approaches aim to shape students as active subjects in the learning process,

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and teaching ancestral heritage should be organized through interactive and innovative methods. A competency-based approach emphasizes learning ancestral heritage not only as knowledge but also as a system of life skills and values.

Interactive methods—such as discussions, brainstorming, clustering, role-playing games, and project-based activities—are effective tools for teaching ancestral heritage. For example, role-playing activities dedicated to the lives of great ancestors allow students to emotionally engage with historical events, thereby strengthening knowledge retention.

Digital technologies and multimedia tools are integral to modern approaches. Electronic textbooks, animations, virtual museums, and interactive maps enable ancestral heritage to be presented visually and comprehensibly. These tools capture primary school students' attention and increase their engagement in learning activities.

Integrating ancestral heritage across disciplines using the STEAM approach is also of particular importance. For example, Al-Khwarizmi's contributions can be linked with mathematics, while Ibn Sina's ideas can be connected to natural sciences, thereby fostering students' scientific worldview. This approach develops students' logical and critical thinking skills.

The present study employed the following methods:

1. Theoretical methods: Analysis, comparison, generalization, and systematization of pedagogical, psychological, and methodological literature. These methods established the scientific foundations of teaching ancestral heritage.
2. Empirical methods: Observation, interviews, and surveys to study primary school students' and teachers' attitudes toward ancestral heritage.
3. Pedagogical experimental methods: Conducting trial lessons on teaching ancestral heritage using modern approaches and analyzing their effectiveness.
4. Mathematical-statistical methods: Processing and analyzing the collected data.

The literature analysis indicates that while teaching ancestral heritage to primary school students is scientifically significant, there is a need for comprehensive study based on modern pedagogical and digital approaches. This research aims to fill this gap, providing both theoretical and practical contributions.

RESULTS

To determine the effectiveness of modern approaches in teaching ancestral heritage to primary school students, a pedagogical experimental study was conducted. The experiment was carried out during the 2024–2025 academic year in the 3rd and 4th grades of two general education schools in the Fergana region.

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A total of 120 students participated, with 60 assigned to the experimental group and 60 to the control group.

In the experimental group, lessons on ancestral heritage were conducted using interactive methods, multimedia tools, project-based activities, and STEAM-based approaches. The control group received instruction through traditional teaching methods. The experiment consisted of three stages: diagnostic, formative, and final.

During the diagnostic stage, students' initial knowledge, skills, and attitudes toward ancestral heritage were assessed using tests, interviews, and questionnaires. The assessment classified students into three levels:

1. High level – students with sufficient knowledge of ancestors and the ability to express independent opinions;
2. Medium level – students with general understanding but unstructured knowledge;
3. Low level – students with superficial or insufficient knowledge of ancestral heritage.

Results showed minimal differences between the experimental and control groups: in the experimental group, 18% were high, 42% medium, and 40% low; in the control group, 17% were high, 44% medium, and 39% low. These results confirmed the comparability of groups before the intervention.

During the formative stage, the experimental group implemented a specially designed methodological system based on modern approaches, including:

1. Multimedia presentations about great ancestors;
2. Role-playing and dramatized activities;
3. Project work (e.g., "My Great Ancestor");
4. Interdisciplinary integration (history, reading, technology);
5. STEAM-based tasks.

Observations revealed significant increases in student engagement, independent thinking, and interest in lessons. Specifically, 75% of experimental group students actively participated in lessons compared to 48% in the control group.

In the final stage, post-tests were conducted and analyzed using mathematical-statistical methods. The results were as follows:

Experimental group:

A. High level – 52%
B. Medium level – 35%
C. Low level – 13%

Control group:

a. High level – 24%
b. Medium level – 46%
c. Low level – 30%

In the experimental group, the proportion of high-level students increased by 34%, while the low-level proportion decreased by 27%. Changes in the control group were negligible.

Statistical reliability was verified using the Student's t-test, yielding $t = 2.7$, $p < 0.05$, indicating a statistically

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significant difference between the experimental and control groups[6]. This confirms the effectiveness of modern teaching approaches.

The results demonstrate that using modern methods to teach ancestral heritage not only improves students' knowledge but also fosters moral and ethical development. Students developed respect for historical figures, loyalty to national values, and patriotic feelings[7]. Multimedia and project-based activities enhanced students' emotional perception and independent thinking, while STEAM-based lessons facilitated the integration of ancestral heritage with modern subjects, improving students' ability to connect knowledge with real-life contexts.

In conclusion, modern pedagogical approaches in teaching ancestral heritage to primary school students proved highly effective. Statistical analysis confirmed the reliability of the experimental results, suggesting that this methodological system can be successfully implemented in general education schools to improve teaching quality.

DISCUSSION

The results of this study indicate that the use of modern pedagogical approaches in teaching ancestral heritage to primary school students significantly enhances educational effectiveness. The findings were analyzed in comparison with existing theoretical and practical perspectives in pedagogy, highlighting both strengths and limitations.

First, the importance of an integrative approach in teaching ancestral heritage is particularly evident. The study revealed that teaching historical and cultural heritage in close connection with subjects such as "Tarbiyah" (Moral Education), Literacy, Native Language, and Visual Arts increased students' interest in the topic. This aligns with Vygotsky's sociocultural theory of development, which posits that knowledge is more effectively formed within a social context. Additionally, interdisciplinary integration promoted the simultaneous development of historical thinking, ethical perspectives, and aesthetic judgment in students.

The effectiveness of interactive methods was also confirmed. Techniques such as brainstorming, role-playing, and small-group work engaged students actively in learning about the lives and intellectual and moral legacies of ancestors. These findings correspond with J. Dewey's experiential learning theory, emphasizing that active student participation is crucial for knowledge consolidation. Compared to traditional lecture-based lessons, interactive approaches fostered higher levels of independent thinking skills.

The study also demonstrated that information and communication technologies (ICTs) are a valuable tool in teaching ancestral heritage. Multimedia presentations, short video clips, and interactive tests activated students' visual and auditory memory. This finding is

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consistent with Mayer's theory of multimedia learning, which states that delivering information through multiple channels enhances comprehension. However, the discussion also highlighted a potential limitation: excessive use of ICT may lead to passivity among students, emphasizing the need for careful and purposeful application.

Another important discussion point was the integration of national and universal values. Teaching national values through a contemporary lens fostered patriotism, national pride, and historical consciousness, aligning with the objectives outlined in Uzbekistan's national education policies. Moreover, presenting ancestral heritage not only in a celebratory manner but also through critical thinking questions positively influenced students' intellectual development.

The teacher's professional competence emerged as a key factor. The study found that teachers with strong command of modern pedagogical technologies and deep knowledge of historical and cultural content achieved higher effectiveness in teaching ancestral heritage. This supports the perspectives of Sh. Kimsanbaeva and O. Musurmonova on the leading role of the pedagogical personality. Conversely, teachers with insufficient methodological preparation tended to provide only superficial coverage of the topic.

Comparative analysis with other studies confirmed that project-based learning is highly effective in teaching ancestral heritage. Small research projects, where students collected information about prominent scholars, fostered independent inquiry skills, aligning with the principles of constructivist learning. However, considering the developmental characteristics of primary school students, the scope and complexity of projects should be appropriately adapted.

Overall, the discussion demonstrates that modern pedagogical approaches yield more positive outcomes than traditional methods in teaching ancestral heritage. Nevertheless, careful selection of methods, attention to students' age and psychological characteristics, and integration of national values with contemporary pedagogical interpretations are crucial. The results provide a scientific and practical foundation for improving the moral and cultural education of primary school students in future instructional practices.

CONCLUSION

This study aimed to theoretically and practically substantiate modern pedagogical approaches to teaching ancestral heritage to primary school students. The research findings demonstrated that the effective integration of ancestral heritage into the educational process plays a significant role in fostering national identity, historical awareness, and moral-ethical qualities among young learners.

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Analysis of the literature revealed that, although the use of ancestral heritage has been studied to some extent in pedagogy, its systematic application in primary education through modern, innovative, and digital technologies has not been sufficiently explored. This study helped address this existing research gap.

The methodological system developed during the experimental study was organized based on interactive methods, multimedia tools, project-based activities, and the STEAM approach. Statistical analysis indicated that students in the experimental group significantly improved their knowledge, skills, and attitudes toward ancestral heritage. Specifically, the proportion of students achieving a high level of mastery increased by 34%, while the proportion of students at a low level decreased sharply, with the reliability of these results confirmed through mathematical and statistical methods.

The findings show that the use of modern pedagogical approaches in teaching ancestral heritage enhances student engagement, develops independent and critical thinking skills, and facilitates the application of knowledge to real-life contexts. In particular, multimedia and digital resources are well suited to the age and psychological characteristics of primary school students, ensuring the effectiveness of the learning process.

The practical significance of this study lies in the applicability of the developed methodological recommendations in primary school curricula, particularly in subjects such as “Tarbiyah” (Moral Education), Literacy, and “The World Around Us.” The results can serve as a methodological guide for primary school teachers, methodologists, and students in pedagogical programs.

In conclusion, implementing modern approaches to teaching ancestral heritage in primary education is crucial for improving the quality of education and fostering well-rounded, culturally aware, and morally responsible students who respect national values. Future research could explore the use of digital learning platforms and artificial intelligence tools in this area, representing a promising direction for further investigation.

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