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PEDAGOGICAL FOUNDATIONS FOR THE FORMATION OF NATIONAL VALUES IN SCHOOLCHILDREN THROUGH ENGLISH LANGUAGE EDUCATION

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Rezyume. *Globalashuv va tezkor madaniyatlararo aloqa davrida maktab o'quvchilarida milliy qadriyatlarni shakllantirish zamonaviy ta'lim tizimlarining Markaziy vazifalaridan biriga aylandi. Bu jarayonda ingliz tili ta'limi alohida o'rin tutadi. Bir tomondan, ingliz tili o'quvchilarni xalqaro bilim, fan, texnologiya va madaniyat bilan bog'laydigan global lingua franca vazifasini bajaradi. Boshqa tomondan, ingliz tili orqali global madaniyatga intensiv ta'sir qilish milliy o'ziga xoslik va an'anaviy qadriyatlar tizimini zaiflashtirishi mumkin degan xavotirlar mavjud.*

Kalit so'zlar: *milliy qadriyatlar, til ta'limi, ingliz tilini o'qitish, shaxsni shakllantirish, pedagogika, madaniyatlararo kompetentsiya, o'quv dasturlarini ishlab chiqish*

Резюме. *В эпоху глобализации и стремительной межкультурной коммуникации формирование национальных ценностей у школьников стало одной из центральных задач современных систем образования. Обучение английскому языку занимает особое место в этом процессе. С одной стороны, английский язык функционирует как глобальный язык общения, который приобщает учащихся к международным знаниям, науке, технологиям и культуре. С другой стороны, существуют опасения, что интенсивное знакомство с мировой культурой посредством английского языка может ослабить национальную идентичность и традиционные системы ценностей. В данной статье рассматриваются педагогические основы формирования национальных ценностей у школьников посредством обучения английскому языку.*

Ключевые слова: *национальные ценности, языковое образование, преподавание английского языка, формирование идентичности, педагогика, межкультурная компетентность, разработка учебной программы*

Abstract. *In the era of globalization and rapid intercultural communication, the formation of national values in schoolchildren has become one of the central*

objectives of modern education systems. English language education occupies a special place in this process. On the one hand, English functions as a global lingua franca that connects learners to international knowledge, science, technology, and culture. On the other hand, there are concerns that intensive exposure to global culture through English may weaken national identity and traditional value systems. This paper explores the pedagogical foundations for forming national values in schoolchildren through English language education.

Keywords: national values, language education, English teaching, identity formation, pedagogy, intercultural competence, curriculum development

INTRODUCTION

Education has always played a decisive role in shaping the moral, civic, and cultural orientations of younger generations. Schools are not merely institutions for transmitting academic knowledge; they are social environments in which values, identities, and worldviews are formed. In contemporary societies characterized by globalization, migration, digital communication, and cultural hybridity, the question of how to preserve and cultivate national values has gained renewed urgency.

Language education is especially significant in this regard. Language is not only a system of grammar and vocabulary but also a carrier of culture, historical memory, and collective identity. The ideas of Claire Kramsch emphasize that language and culture are inseparable, and every act of communication carries symbolic meanings shaped by cultural context. Similarly, Jim Cummins argues that language education is closely connected to issues of identity, power, and social participation. Therefore, English language education can influence how students perceive themselves, their nation, and their place in the global community.

The central problem addressed in this study is how English language teaching can contribute to the formation of national values in schoolchildren without promoting cultural dependency or undermining national identity. The article aims to analyze theoretical foundations, pedagogical principles, curriculum design strategies, teacher competencies, and practical methods that support value-oriented English instruction [60,1].

Conceptualizing National Values in Education

National values can be understood as a system of moral, cultural, historical, and civic principles shared by members of a nation. They include respect for cultural heritage, national language, traditions, historical memory, civic responsibility, social solidarity, and commitment to the common good. National values are not static; they evolve over time in response to social change. However, they remain rooted in shared historical experiences and cultural narratives [79,2].

From a philosophical perspective, education serves as a mechanism for transmitting and reconstructing these values. John Dewey viewed education as a

social process that prepares individuals for democratic participation and collective life. Paulo Freire emphasized the importance of critical consciousness, arguing that learners must understand their cultural reality and actively participate in its transformation. Both perspectives highlight that education is not neutral; it shapes the value orientations of students [63,8].

In the context of national value formation, schooling must balance two tasks: preserving cultural continuity and fostering critical reflection. Students should not only memorize national symbols and traditions but also understand their meaning and relevance in contemporary society. English language education can support this process by providing opportunities for intercultural comparison and reflection.

Psychological and Sociocultural Foundations

The formation of values is closely linked to psychological development. During school years, children and adolescents develop self-concept, moral reasoning, and social identity. Lev Vygotsky's sociocultural theory emphasizes that learning occurs through social interaction and is mediated by cultural tools, especially language. According to this theory, language is not merely a communication tool but a means of internalizing cultural norms and values.

When students learn English, they are exposed to new cultural models, narratives, and worldviews. If teaching is unstructured and culturally detached from national context, students may internalize foreign value systems without critically relating them to their own culture. However, if English instruction integrates national themes and encourages comparative reflection, it can strengthen students' understanding of their own cultural identity [99,3].

Benedict Anderson's concept of the nation as an "imagined community" highlights the role of language in constructing national belonging. Through shared narratives, historical stories, and cultural symbols, individuals imagine themselves as part of a larger collective. English language classes can include discussions of national history, literature, and cultural traditions in English, enabling students to articulate their national identity in a global language [77,6].

English as a Global Language and Cultural Identity

English has become the dominant language of international communication, science, business, and digital media. Its global spread has generated debates about linguistic imperialism and cultural homogenization. Some scholars argue that the dominance of English may marginalize local languages and cultures. Others suggest that English can be appropriated and localized, serving as a tool for expressing national identity on a global stage.

In educational settings, the key question is not whether English should be taught, but how it should be taught. If English textbooks focus exclusively on foreign cultural content while ignoring local realities, students may perceive their own culture as secondary or less prestigious. Conversely, if English lessons incorporate

national themes, local history, and cultural achievements, students can develop bilingual or bicultural competence.

Claire Kramersch's work on symbolic competence suggests that language learners must understand the cultural meanings embedded in discourse. English education should therefore help students interpret both foreign and national cultural narratives. By comparing cultural practices, traditions, and values, learners develop critical awareness and strengthen their own identity.

Pedagogical Principles for Integrating National Values

The integration of national values into English language education requires a systematic pedagogical approach. Several principles can guide this process.

First, the principle of cultural integration emphasizes that language teaching materials should include content related to national history, literature, traditions, and social life. Reading texts, listening activities, and speaking tasks can be designed around national themes. For example, students may read about important historical events, national heroes, or cultural festivals in English. This allows them to develop language skills while deepening their knowledge of national heritage.

Second, the principle of intercultural dialogue encourages students to compare national and foreign cultures. Through discussions, debates, and projects, learners analyze similarities and differences between cultural practices. Such comparative analysis prevents cultural isolation and promotes respect for diversity while reinforcing national self-awareness [37,5].

Third, the principle of critical thinking ensures that value formation is reflective rather than dogmatic. Henry Giroux's ideas on critical pedagogy highlight the importance of questioning stereotypes and power relations. In English classes, students can critically examine media representations of their country, discuss global issues from a national perspective, and articulate informed opinions.

Curriculum Design and Methodology

A value-oriented English curriculum should integrate national content across all language skills: reading, writing, listening, and speaking. Grammar and vocabulary exercises can be contextualized within national topics. Project-based learning can be particularly effective. Students may prepare presentations about national traditions, create bilingual brochures promoting cultural heritage, or conduct interviews with community members about local history.

Content and Language Integrated Learning (CLIL) offers another methodological framework. In this approach, subject content is taught through a foreign language. For example, elements of national history or cultural studies can be integrated into English lessons. This approach simultaneously develops language proficiency and subject knowledge.

Assessment methods should also reflect value-oriented objectives. In addition to traditional tests, teachers can use reflective essays, portfolios, and project

evaluations to assess students' understanding of national values. Self-assessment and peer assessment can encourage responsibility and active engagement.

Challenges and Risks

Despite its potential, integrating national values into English language education presents challenges. One risk is superficial patriotism, where national symbols are presented without critical understanding. Another risk is over-politicization, which may limit open discussion and discourage independent thinking.

There is also the challenge of balancing global and national perspectives. Excessive emphasis on national content may isolate students from global realities, while exclusive focus on foreign culture may weaken national identity. The solution lies in balanced integration and reflective pedagogy.

Empirical Perspectives

Research in intercultural education indicates that culturally responsive teaching increases student motivation and engagement. When learners see their culture represented in classroom materials, they feel valued and respected. Studies also show that integrating local content into foreign language instruction enhances identity coherence and self-esteem [20,4].

Moreover, students who develop strong national identity are better prepared for intercultural dialogue. A secure sense of belonging allows individuals to interact confidently with representatives of other cultures. Thus, national value formation and global competence are not contradictory but complementary goals[128,10].

Conclusion

The formation of national values in schoolchildren is a fundamental task of modern education. English language education, far from threatening national identity, can serve as a powerful instrument for its development. By integrating national cultural content, promoting intercultural dialogue, encouraging critical thinking, and preparing competent teachers, schools can create an educational environment where global communication and national consciousness coexist harmoniously.

English should not be viewed as a symbol of cultural dominance but as a means of expressing national identity in the global arena. When pedagogically grounded and ethically guided, English language education contributes to the development of students who are globally competent, culturally aware, and deeply rooted in their national values.

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