



## INTEGRATION OF SEL COMPONENTS AND NATIONAL VALUES IN PRIMARY SCHOOL “TARBIYA” LESSONS

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**Introduction.** In international pedagogical practice, Social and Emotional Learning (SEL) technology serves as an important factor not only in enhancing students’ psychological resilience but also in increasing their level of awareness of cultural identity. In particular, S. L. Rubinstein emphasizes that SEL practices contribute to the development of students’ self-awareness and social responsibility skills, thereby fostering a positive attitude towards their own culture and values. This approach makes it possible to assimilate national values in *Tarbiya* (Character Education) lessons in connection with students’ emotional intelligence. In order to systematize the pedagogical mechanisms and structural components of this process, the following model was developed.

**Main part.** The practical mechanism of the proposed model is based on a reflective approach. Case studies, role-playing activities, and visual pedagogical content used during lessons activate such reflective positions in students as “my attitude,” “my feelings,” and “my choice.” Through the “my attitude” reflective position, students become aware of their personal attitudes towards a particular national value and comprehend its significance in their own lives. The “my feelings” position enables students to identify and understand the emotions that arise when they encounter a particular moral or cultural situation. The “my choice” position, in turn, encourages students to make conscious and independent decisions based on the values they have understood and emotionally experienced. The use of case studies provides students with opportunities to analyze real-life or simulated situations related to national values and determine appropriate behavioral responses. Role-playing activities allow students to experience different social situations from various perspectives, thereby contributing to the development of empathy, interpersonal communication, and social responsibility. Visual pedagogical content facilitates the perception and comprehension of abstract moral and cultural concepts by presenting them in an accessible and age-appropriate form. The combination of these pedagogical tools contributes to the integration of the cognitive, emotional, and behavioral components of the process of fostering national values. In this process, SEL competencies are not considered



separately from national values; rather, they serve as a mechanism through which these values are understood, emotionally experienced, and expressed through students' behavior. The proposed model establishes a consistent relationship between students' emotional experiences, their understanding of national values, and their subsequent behavioral choices. As a result, the process of fostering national values moves beyond the simple transmission of knowledge and becomes a process of conscious internal acceptance and practical application.

**Conclusion.** The development of the pedagogical model contributes to the systematic and step-by-step organization of the process of fostering national values. The identification of target-oriented, content-based, procedural, and outcome-oriented blocks within the model has helped clarify the interactions among all participants in the educational process. The target-oriented block determines the purpose and objectives of the process; the content-based block defines the content of national values and the relevant SEL competencies; the procedural block reflects the forms, methods, and pedagogical technologies applied in the educational process; and the outcome-oriented block determines the expected results and indicators of students' development. The significance of the proposed model lies in its focus not only on enriching students' inner spiritual and moral world but also on developing their ability to demonstrate contemporary social skills within the framework of national ethics. In this regard, the integration of SEL technology into the process of fostering national values creates pedagogical conditions for the harmonious development of students' emotional, social, moral, and cultural competencies. Thus, the proposed pedagogical model provides a systematic framework for integrating SEL competencies with the process of fostering national values in primary education. Its application in *Tarbiya* lessons can contribute to the development of students who are able not only to understand national values intellectually but also to experience them emotionally and demonstrate them consciously in their everyday behavior.

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