

## LINGUODIDACTIC FOUNDATIONS OF INSTILLING NATIONAL VALUES IN UZBEK LANGUAGE EDUCATION (ON THE EXAMPLE OF 7TH–8TH RUSSIAN GRADES)

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**Abstract.** This article explores the linguodidactic foundations of integrating national values into Uzbek language education in Russian-language schools, particularly in grades 7–8. The study examines theoretical approaches to value-based education, analyzes pedagogical and linguistic mechanisms for value transmission, and proposes methodological strategies for embedding national identity, cultural awareness, and ethical norms into language teaching. The research is based on comparative analysis of modern linguodidactics, curriculum studies, and value-oriented pedagogy. The findings demonstrate that national values can be effectively instilled through contextualized language materials, discourse-based learning, and culturally responsive teaching strategies. The study contributes to the development of a value-oriented linguodidactic model suitable for multilingual educational environments.

**Keywords:** linguodidactics, national values, Uzbek language teaching, value education, Russian-language schools, intercultural competence, pedagogy.

### INTRODUCTION

In the contemporary globalized educational landscape, language teaching has increasingly transcended the narrow boundaries of linguistic competence to encompass broader socio-cultural, cognitive, and value-oriented dimensions. In multilingual societies such as Uzbekistan, where educational institutions function in both Uzbek and Russian languages, the role of language education acquires a dual significance: it serves as a medium of communication and simultaneously functions as a strategic instrument for cultivating national identity, cultural continuity, and value consciousness among learners.

Within this context, the teaching of the Uzbek language in Russian-language schools occupies a particularly important position. It is not merely an academic subject aimed at developing communicative skills, but also a pedagogical mechanism for transmitting national values, historical memory, and cultural heritage. These values include respect for elders, social harmony, hospitality, intergenerational continuity, patriotism, and appreciation of national traditions. Consequently, Uzbek language education becomes a key component of value-based education policy, contributing to the formation of culturally aware and socially responsible citizens.

The relevance of this study is determined by several interrelated factors. First, the process of globalization and increasing exposure to multicultural environments has intensified the need to strengthen national identity through education. Second, modern pedagogical paradigms emphasize the integration of cognitive and affective domains in learning, highlighting that effective education must develop not only knowledge and skills but also attitudes and values. Third, in Russian-language schools, where learners often operate in a bilingual or multilingual environment, there is a heightened necessity for structured linguodidactic approaches that ensure meaningful engagement with the cultural content embedded in the target language.

From a theoretical perspective, this study is grounded in the principles of linguodidactics, intercultural communication theory, and value-oriented pedagogy. Linguodidactics, as an interdisciplinary field, integrates linguistic theory with educational methodology, focusing on how language can be effectively taught while simultaneously transmitting cultural meanings. Intercultural communication theory further emphasizes the importance of developing learners'



ability to interpret and negotiate cultural meanings across linguistic boundaries. Meanwhile, value-based pedagogy underscores the role of education in shaping moral consciousness and ethical behavior through structured instructional content.

The target educational stage—grades 7–8—represents a critical period in learners' cognitive and psychological development. At this stage, students transition from concrete operational thinking to more abstract and analytical reasoning, which enables them to engage with complex cultural concepts, moral dilemmas, and identity-related themes. This developmental characteristic makes it particularly appropriate to introduce structured value-oriented content through language instruction. Furthermore, adolescents at this stage are highly receptive to social influence, making school a crucial environment for the formation of stable value orientations.

Despite the recognized importance of value integration in language education, existing pedagogical practice reveals several challenges. These include insufficient methodological frameworks for embedding national values into language curricula, a lack of culturally adapted teaching materials for Russian-medium schools, and limited teacher training in value-oriented linguodidactic strategies. As a result, the potential of Uzbek language education as a tool for cultural and ethical development remains underutilized.

Therefore, the main purpose of this article is to analyze the linguodidactic foundations of instilling national values in Uzbek language education in Russian-language schools and to identify effective pedagogical strategies for their implementation at the level of grades 7–8. The study seeks to bridge the gap between theoretical models of value-based education and their practical application in multilingual classroom settings.

The objectives of the research are as follows: (1) to examine theoretical approaches to linguodidactics and value education; (2) to analyze methodological principles for integrating national values into language teaching; (3) to identify pedagogical tools and instructional strategies that support value formation; and (4) to propose a structured model for effective implementation in secondary education.

In methodological terms, the study is based on qualitative analysis, including content analysis of educational materials, comparative examination of pedagogical models, and interpretive synthesis of relevant scientific literature. This approach allows for a comprehensive understanding of both theoretical foundations and practical implications.

In summary, the integration of national values into Uzbek language education represents a strategically important direction in modern pedagogy. It contributes not only to linguistic competence but also to the formation of culturally grounded, ethically responsible, and socially engaged individuals. This study therefore addresses both theoretical and practical dimensions of linguodidactic value education in a multilingual educational environment.

## LITERATURE REVIEW

The integration of national values into foreign and second language education has been widely discussed in contemporary linguistics, pedagogy, and educational psychology. In the context of Uzbek language teaching in Russian-language schools, this issue acquires particular relevance due to the intersection of linguistic competence development and value-oriented education. The literature review presented in this section synthesizes classical theories, modern empirical studies, and regional research contributions related to linguodidactics, intercultural communication, and value-based pedagogy.

Theoretical Foundations of Language, Culture, and Values. The relationship between language and cultural identity is deeply rooted in sociocultural theory. Vygotsky (1978) emphasized that language is not merely a communication tool but a primary psychological instrument through which cognitive development and cultural transmission occur. From this perspective, language learning inherently involves the internalization of cultural norms and



values. Similarly, Sapir-Whorf linguistic relativity theory suggests that language influences perception and worldview, implying that teaching a language also introduces learners to a specific cultural and conceptual system. In educational practice, this theory supports the idea that Uzbek language instruction can serve as a medium for transmitting national cultural frameworks. Bourdieu's concept of linguistic capital further expands this view by arguing that language proficiency is closely linked to social power and cultural identity. In multilingual educational environments, the inclusion of national values through language education becomes a mechanism for reinforcing cultural continuity and identity preservation.

**Linguodidactics as an Interdisciplinary Field.** Linguodidactics emerged as an interdisciplinary field combining linguistics, pedagogy, and psychology. According to modern European and CIS scholarly traditions, linguodidactics focuses on the effective teaching of language through communicative, cognitive, and cultural approaches. Scholars such as Passov and Zimnyaya emphasize communicative competence as the central goal of language instruction, which includes not only grammatical knowledge but also sociocultural competence. This competence requires learners to understand cultural norms, traditions, and value systems embedded in language use. In Uzbek pedagogical research, linguodidactics is increasingly viewed as a means of integrating national cultural content into language instruction. However, most existing studies focus primarily on methodological aspects of language acquisition, while value-oriented dimensions remain underdeveloped.

**Value-Based Education and Pedagogical Paradigms.** Value-based education (VBE) is widely recognized in global pedagogy as a framework for developing moral, ethical, and civic competencies alongside academic knowledge. According to Lickona (1991), effective education must integrate character formation, ethical reasoning, and social responsibility. In post-Soviet educational discourse, value-based education is closely associated with the formation of civic identity and national consciousness. In Uzbekistan, educational reforms increasingly emphasize the importance of instilling national values such as respect for cultural heritage, social solidarity, and patriotism. Research in educational psychology indicates that value acquisition is most effective when embedded in contextualized learning environments rather than taught as abstract concepts. This supports the integration of values into language learning materials, particularly through texts, narratives, and communicative tasks.

**Intercultural Communication and Multilingual Education.** Intercultural communicative competence (ICC), as defined by Byram (1997), plays a central role in modern language education. ICC involves the ability to interpret and relate cultural meanings, critically evaluate cultural perspectives, and interact appropriately across cultural boundaries. In multilingual contexts such as Uzbekistan, Russian-language schools represent environments where students are exposed to multiple linguistic and cultural systems. In such settings, Uzbek language instruction serves as a bridge between dominant global languages and national cultural identity. Research shows that intercultural education enhances empathy, cognitive flexibility, and cultural awareness. However, without structured pedagogical intervention, learners may develop fragmented or superficial cultural understanding. Therefore, linguodidactic frameworks are required to systematically embed cultural and value content into language instruction.

**Regional Studies on Uzbek Language Teaching and National Values.** Recent studies in Central Asian pedagogy highlight the growing importance of integrating national identity into education systems. Uzbek researchers have emphasized the role of textbooks, literary texts, and cultural narratives in shaping students' worldview.

However, empirical analysis reveals several limitations in existing practice: insufficient inclusion of culturally rich texts in teaching materials, limited methodological guidance for teachers on value integration, lack of systematic frameworks for assessing value acquisition in



language learning. At the same time, reforms in the Uzbek education system are gradually introducing competence-based curricula, which provide opportunities for embedding national values through communicative tasks and project-based learning.

Identified Research Gap. Despite extensive theoretical discussions on linguodidactics, intercultural competence, and value education, there remains a significant gap in integrating these three dimensions into a unified pedagogical model for Uzbek language teaching in Russian-language schools.

In particular: existing research rarely focuses on grades 7–8 as a specific developmental stage for value formation, there is limited empirical evidence on effective instructional strategies for value transmission in multilingual classrooms, methodological frameworks for operationalizing national values in language tasks remain underdeveloped. This gap highlights the necessity of developing a structured linguodidactic model that combines linguistic instruction with systematic value education.

The reviewed literature demonstrates that language education is inherently linked to cultural and value formation processes. Theoretical contributions from sociolinguistics, intercultural communication, and pedagogy collectively support the integration of national values into language instruction. However, the absence of a comprehensive, context-specific model for Uzbek language education in Russian-language schools indicates a need for further research. This study addresses this gap by proposing linguodidactic strategies tailored to grades 7–8 learners, aimed at harmonizing linguistic competence with national value development.

## DISCUSSION

The present study investigated the linguodidactic foundations for integrating national values into Uzbek language education in Russian-language schools, with particular attention to learners in grades 7–8. The analysis demonstrates that value-oriented language instruction is not an auxiliary component of teaching practice but rather a structural dimension of modern linguodidactics, especially in multilingual educational environments where language functions simultaneously as a communicative tool and as a carrier of cultural identity.

Interpretation of Key Findings. The findings of this research indicate that the integration of national values into Uzbek language teaching is most effective when it is systematically embedded into linguistic content rather than treated as an external or supplementary pedagogical objective. In particular, the use of culturally contextualized texts, discourse-based tasks, and communicative activities significantly enhances learners' engagement with value-related content. From a linguodidactic perspective, this confirms the hypothesis that language acquisition and value formation are interdependent processes. When learners encounter language in culturally meaningful contexts, they are more likely to internalize both linguistic structures and associated socio-cultural meanings. This aligns with sociocultural theories of learning, which emphasize the mediating role of language in cognitive and moral development.

Role of Age-Specific Cognitive Development (Grades 7–8). The study highlights that grades 7–8 represent a particularly sensitive stage for value-oriented education. At this developmental level, learners transition from concrete operational thinking to abstract reasoning, enabling them to engage with moral concepts, cultural symbolism, and identity-related themes. This cognitive readiness allows educators to introduce complex value constructs such as patriotism, cultural heritage, social responsibility, and ethical behavior through linguistic materials. Moreover, adolescents at this stage are highly influenced by social interaction and classroom discourse, which reinforces the effectiveness of communicative and interactive pedagogical strategies. Therefore, the results suggest that value integration in language education should be age-sensitive and developmentally appropriate, ensuring that instructional materials correspond to learners' psychological and cognitive capacities.



Linguodidactic Mechanisms of Value Formation. The analysis identifies several key mechanisms through which national values can be effectively integrated into Uzbek language instruction:

- Contextualization of language input: Texts reflecting cultural traditions, historical narratives, and social norms facilitate meaningful learning.
- Semantic enrichment of vocabulary: Teaching value-laden lexical units strengthens conceptual understanding of national identity.
- Discourse-based learning: Structured discussions and reflective dialogue encourage learners to articulate and negotiate value judgments.
- Task-based communication: Role-plays and problem-solving activities simulate real-life cultural and ethical situations.

These mechanisms collectively demonstrate that value formation is not achieved through declarative teaching but through active cognitive and communicative engagement with language.

Teacher's Role in Value-Oriented Instruction. The findings emphasize the central role of the teacher as a mediator between linguistic content and cultural meaning. In multilingual classrooms, teachers are not only language instructors but also cultural facilitators who guide learners in interpreting and internalizing national values. However, the effectiveness of this role depends on the teacher's methodological competence, intercultural awareness, and ability to design value-integrated tasks. The study reveals that insufficient teacher training in value-based linguodidactics remains one of the key barriers to effective implementation. This suggests a need for targeted professional development programs focused on intercultural pedagogy and value-oriented instructional design.

Educational Environment and External Influences. The discussion also highlights the significant influence of the broader educational environment, including family, peer groups, and media exposure. In Russian-language schools, students are often exposed to multiple cultural frameworks, which may lead to value pluralism or, in some cases, value fragmentation. Therefore, school-based language education plays a compensatory role by providing structured and systematic exposure to national cultural values. This reinforces the importance of curriculum coherence and institutional support for value-based education.

The results of this study are consistent with previous theoretical works in linguodidactics and intercultural education, particularly those emphasizing the integration of culture into language learning. However, this research extends existing literature by focusing specifically on: the Uzbek language in Russian-medium educational contexts, the lower secondary level (grades 7–8), and the operationalization of national values through concrete pedagogical strategies. Unlike general theoretical models, the present study provides a more context-sensitive approach that bridges the gap between abstract pedagogical theory and classroom-level implementation.

The findings have several important implications for educational practice:

1. Curriculum designers should ensure that Uzbek language textbooks include culturally rich and value-oriented content.
2. Teachers should employ interactive and communicative methodologies that encourage value reflection.
3. Assessment systems should include not only linguistic competence but also cultural and value-based learning outcomes.
4. Teacher training programs should incorporate modules on linguodidactic integration of national values.

These implications suggest that value education should be institutionalized within the language teaching framework rather than treated as an optional pedagogical component.



Despite its contributions, the study has certain limitations. The analysis is primarily theoretical and based on qualitative interpretation of existing literature and educational materials. Empirical classroom-based data, such as experimental teaching interventions or longitudinal student assessments, were not included. Therefore, future research should incorporate quantitative and mixed-method approaches to validate the proposed linguodidactic model.

Future studies may focus on: experimental validation of value-based linguodidactic strategies in real classrooms, development of assessment tools for measuring value acquisition in language learning, comparative analysis of Uzbek and other national language education systems, integration of digital technologies in value-oriented language instruction. Overall, the discussion confirms that the integration of national values into Uzbek language education is both pedagogically feasible and methodologically justified. However, its successful implementation requires systematic curriculum design, teacher competence development, and a coherent linguodidactic framework that aligns linguistic objectives with cultural and ethical education goals.

## CONCLUSION

The present study examined the linguodidactic foundations of integrating national values into Uzbek language education in Russian-language schools, with a specific focus on grades 7–8. The analysis demonstrated that language teaching in multilingual educational contexts performs not only a communicative function but also serves as an essential medium for transmitting cultural heritage, ethical norms, and national identity. The research findings confirm that value-oriented language education is most effective when national values are embedded directly into linguistic content through contextualized texts, communicative tasks, and discourse-based learning activities. In this regard, Uzbek language instruction becomes a pedagogical tool for shaping learners' cultural awareness, civic responsibility, and moral development. It was further established that grades 7–8 represent a psychologically sensitive stage in which learners are capable of abstract thinking and value reflection. This developmental characteristic significantly enhances the effectiveness of linguodidactic strategies aimed at fostering national identity and intercultural understanding. The study also highlighted the central role of teachers in implementing value-based instruction. Their methodological competence, intercultural awareness, and ability to design culturally responsive learning tasks are crucial for the successful integration of national values into the curriculum. At the same time, existing limitations in teaching materials and professional training remain significant challenges that must be addressed at the institutional level. Overall, the research concludes that a systematic linguodidactic approach to value education in Uzbek language teaching can contribute to both linguistic competence and the formation of a culturally grounded personality. Future reforms should focus on curriculum enhancement, teacher training, and the development of empirically tested instructional models.

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