

RESEARCH ARTICLE

# The Role of National Values in Extracurricular Activities with Adolescents in The Republic of Karakalpakstan

Yusupov Quwanish Dawletbaevich

Acting Associate Professor of the Department of "Pedagogy, Psychology and Methodology of Educational Technologies" of the Center of Pedagogical Excellence of the Republic of Karakalpakstan, Uzbekistan

VOLUME: Vol.06 Issue04 2026

PAGE: 48-55

Copyright © 2026 European International Journal of Pedagogics, this is an open-access article distributed under the terms of the Creative Commons Attribution-Noncommercial-Share Alike 4.0 International License. Licensed under Creative Commons License a Creative Commons Attribution 4.0 International License.

## Abstract

This article provides a scientific and pedagogical analysis of the role and importance of national values in extracurricular activities with adolescents in the Republic of Karakalpakstan. The study highlights the influence of national values on the spiritual and moral development of students in the process of extracurricular education. Attention is paid to the methods of instilling national values through clubs in the activities of "Barkamol Avlod" schools, that is, "Kelajak" centers. The article recommends ways to organize educational activities based on modern pedagogical technologies, STEAM production, and practical platforms.

## KEYWORDS

Extracurricular education, adolescent youth, national values, spiritual and moral education, Barkamol Avlod Children's School, Future Centers, club activities, pedagogical technologies, STEAM education, spiritual education, patriotism, cultural heritage, family and school cooperation, creative activity.

## INTRODUCTION

In the context of today's globalization, the strengthening of the flow of information, the free exchange of different cultures and values have a strong influence on the spiritual education of youth. Therefore, the upbringing of adolescents with high spirituality, independent thinking, and acting with a healthy social consciousness is one of the pressing issues of modern pedagogy. Adolescence is one of the most delicate, unstable, but potential stages of human life, and it is during this period that the spiritual and moral views of the individual, the system of values, and social activity begin to form. From this point of view, limiting the educational process only to lessons does not provide sufficient opportunities for the full provision of spiritual education.

In the "Development Strategy of New Uzbekistan for 2022-2026," approved by the Decree of the President of the

Republic of Uzbekistan No. UP-60 dated January 28, 2022, the upbringing of youth, their spiritual and moral development, the meaningful organization of their free time, and the development of the extracurricular education system are defined as priority tasks. The Decree pays special attention to protecting young people from harmful information, increasing their social activity, realizing their creative, sports, and intellectual potential, and strengthening their spiritual immunity.

Especially in the context of the growing influence of social networks, mass culture, and various ideological currents on the consciousness of young people in the modern information space, ensuring their spiritual stability is becoming an urgent pedagogical task. From this point of view, the improvement of extracurricular educational activities based on a modern

pedagogical system, its reorganization in accordance with the requirements of Presidential Decree No. UP-60, and the development of a scientifically based effective model are of great importance. [1]

The relevance of the research of this article lies in the fact that it makes it possible to develop the spirituality of adolescents through extracurricular education, strengthen the cooperation of school, family, and society, and educate young people in the spirit of national and universal values.

The purpose of the scientific research is to determine the pedagogical possibilities of effective use of national values in extracurricular activities with adolescent youth in the Republic of Karakalpakstan and to develop scientific and methodological recommendations for their implementation in practice.

Research objectives:

1. Theoretical analysis of the content and significance of national values in the process of extracurricular education.
2. Determining the role of extracurricular activities in the spiritual and moral development of adolescents.
3. Studying the state of work on national values in extracurricular educational institutions of the Republic of Karakalpakstan.
4. Development of ways to improve the methodology of club and educational work based on national values.
5. Development of practical recommendations that serve the development of the spirituality of adolescents.

The object of scientific research: is the process of extracurricular education and upbringing of adolescent youth in the Republic of Karakalpakstan.

Subject of scientific research: Content, forms and methods of using national values in the process of extracurricular activities and their influence on the spiritual and moral development of adolescents.

Every nation is not only the creator of its values, but also their protector and transmitter to the future. Every nation is responsible for the preservation of national values. This means that responsibility is characteristic not only of individuals, but also of the entire nation. A nation may not be free, may become dependent on an empire or state as a result of political processes, but it does not lose its sense of preserving its national values.

Understanding the nation as an object and subject of national values, as well as scientifically analyzing the system of national values associated with it, allows us to view the nation itself as a social value. This makes it possible to analyze the manifestation of national values, their movement from the past to the future in the process of historical development. National values:

- is formed in an ethnic space that ensures the natural, historical, and social unity of people, manifests itself in various forms and has a unique impact on people's consciousness and lifestyle;
- manifests itself in the interaction of people, in their social activities and serves as a spiritual basis for these relationships, activities, goals, needs and aspirations;
- can arise as a result in the material, spiritual, economic, political and other spheres, acquire special significance as a necessity for people and also bring them benefit;
- In the process of social development, they change and improve and diverse aspects are passed down from generation to generation and are inherited.

National values and the system of values that express their interconnectedness, along with the nation itself, pass from the past to the future through the chains of history, the tendencies of the times, and various social and political processes. These values are more connected with the ethnic characteristics and ethnic space of the nation. The social development of peoples continues to be inextricably linked with the development of their national-ethnic values. Every nation or people, as a result of improving its unique and diverse values, forms universal human values and develops their facets. [2,39-40]

Today, the issue of our national values and ethics is manifested in a unique way in the processes of social education. Because it is ethics and morality that instill human qualities in an individual's consciousness, and through family, ancestral teachings, father's personal example, and mother's love, it passes from person to person, from generation to generation, and is imprinted in the child's consciousness in this way. From this perspective, a society and state based on a morally and ideologically sound family will be strong. In such a family, a well-rounded individual grows up, and humanistic views and behaviors are widely spread in their feelings, understanding, and worldview.

As we study the views of thinkers and scholars in child-rearing,

we involuntarily envision the moral and educational qualities inherent to our nation. Also, the first upbringing, sincere attitude, and beautiful behavior are formed from the family through the example of our parents. In the words of Abu Nasr Farabi: "It is not enough for a person to see and feel beauty in order to achieve happiness, it is important that he be able to create beauty," there is a great deal of meaning. In this thought of the thinker, the idea is reflected that today's parents should be able to create beauty in their families, work, household, home management, mutual relations, behavior, clothing, health, child-rearing, and interaction with them, setting an example for themselves. Our ancestors also set an example by giving advice and counsel to their children. In particular, Abu Nasr Farabi said: "Every person should perfectly know their profession, receive a good upbringing, and possess good character and virtues." In one of the Arabic sayings: "Three things sharpen a person's mind: one is conversation with scholars and elders, the second is life experience, and the third is perseverance and persistence in striving. A person understands the value of two things only when they lose it: one is youth, the other is health." Indeed, as long as a person lives among people, they interact and interact with each other and live in the mirror of the morality and upbringing of the people in that society, adapting to it.[3,11-12]

Adolescence is a period of great change and transition for children. They move from childhood to adolescence. Adolescence mainly includes children aged 11-15, that is, students in grades 5-8. Children of this age experience the most complex transitional period in their lives. The transition period is a difficult period for both adolescents and their parents, teachers, and mentors. Youthful maximalism, a spirit of rebellion and contradictions, as well as a desire to express one's personality, are commonplace for adolescents. However, not all teenagers are bad. They are curious, interesting, and intense! They are at a very vulnerable stage and need adult support, care, and guidance.

In adolescence, with the teaching of academic subjects by different teachers, new criteria for assessing the personality and activity of adults begin to form. Adolescents mainly respect and love teachers who are knowledgeable, demanding, truthful, able to convey educational material in an interesting and understandable way, and do not discriminate against students. They also pay great attention to their relationship with the teacher. The intellectual development of

adolescents, which is noticeable in mastering the school curriculum and solving other emerging problems, encourages adults to establish serious communication with them, and adolescents themselves try to do so. On the other hand, infantilism (the physical and psychological state characteristic of young children) can be observed, especially in the discussion of such problems as the future profession, behavioral ethics and responsibility for one's obligations.

Extracurricular education is implemented in state and non-state extracurricular educational institutions by state bodies, public organizations, legal entities and individuals in cultural, aesthetic, scientific, technical, sports, and other areas to meet the individual, growing educational needs of children and adolescents and to organize their free time and leisure activities.

Extracurricular education is a component of the education system aimed at developing the intellectual abilities of children and adults, comprehensively satisfying their interests and needs for physical and professional skills, providing additional education in accordance with state educational standards and requirements, and effectively organizing their free time.

While extracurricular education serves to make a child's free time meaningful, taking into account the child's abilities and interests during this period, it gradually prepares them for life, develops professional skills, and guides them towards a profession.[5,51]

National moral heritage is an invaluable treasure accumulated by our people over many centuries. It reflects national and universal values. Therefore, we must rely on this treasure and the traditions we believe in, and use them wisely in their proper place. Only then will we ensure the progress of our society.

The thoughts on moral education in the heritage left by our ancient scholars amaze with their purity and extreme impact. All these moral teachings urged people to avoid ignorance and wickedness, impoliteness and arrogance, and dishonesty, and, on the contrary, to live peacefully, humbly, and with a clear conscience. Because they knew and felt more than anyone that the formation of a nation, its development, is connected with the perfection of a person. A person's clothing is not gold robes or displayed jewelry. A person's clothing is spiritual clothing. Spiritual clothing is intertwined with moral qualities. The new century is a century of growth for our people not only materially, but also spiritually and culturally. The 21st

century will raise the development of society to a new level. True, this century also has its difficulties and contradictory development. Nevertheless, it is natural for society to consider moral education as one of its central activities. Labor has a complex character. Technological progress, with its characteristics, creates such conditions. [6, 212]

Purpose of extracurricular education. According to the Decree of the President of the Republic of Uzbekistan dated September 8, 2025 No. PP-277, the main goal of the extracurricular education system is the meaningful organization of students' free time, the realization of their scientific, technical, creative, and sports potential, as well as education in the spirit of devotion to the Motherland and respect for national values. It is also a priority to increase interest in modern professions through the formation of an interactive educational environment.

Activities of "Barkamol Avlod" children's schools. In accordance with this resolution, measures are being taken to modernize the system and strengthen unified management based on "Barkamol Avlod" children's schools. They operate by identifying the talents of students, developing additional education in creative and technical fields, and organizing innovative clubs. These institutions serve to ensure wide coverage of children as the main base for extracurricular education. [8]

The 2025 decree outlines the following priority tasks to bring extracurricular education to a new level: attracting more students to the system, expanding clubs in modern areas (IT, robotics, design, sports, etc.), attracting qualified personnel, implementing digital monitoring and management, and strengthening the material and technical base.

Educational work through clubs. According to state policy, clubs are an important means of developing students' leadership, teamwork, creativity, and active civic competencies. The resolution sets the task of organizing clubs in the fields of culture, art, sports, reading, digital technologies, and crafts, as well as enriching them with educational content based on national and universal values.

In the Republic of Karakalpakstan, the "Kelajak" centers, operating on the basis of the system of extracurricular education and the "Barkamol Avlod Bolalar Maktabi," play an important role in the meaningful leisure activities of students. Currently, a total of 750 clubs operate in these centers, and 20,296 students are widely involved in them.

Activities have also been established in the context of regions. In particular, 92 clubs in the field of culture and art have been organized, in which 2,394 students are developing their creative activity. In the direction of technical design and modeling, 219 students are studying modern technical construction in 82 clubs. In the field of physical culture and sports, 1,222 students regularly participate in 51 clubs, forming a healthy lifestyle. There are 182 clubs specializing in crafts and handicrafts, and 5,268 students are studying applied crafts based on national traditions. 70 clubs operate in the field of tourism and ecology, involving 2,062 students. In higher educational institutions and schools, 5,672 students are studying in 215 clubs. In addition, 1,459 students are developing language competencies in 58 clubs organized in the field of foreign languages.

Human resources play an important role in providing this system. Currently, 774 pedagogical workers are selflessly working in the "Kelajak" (Harmoniously Developed Generation of Children) centers of the Republic of Karakalpakstan.

Today, one of the factors of education and upbringing is the stabilization of global national resources in the hearts of the younger generation. In extracurricular educational activities, it is necessary to effectively use modern methodological tools to manage and form in students a sense of national identity, a sense of national pride, respect, and social responsibility. Therefore, the methodology of processing national values, the activity of clubs, national games, folklore and traditions, the method of regulation, and the organization of integration are of great importance.

The system of organizing rituals, spiritual, educational, and upbringing events held in educational institutions can be divided into the following four groups.

First group. A system of rituals aimed at educating young people in the spirit of love for the Motherland and their people. This may include:

- national holidays: Independence Day, Teachers' and Mentors' Day, Constitution Day, New Year, International Women's Day, Navruz, Day of Remembrance and Honor, as well as Ramadan and Eid al-Adha.
- Young Citizens' Day (passport issuance).
- "Love for the Motherland is part of faith" holiday ritual.
- Ritual of showing respect to state symbols.
- Rituals lesson.

- Festive ritual dedicated to the state language.
- Rituals on the topic "The Legacy of Our Ancestors - the Foundation of Our Values."
- Day of Remembrance (celebrations, wreath-laying rituals).

Second group. A system of rituals that fosters a sense of civic duty and responsibility for the chosen profession among young people. This includes:

- 1) rite of dedication to the reader.
- 2) the ritual of transferring students from stage to stage (from class to class or from group to group).
- 3) Graduation celebrations.
- 4) Professional holiday.
- 5) Traditional festive ritual dedicated to the day of the establishment of the educational institution.
- 6) Rituals of accepting, completing, and handing over weekly duty.
- 7) A ritual (formation) dedicated to the beginning of daily activities.
- 8) The ritual of honoring the Kasb dynasty.
- 9) The ceremony of presenting professional gifts prepared by graduates to their educational institutions.
- 10) The ritual of holding the evening "Ball to the Sponsors!"
- 11) "First Bell," "Last Bell" rituals.
- 12) The ritual of the "Sincerely" holiday dedicated to teachers.
- 13) Competition ritual "Land of Cheerful Masters."
- 14) "Alpomish avlodimiz" boys' competition, etc.

Third group. Rituals aimed at improving the moral qualities of young people. Such a system of rituals can include:

- 1) National-cultural, ethical lessons (for example, appearance, greeting etiquette, self-control and self-management, communication culture).
- 2) Seasonal sports festivals.
- 3) Seasonal hashars.
- 4) Discussion among students (for example, "Your parents are your crown and throne," "What is good and what is sinful," "Honor bread," "Seventy skills are not enough for a young man," "What is the price of a free thing," "A tiger doesn't turn

back from its tracks, a young man doesn't change his word," etc.).

- 5) Exhibition "Child's Duty."
- 6) The ritual of holding the "Odobnoma" teahouse.
- 7) Rhetoric Tournament.
- 8) "Mehmonnoma" circle.
- 9) Night of Riddles (folk riddles).
- 10) Night of Laughter.

Fourth group. A system of educational activities that can become a ritual in the future. These include:

- 1) Conducting professional skills competitions (in the form of a relay race).
- 2) The ceremony of admission to the "Honorary Membership" of the educational institution.
- 3) Festival dedicated to International Student (or Pupil) Day.
- 4) Rituals of seasonal festivals.
- 5) Procedures for conducting book and academic subject weeks.[12,97-98]

How can STEAM be applied in educational activities, in class?

1. Combining interdisciplinary lessons: Designing projects that combine multiple disciplines, such as art-creating coding robots.
  2. Encourage practical activities: use tools such as 3D printers, robotics kits, and art objects to engage students.
  3. Use real problems: Create tasks that solve real problems, such as climate change or sustainable design.
  4. Collaborative development: Encouraging teamwork through group projects where students take on different roles.
  5. Introduce technology: Use digital tools such as virtual reality or coding platforms to improve learning.
- Celebrate creativity: Allow students to explore their personal interests and freely express their ideas.
7. Create opportunities for reflection: Allocate time for students to assess their knowledge and applied skills.

The "QRIDI STEAM" system serves as an important pedagogical tool for students in the process of extracurricular education. The main advantage of this is the phased organization of production based on STEAM and cooperation.

Physical students also acquire many personal technical and creative skills, respect for national culture, values of teamwork and work, responsibility and duty.

The interactive portfolio of Qridi STEAM is particularly effective in direct use in school and extracurricular activities. It connects the teacher, student, and parent in a single educational environment, allowing each participant to maintain control. Students upload their work (picture, video, model, text), self-assess, which strengthens reflection and a sense of responsibility. The involvement of parents in the educational process consists in ensuring the continuity of upbringing.

Example: 3D modeling of national handicrafts "Historical monuments" "STEAM program "Model modeling of national heritage." Through the STEAM portfolio, they document the research stage (source collection), design (model acquisition), testing, and presentation processes.

In this process, students:

- study and value the national cultural heritage;
- develop problem thinking and creativity;
- strengthen cooperation and mutual respect in the team.

In general, the school is an effective computational-pedagogical tool that combines national standards with modern STEAM competencies in STEAM supplementary education. It serves young people in fostering a well-rounded creativity and national identity by systematizing the educational process, organizing education, and fostering a spirit of collaboration.[13]

Suggestions and recommendations:

The effective formation of national values in extracurricular activities largely depends on the professional competence of club leaders and teachers. Therefore, the systematic use of the opportunities of the continuous professional development course for club leaders of the "Kelajak" centers is recommended as an important direction. First of all, in the process of professional development, special attention should be paid to the block of development of social skills defined in the program, and it is advisable to increase the number of practical trainings on the methodology of socio-emotional development of students and the integration of national values. This increases the effectiveness of forming such qualities as patriotism, respect, and cooperation in adolescents.

Secondly, within the framework of the module "Innovative Approaches to the Effective Organization of Club Activities," it is recommended to teach STEAM, design thinking, and project approaches based on exemplary developments enriched with national-cultural content. In particular, the development of methodological manuals on the integration of the cultural heritage, applied arts, and national games of the Karakalpak people into club projects increases the practical potential of teachers.

Thirdly, based on the block of digital technologies of the course, it is necessary to organize master classes for club leaders on the creation of digital content related to national values on such platforms as PhET, Tinkercad. This allows for the promotion of national identity through modern means, along with the development of 21st-century skills in students.[14]

The school's cooperation with parents is carried out in various forms - individual conversations, parent meetings, consultations, and the activities of the parent council.

Individual conversations are the most effective form of communication between parents and teachers. From the moment a child enters school until graduation, parents must maintain regular contact with the school, restrain their child's behavior and studies, and solve educational issues together with the teacher.

Parents are held at the classroom and school level, strengthening the relationship between family and school. It is important that the topics of the meeting are of interest to parents and correspond to the documents.

A school administration has been established for parents, which serves to record parents' pedagogical knowledge. This allows them to participate more actively and consciously in raising children.

The parents' council is headed by the school principal. An important support of the council is to provide practical assistance to the school in establishing educational routes outside the classroom and school.[15,488-489]

One of the main tasks in ensuring the activity of student youth in extracurricular activities is the organization of lessons based on modern information technologies. Important, relevant programs for organizing and using national values in extracurricular activities through creative activity:

-Canvas

-Palette

FigJam

-Nearby pod

-iSpring Suite

Advantages:

- assigning numbers to students on the national theme;

- creates a collaborative environment;

-Suitable for distance and extracurricular education.

Let's present a brief practical example from O'y (based on the Canva platform).

Platform (Canva)

Lesson topic: "National values - my pride" (extracurricular club)

Short process:

1. The club leader chooses the "Presentation" template in Canva.

2. Teens, divided into training groups, prepare slides in the following areas:

national customs;

patriotic values;

family values

3. Each group adds pictures, infographics, and a short creative presentation.

prepares.

4. In the end, the works are defended and evaluated most meaningfully.

Pedagogical result:

a conscious attitude of young people towards national values is formed;

personal cooperation and collaborative creativity are developed;

increased access to the school.[16]

## CONCLUSION

In conclusion, it can be said that extracurricular educational activities in the Republic of Karakalpakstan serve as an important pedagogical factor in the assimilation of national

values, the development of spiritual and moral maturity and social activity of adolescent youth. Through various clubs organized in the activities of "Barkamol Avlod" children's schools and "Kelajak" centers, such personal qualities as patriotism, national pride, and respect for cultural heritage are developed in students. Modern pedagogical technologies, the STEAM approach, and computer platforms serve to introduce national resources to students in a more effective and interesting way. At the same time, physical education activities in the cooperation of family and society play an important role in the personal development of adolescents, increasing their creativity and social responsibility. The system of extracurricular education manifests itself as an effective pedagogical mechanism for educating the younger generation in the spirit of national and universal values.

## REFERENCES

1. O'zbekiston Respublikasi Prezidentining 2022-yil 28-yanvardagi "2022-2026-yillarga mo'ljallangan yangi O'zbekistonning taraqqiyot strategiyasi to'g'risida" PF-60-son Farmoni, - T.: 2022
2. Қиём Назаров «Қадириятлар фалсафаси» Тошкент Файласуфлар миллий жамияти нашриёти-2004. 39-40-бетлар
3. Музайямхон Фармонова «Шарқ мутафаккирларининг маънавий меросида фарзанд тарбияси» «Тасвир нашриёт уйи» Тошкент – 2020.11-12-бетлар.
4. D.B.Botirova «Yosh davrlar pedagogik psixologiyasi»DARSLIK. Toshkent 2021. 90-107-108-бетлар
5. «Xalq ta'limi» O'ZBEKISTON RESPUBLIKASI XALQ TA'LIMI VAZIRLIGINING ILMIIY-METODIK JURNALI №2-son TOSHKENT-2021.51-bet.
6. М. Шарифхужаев З. Давронов «Маънавият асослари» (ўқув қўлланма) Тошкент — 2005.212-бет.
7. <https://buxqalter.uz/oz/>
8. <https://www.lex.uz/ru/>
9. <https://gov.uz/oz/shofirkon/news/view/>
10. <https://lex.uz/uz/>
11. Qoraqalpog'iston Respublikasi Kelajak markazi 2026-yil.
12. Равшан Ишмухамедов, Мақсуджон Юлдашев «Таълим ва тарбияда инновацион педагогик технологиялар»

Тошкент –2013. 97-98-бетлар

13. <https://www.qridi.com/articles/the-ultimate-guide-to-steam-education-what-it-is-and-why-it-matters>
14. O'zbekiston Respublikasi Maktabgacha va maktab ta'limi vazirligining 2026-yil 8-yanvardagi 6-son buyrug'i (32-ilova)
15. R.A.Mavlonova , N.H.Rahmonqulova, K.O.Matnazarova, M.K.Shirinov, S.Hafizov.Umumiy pedagogika.–Toshkent: Fan va texnologiya,2018.488-489-betlar
16. <https://www.canva.com/launches/>