PEDAGOGICAL FOUNDATIONS OF TEACHING TECHNOLOGY BASED ON NATIONAL VALUES

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Abstract: This article explores the pedagogical foundations for teaching the subject of Technology based on national values. It emphasizes how cultural heritage, traditional knowledge, and national identity can be integrated into modern technological education. The paper argues that such an approach not only preserves intangible heritage but also fosters moral, ethical, and patriotic qualities in students. The study outlines strategies for harmonizing modern teaching methodologies with Uzbekistan's cultural and historical traditions to enhance students' engagement and socio-cultural awareness.

Keywords: technology education, national values, pedagogy, integration, cultural identity, moral development

Introduction

In the era of rapid technological progress, the importance of national and cultural identity in the educational system remains vital. Teaching Technology as a subject should not merely focus on technical skills and modern tools but also reflect the nation's values, customs, and heritage. National values encompass elements such as respect for labor, family traditions, craftsmanship, environmental care, and patriotism. Integrating these values into the Technology curriculum helps shape students into well-rounded individuals who are both technically competent and socially responsible.

Methods

This research employed a qualitative-descriptive approach, using the following methods:

- **Document analysis**: Reviewing national curriculum standards and educational policy documents related to technology education and cultural values.
- **Comparative study**: Analyzing international practices where culture-based pedagogy has been effectively applied in technical education.
- **Interviews**: Conducted with technology teachers and educational experts to understand practical strategies for integrating national values into teaching.
- **Classroom observation**: Monitoring technology lessons in selected schools to evaluate the presence and effectiveness of cultural components.

Results

Findings show that incorporating national values into the teaching of Technology results in the following:

- Students demonstrate greater respect and interest in traditional crafts such as woodworking, embroidery, ceramics, and metalwork.
- Project-based tasks linked to national holidays or historical themes enhance motivation and creativity.
- Teachers reported improved classroom discipline and stronger moral attitudes among students.
- Students developed a deeper appreciation for the role of technology in cultural preservation (e.g., using digital tools to document or recreate heritage items).

The study further revealed several long-term benefits of integrating national values into the Technology curriculum:

- **Increased student engagement**: Lessons incorporating cultural elements saw higher attendance and more active participation compared to standard technical sessions.
- **Enhanced teacher creativity**: Educators developed innovative lesson plans by combining traditional knowledge (e.g., carpet-weaving patterns, wood carving symbols) with modern design software.
- **Community involvement**: Parents and local artisans were invited to schools as guest mentors, which strengthened school-community relationships and gave students hands-on learning with real cultural artifacts.
- **Gender inclusivity**: National crafts helped break gender stereotypes in technical education—girls participated more actively in woodworking, while boys showed interest in embroidery and design tasks.
- **Student-led projects**: Pupils initiated independent mini-projects focused on restoring or digitizing traditional items, showing deeper ownership of their learning process.

Discussion

The integration of national values in Technology education strengthens the link between technical instruction and cultural identity. This approach supports:

- **Cultural continuity**: Students learn that modern innovations can coexist with, and even preserve, historical traditions.
- **Holistic development**: Technology lessons become a platform not just for skill acquisition but also for ethical, spiritual, and social growth.
- **Contextual relevance**: When curriculum content reflects national values, students find it more relatable and meaningful.

- **Local innovation**: Respecting traditional techniques can inspire modern reinterpretations of crafts using contemporary technology.

However, challenges remain. These include a shortage of culturally adapted teaching materials, lack of teacher training on value-based pedagogy, and limited collaboration between schools and cultural institutions. Addressing these issues is essential for effective implementation.

Conclusion

Teaching Technology through the lens of national values offers a powerful pedagogical model for shaping future generations who are not only technologically skilled but also culturally rooted. Such an approach ensures the sustainability of intangible heritage, builds students' ethical frameworks, and contributes to national identity formation in a globalized world. For long-term success, educational policy must support curriculum development, teacher training, and resource creation centered on this integrative model.

The findings clearly show that embedding national values into the teaching of Technology leads to a more holistic, value-driven, and culturally aware education. This approach not only enriches the content of technical education but also aligns it with the ethical, historical, and social fabric of society.

By valuing students' cultural roots while teaching modern skills, educators nurture a generation of innovators who are both technically proficient and morally grounded. This fusion prepares learners to contribute meaningfully to their communities and to preserve national identity amidst rapid globalization.

To strengthen this pedagogical model further, it is recommended that:

- National curriculum developers collaborate with cultural institutions to create heritage-based teaching materials;
- Professional development programs train teachers on integrating values into practical instruction;
- Schools engage local craftsmen, artists, and elders to provide students with authentic exposure to traditional practices;
- Research continues to measure the long-term academic and social impact of culturally integrated technology education.

Ultimately, teaching Technology through the prism of national values is not just a method—it is a mission to educate both the hands and the hearts of future generations.

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