
CONFERENCE ARTICLE**Methodology For Developing Patriotism, Humanity, And Civic Responsibility Among Pupils Through Digital Stories****Abdullaeva Surayyo Babozhonovna**

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ABSTRACT

This article examines the pedagogical potential and methodological foundations of developing patriotism, humanity, and civic responsibility among primary school pupils through digital stories. It analyzes the role of digital stories in fostering respect for national values, recognition of human dignity, social engagement, and awareness of responsibility toward society. The article proposes stages for selecting and creating digital stories, integrating them into the educational process, and developing pupils' moral understanding through discussion and reflection. It identifies criteria for assessing educational outcomes and conditions for the effective use of digital stories in primary education.

Keywords: digital story, patriotism, humanity, civic responsibility, primary education, the subject "Upbringing," national values, spiritual and moral education, pedagogical methodology.

INTRODUCTION

In the context of globalization and the rapid development of digital technologies, raising the younger generation to become spiritually mature, socially active individuals who are devoted to their homeland and aware of their responsibility toward society is one of the most important tasks of the education system. It is necessary not only to provide pupils with knowledge of national and universal human values but also to develop their ability to apply these values in everyday life.

The primary stage of education is an important period in which children form their attitudes toward their homeland, family, mahalla (local community), society, nature, and the people around them. It is during this period that love for one's native land, respect for historical and cultural heritage, kindness toward others, care for public property, adherence to common rules, and awareness of responsibility for one's own actions should be developed.

To address these objectives when teaching the subject "Upbringing," methods such as storytelling, analysis of real-life situations, problem-based tasks, and group discussion can be used. Digital stories combining text, images, audio, animation, and interactive questions make it possible to present educational content in an accessible and illustrative form.

Digital stories may depict people working for the benefit of their homeland, children helping others, characters contributing to the preservation of historical and cultural heritage, and situations from school and mahalla life that require responsible behavior. Such stories encourage pupils not only to observe events but also to analyze characters' actions, express their own attitudes, and draw conclusions relevant to life.

The aim of this article is to substantiate the content, stages, and pedagogical conditions of a methodology for developing patriotism, humanity, and civic responsibility among primary school pupils through digital stories.

Research Methodology

The theoretical and methodological foundations of the article

comprise the learner-centered approach, spiritual and moral education, the value-oriented approach, and principles for using digital educational tools. Analysis of pedagogical literature, comparison, generalization, and methodological modeling may be employed to explore the topic.

A digital story is a multimedia resource through which a particular educational or instructional idea is conveyed using text, images, sound, music, and, where appropriate, animation. A digital story used for educational purposes should correspond to pupils' age characteristics, contain reliable information, reflect real-life situations, and provide opportunities for discussion.

The proposed methodology encompasses three principal areas of character education. Patriotism involves developing love for the homeland, respect for the country's history and culture, care for nature and cultural heritage, and a desire to contribute to the development of society.

Humanity involves respect for human dignity, consideration for the feelings and needs of others, and the demonstration of kindness, empathy, mutual assistance, and tolerance.

Civic responsibility involves observing common rules, caring for public property, fulfilling one's duties, respecting the rights of others, and participating consciously in collective life.

These areas are interconnected and may be developed through digital stories both separately and in combination.

Research Results**1. The Potential of Digital Stories for Developing Patriotism**

When developing patriotism, it is important not merely to provide pupils with general information about their homeland but also to explain that love for one's native land is manifested in everyday actions and a responsible attitude toward the surrounding environment.

Digital stories help connect this concept with children's life experiences.

For example, in the story “My Mahalla Is My Pride,” pupils learn about historical monuments, community improvement activities, representatives of different professions, and people who benefit society. As the plot unfolds, the characters take part in keeping their surroundings clean, preserving historical monuments, or planting trees.

After viewing the story, the following questions are proposed:

How is love for the homeland expressed in everyday life?

Why is it important to keep the school and mahalla clean?

How can children contribute to the preservation of historical and cultural heritage?

What useful action can you take for your school or mahalla?

Such tasks help pupils understand patriotism not only as an emotional attachment but also as a value expressed through specific responsible actions.

2. Developing Humanity Through Digital Stories

Humanity is manifested in respectful treatment of others, understanding their circumstances, a willingness to help those facing difficulties, and recognition of every person’s worth.

Digital stories make it possible to create various real-life situations designed to develop empathy and mutual assistance.

For example, the story “Our New Classmate” tells of a child who has moved from another region and has difficulty getting acquainted with classmates. Some pupils are reluctant to communicate with the newcomer, while another pupil helps the child become familiar with the school and join in class activities.

The following questions are proposed for discussing the story:

What feelings might the new pupil experience?

How can we help the new pupil?

Why is it important to try to understand another person?

What should be done to ensure that every pupil feels comfortable and safe in the classroom?

Analyzing the main character’s feelings helps pupils better understand the needs of others and develop a respectful attitude toward the people around them.

3. Methodology for Developing Civic Responsibility

It is advisable to develop civic responsibility among primary school pupils through situations they encounter in everyday life. Following school rules, treating educational equipment with care, maintaining order in public places, fulfilling classroom monitor duties, and respecting the rights of others are practical manifestations of this responsibility.

In the digital story “A Shared Garden, a Shared Responsibility,” pupils agree to improve the school garden. Some children fulfill their duties, while others shift their work onto classmates. As the plot develops, the dependence of success in collective activities on the responsibility of each participant becomes clear.

After viewing the story, the following questions are discussed:

Why is everyone’s participation important in a shared undertaking?

How does failing to fulfill one’s duties affect others?

Who should care for public property?

What responsibilities can we take on in classroom or school life?

Criterion	Assessment indicator
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Patriotism	Ability to explain responsible attitudes toward the homeland, school, and mahalla with examples
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Humanity	Ability to consider the feelings and needs of others
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Civic responsibility	Understanding the importance of common rules and collective duties
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This approach helps pupils recognize that responsibility is connected not only with adult supervision but also with understanding the interests of the group and being willing to make a personal contribution.

4. Stages of Organizing Character Education Lessons Based on Digital Stories

Lessons aimed at developing patriotism, humanity, and civic responsibility are recommended to be organized in the following sequence.

Stage One: Defining the educational objective. The teacher selects the principal value in accordance with the lesson topic and identifies the qualities to be developed in pupils.

Stage Two: Selecting or creating a story. The content should correspond to pupils’ ages, life experiences, and the objectives of the lesson. The story may be prepared independently by the teacher or created using digital tools and subsequently revised from a pedagogical perspective.

Stage Three: Presenting the story. Pupils are shown a narrative in the form of text, images, audio, or animation. At key moments, the narrative may be paused to allow children to make predictions and suggest possible developments.

Stage Four: Problem-based discussion. Pupils analyze the characters’ actions, propose alternative solutions, and justify their opinions.

Stage Five: Connecting the story with everyday life. Pupils discuss how the ideas presented in the story can be applied in family, school, or mahalla life.

Stage Six: Reflection and assessment. Children explain what conclusions they have reached and what they will pay attention to in their own behavior.

5. Example of a Practical Lesson: “How Can I Contribute to Society?”

Lesson objective: To help pupils understand patriotism, humanity, and civic responsibility through real-life situations.

Lesson content: The teacher presents three short digital stories related to school and mahalla life:

A story about pupils who help keep the schoolyard clean.

A story about a child who helps a classmate in a difficult situation.

A story about pupils who care for shared school property and responsibly fulfill their classroom monitor duties.

After each story, pupils work in small groups. They discuss the characters’ behavior, analyze its impact on other people and the group, and formulate their own conclusions.

At the end of the lesson, each pupil proposes one specific useful action that they can undertake for their class, school, or mahalla. Depending on the class’s capacities, these proposals may be combined into a plan for a small collective initiative.

It is important to discuss not only pupils’ good intentions but also how specific, feasible, and beneficial to others their proposed actions are.

6. Criteria for Assessing Pupils’ Development in Character Education

The following criteria may be used to monitor the development of pupils’ understanding and attitudes when digital stories are employed.

Moral reasoning	Ability to analyze characters' decisions and justify one's opinion
Practical initiative	Proposing specific actions that benefit the group

In assessment, the aim should not be to make all pupils express identical views but rather to identify their level of understanding of values, their ability to reason independently, and their readiness to behave responsibly. A single lesson is insufficient to establish lasting changes in character development; systematic observation and consideration of pupils' behavior in different situations are required.

Discussion

Digital stories make it possible to address patriotism, humanity, and civic responsibility in an interconnected manner. For example, a story about improving a school or mahalla can simultaneously reflect love for the homeland, the desire to benefit society, and responsible care for shared property. A story about helping another person illustrates humanity while also emphasizing responsibility toward the group.

However, the educational impact of a digital story depends not only on its content but also on how the learning process is organized. If pupils merely watch a story, opportunities for a deeper understanding of its educational message may be limited. Viewing should therefore be supplemented by discussion, problem-based questions, independent conclusions, and practical tasks.

Furthermore, patriotism should not be reduced solely to learning about state symbols or historical events. It is also manifested in caring for one's native land, preserving cultural heritage, taking an active interest in community life, and behaving responsibly. Humanity and civic responsibility are closely linked to respecting the rights and dignity of others, observing common rules, and actively participating in collective life.

Thus, the use of digital stories should aim not at the mechanical assimilation of predetermined conclusions but at developing pupils' ability to analyze real-life situations, form their own attitudes, and plan positive actions.

Conclusion

Developing patriotism, humanity, and civic responsibility among primary school pupils through digital stories makes it possible to enrich teaching and character education with real-life situations, vivid means of expression, and interactive discussion. This approach can foster an understanding of national and universal human values, respectful attitudes toward other people, and an awareness of one's own role in collective activities.

To achieve pedagogically sound outcomes, it is necessary to define educational objectives clearly, select stories appropriate to pupils' ages and life experiences, engage children in discussion, connect narrative ideas with everyday life, and systematically observe their development in character education.

Consequently, digital stories can be used in primary education as an additional means of organizing spiritual and moral education. Establishing their practical effectiveness requires testing the methodology in educational settings, conducting observations based on relevant criteria, and analyzing the results actually obtained.

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