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**THE ROLE OF NATIONAL CUSTOMS AND TRADITIONS IN THE  
UPBRINGING OF THE YOUNGER GENERATION IN FOLK PEDAGOGY**

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**Abstract:** This article provides a comprehensive scientific analysis of the role of national customs and traditions in the upbringing of the younger generation within the framework of folk pedagogy. It substantiates that customs and traditions, which are an integral part of the system of national values, serve as important tools in the spiritual and moral development of individuals, as well as in their socialization and the formation of national identity. The article also highlights the historical roots of folk pedagogy, its role in the modern education system, the significance of national values in the context of globalization, and the current challenges in the upbringing of youth.

**Keywords:** folk pedagogy, national customs, tradition, education, younger generation, spirituality, values, socialization, culture, national identity

**INTRODUCTION**

In today's era of globalization, the issue of raising a well-rounded younger generation has become one of the most important tasks facing society. In this process, folk pedagogy stands out due to its rich experience and practical nature. Folk pedagogy has been formed over centuries, with national customs and traditions occupying a central place within it. Through these values, the younger generation acquires not only specific knowledge and skills but also moral norms, social behavior, and life perspectives. Therefore, studying national customs and traditions and effectively integrating them into the educational process is considered one of the priority directions of modern pedagogy.

**MAIN PART**

In folk pedagogy, national customs and traditions are considered one of the most important, natural, and continuous forms of educating the younger generation. They cover all stages of human life and have a complex influence on the process of personality formation. A distinctive feature of folk pedagogy is that education is not an independently organized process but an integral part of everyday life. Therefore, upbringing through national customs and traditions deeply penetrates human consciousness and forms stable behavioral norms. In particular, the system of customs formed on the basis of the historical and cultural experience of the Uzbek people is an important factor guiding the younger generation toward moral maturity.

National customs primarily serve as a key means in the process of socialization. From the moment of birth, a child enters a specific social environment and gradually begins to assimilate the system of values existing in that environment. The family is the primary school of this process, where a child becomes acquainted with initial customs. For example, respect for parents, honoring elders, showing kindness to younger people,



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hospitality, and neighborly relations are values instilled in a child from early childhood<sup>21</sup>. This process is not forced but occurs naturally, as the child learns by observing and imitating adult behavior. As a result, basic social behavior skills are formed.

Traditions play an important role in shaping a person's historical memory and national identity. Every nation is distinguished by its history, cultural heritage, and values. Traditions serve as a bridge in transmitting this heritage to the younger generation. For example, national holidays, family celebrations, and ancient rituals allow young people to become familiar with the lifestyle, beliefs, and worldview of their ancestors. This fosters a sense of national pride, dignity, and belonging. At the same time, traditions ensure social stability in society by uniting people around common values.

Another important aspect of customs is their direct influence on the formation of moral qualities. For instance, greeting etiquette develops respect and courtesy, hospitality nurtures generosity and openness, while table manners foster discipline and patience. Although these customs may seem simple, they actually carry deep pedagogical meaning and enrich a person's inner world. Most importantly, they are accepted not as compulsory rules but as social norms and personal needs, which increases the effectiveness of education.

Rituals represent the highest level of expression of national customs and traditions and have special pedagogical significance in the upbringing of the younger generation. Through rituals, important stages of human life are marked, and each stage performs a specific educational function. For example, birth-related ceremonies emphasize the value of new life, circumcision ceremonies instill courage, endurance, and social responsibility, while wedding ceremonies promote the sacredness of family and values such as mutual respect and loyalty between spouses. During these rituals, young people actively participate, observe the behavior, communication culture, and social roles of adults, and gradually internalize them.

In addition, the collective nature of rituals helps develop social skills in the younger generation. Rituals are usually held with the participation of many people, and during this process, values such as cooperation, mutual assistance, respect, and unity are demonstrated in practice. Young people participate not only as observers but also as active participants, gaining experience in teamwork, responsibility, and task fulfillment. Thus, folk pedagogy serves as an effective means of preparing individuals for social life<sup>22</sup>.

National customs and traditions also play an important role in aesthetic education. The use of national music, songs, dances, clothing, and decorations during rituals shapes the aesthetic taste of the younger generation. This develops their ability to perceive beauty, appreciate art, and respect cultural heritage. As a result, the individual grows into a person who is not only morally but also aesthetically mature.

In the context of modern globalization, the role of national customs and traditions in youth education is becoming increasingly important. The spread of global culture may lead

<sup>21</sup> Quronov, M. *Folk Pedagogy*. Tashkent: Fan Publishing House, 1998.

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to the weakening or loss of certain national values. Therefore, preserving these elements of folk pedagogy and integrating them into the modern education system is an important task. In this process, cooperation between educational institutions, families, and society is essential. In particular, interactive methods of teaching national values in schools can increase students' interest and active participation.

Moreover, national customs and traditions play a key role in developing a sense of patriotism in the younger generation. By celebrating national holidays and historical dates, young people learn to respect the history and present of their nation. This strengthens their national identity, loyalty to their country, and sense of responsibility for its development.

In general, in folk pedagogy, national customs and traditions are a multifaceted and effective means of educating the younger generation. Through them, the moral, social, aesthetic, and spiritual development of individuals is ensured. Therefore, studying, preserving, and developing these values and widely integrating them into the modern educational process remains one of the urgent tasks of today.

The discussion of the role of national customs and traditions in folk pedagogy shows that this system of values is not only a historical and cultural heritage but also an active and effective component of the modern educational process. First of all, it should be noted that education through customs and traditions takes place in a natural environment, within the family and society, rather than in formal educational settings. This increases their impact, as human behavior is largely shaped through direct observation and participation. At the same time, the control mechanism of this process is unique, as it is regulated through public opinion and social evaluation.

During the discussion, another important issue is how customs and traditions are actually perceived in terms of their content. Practice shows that in some cases, young people accept these values only in their external form, while their internal essence and educational meaning are not sufficiently understood. This reduces the effectiveness of upbringing. Therefore, it is emphasized that the main focus of the discussion should not only be on preserving traditions, but also on deeply explaining their moral and ethical content and ensuring their conscious assimilation<sup>23</sup>.

Globalization processes are also of special importance in the discussion of this topic. In today's world, where interaction between different cultures is increasing, national customs and traditions are undergoing transformation. On the one hand, this process is positive, as it allows the assimilation of new cultural experiences; on the other hand, it creates the risk of weakening national identity. Therefore, the issue of balance becomes crucial in the discussion, meaning the necessity of harmonizing national values with modernity. In this process, teachers, parents, and other social institutions play an important role.

It is also critically analyzed in the discussion that the educational potential of rituals may sometimes be reduced. In some cases, excessive extravagance of ceremonies or

<sup>23</sup> Dewey, J. *Experience and Education*. New York: Macmillan, 1938.



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overemphasis on organizational aspects may cause their true pedagogical content to become secondary. This may lead to the formation of incorrect perceptions among young people. Therefore, simplifying rituals, strengthening their spiritual content, and prioritizing their educational aspects are considered important conclusions in the discussion.

Another important issue is the integration of the modern education system with folk pedagogy. Practice shows that formal education is mainly based on theoretical knowledge, while folk pedagogy relies on life experience and practical skills. By integrating these two systems, a more effective educational model can be created. For example, incorporating national customs and traditions into the learning process through interactive methods, staging them, discussing, and analyzing them can increase student activity<sup>24</sup>. This contributes to the strong acquisition of knowledge and the conscious acceptance of values.

The necessity of developing critical thinking in young people is also emphasized in the discussion. It is important not to accept all traditions unconditionally, but to evaluate their relevance to modern societal requirements. Through this approach, young people develop into individuals who consciously relate to their cultural heritage, preserve it, and contribute to its development.

In general, the results of the discussion show that although national customs and traditions have great pedagogical potential, their effectiveness largely depends on how they are understood and applied. Therefore, enriching them with modern pedagogical approaches, deepening their content, and presenting them in forms suitable for the younger generation remains an important task.

### **CONCLUSION**

In conclusion, in folk pedagogy, national customs and traditions are an important factor in the upbringing of the younger generation. Through them, moral and ethical qualities, national identity, social responsibility, and aesthetic taste are formed in individuals. In the modern education system, preserving and developing these values and deeply instilling them in the consciousness of young people is one of the important tasks. Therefore, by effectively using the rich heritage of folk pedagogy, it is possible to educate a harmoniously developed generation.

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