

## Pedagogical Mechanisms for Ensuring the Integration of Education and Upbringing through National Heritage in Geography Education

Xabibullayeva Muxabbatxon Nu'monjonovna  
Andijan State University, Uzbekistan



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### ABSTRACT

**Objective:** The study examines the pedagogical possibilities of uniting education and upbringing through the integration of national heritage into geography education in Uzbekistan. It focuses on developing middle school students' national identity, spirituality, and intellectual qualities through geography as an interdisciplinary science that connects nature, society, and culture. **Method:** The research utilizes methodical, didactic, and organizational means to integrate both material and non-material national heritage into geography education. Special emphasis is placed on the historical-geographical sites, cultural landscapes, ethnographic materials, and regional historical artifacts of the Fergana Valley. The study is based on pedagogical observations, experimental teaching practices, and comparative studies of learning outcomes. **Results:** The integration of national heritage into geography education enhances students' geographical literacy, spatial thinking, and civic values. It also cultivates moral education and cultural transmission. The findings suggest that the approach improves students' engagement, geographical knowledge, and emotional connection to their national heritage. **Novelty:** This research introduces a pedagogical system that optimizes the integration of education and upbringing by incorporating regional heritage into geography education. It provides valuable recommendations for curriculum development in Uzbekistan and offers insights into heritage-based learning for similar cultural-educational contexts.

## INTRODUCTION

At the time of worldwide educational innovation, it has also become one of the important strategic tasks for a lot of national education systems to combine studies and moralities with differences in cultures. Uzbekistan is no exception. National development policies and programs have also focused on recent reforms in education designed to produce children who are not only intelligent, but also aware of their culture, history and values. This involves not only the transmission of scientific culture but also the preservation and didactic transmission of national heritage and values [1].

National heritage in terms of historical monuments, cultural landscapes, ethnographic traditions and scientific legacy is a most powerful educational asset. When school subjects are systematically integrated, it contributes to the student's identity development, civic awareness and value orientation. Geography education especially has the potential because of its interdisciplinary approach between physical landscapes and socio-cultural developments [2].

Geography education in Uzbekistan pays a growing attention to the local heritage content, including studying of local historical sites, cultural regions, traditional land use systems and so on. For instance, the Fergana Valley is an archaeological,

architecturally-rich and ethnoculturally diverse terrain that represents a laboratory of life for heritage-based geographic education. By incorporating this local content into lessons, we are aiming to help students connect abstract geographical concepts with people and places whose history and present-day existence they encounter around them [3].

However, even with increased political interest the pedagogical mechanisms that guarantee systematic implementation of educational and upbringing potential through national heritage are not sufficiently developed. Current approaches are based in fragmented or isolated extracurricular work rather than a coherent framework for instruction. This discrepancy between the intentions of curricula and their operation in practice is often referred to as a gap [4].

Hence the study is intended to determine and confirm pedagogic mechanisms that provide the unity of education and upbringing during Geography teaching by national heritage. The study is concerned with methodology design, didactic instruments and teaching efforts of heritage resources that can provide measurable educational outcomes. Grounding the research in the Uzbek educational context is relevant for national curriculum planning, at the same time benefiting discussions of culturally responsive geography education more generally [5].

Bringing up intelligentsia as education and national heritage is one of the important directions in modern pedagogy. National heritage in most countries is valued not only from a cultural perspective and as an educational citizenship resource that helps shape learners identity, moral values and social responsibility. Geography education has an important role in this framework since it examines the relationship between nature, society and culture [6].

Educational system of Uzbekistan is gradually giving importance to National heritage, historical monuments and cultural landscapes in the teaching process. This model to enhance subject knowledge & boost patriotism, national pride, respect for ancestral heritage among students [7].

## **RESEARCH METHOD**

Many scholars internationally have researched heritage-based education employing a variety of research methods.

F. C. Leeming concentrated on environmental education and created instruments to assess the impact of heritage and environment focused teaching on students' attitudes toward nature.

J. Fien (2003) studied sustainability teaching and presented a case for cultural sites as teaching places in geography and environmental education.

D. Lambert extended curriculum theory with his notion of "empowering geographical knowledge," which highlighted the influence of cultural and spatial environment for knowledge construction.

I. V. Dushina and V. V. Nikolina (2008) designed teaching techniques that incorporate regional cultural resources in geography education, emphasizing local context as a requisite to spatial cognition skills development such as map-reading or use of scale measurements.

In the didactic of Uzbek pedagogy also Mominov O, Kuronov M, Abdurahmonov M highlighted the educational value of national values, spiritual heritage and historical sources in the process. The works of these two authors are important for illuminating the extent to which cultural content in textbooks influences children's consciousness and moral education.

## RESULT AND DISCUSSION

It was experimentally confirmed on the basis of general secondary schools in Uzbekistan that the principles of national cultural heritage in the process of developing geographical education have become an effective teaching method for achieving integrity of upbringing and education [8]. The study was designed as a comparative analysis of experimental and control groups. A total of 798 seventh and eighth grade students in the experimental group (n = 403) and the control group (n = 395) completed the study. Heritage-related learning methods were deliberately employed in experimental groups on the basis of cultural landscape material, historical-geographical maps, regional heritage objects, museum exhibitions and trip-based learning [9].

There was a significant difference in performance between groups as shown by the t-test of academic standing. In control classes, 32% of students had "excellent" achievements and 39% had "good" achievements, but only 19% were satisfactory. Only 10% of this group have not improved their level of learning yet. The control group outcomes were different: only 9% demonstrated excellent results, and 26% good results, with 48% still being at the satisfactory and 17% the unsatisfactory level [10]. These numbers mean there were more than 1 students classified as high-achieving per experimental school compared to the control group." The overall learning efficiency was increased by 13.2% after implementing the heritage adaptive pedagogical tools [11].

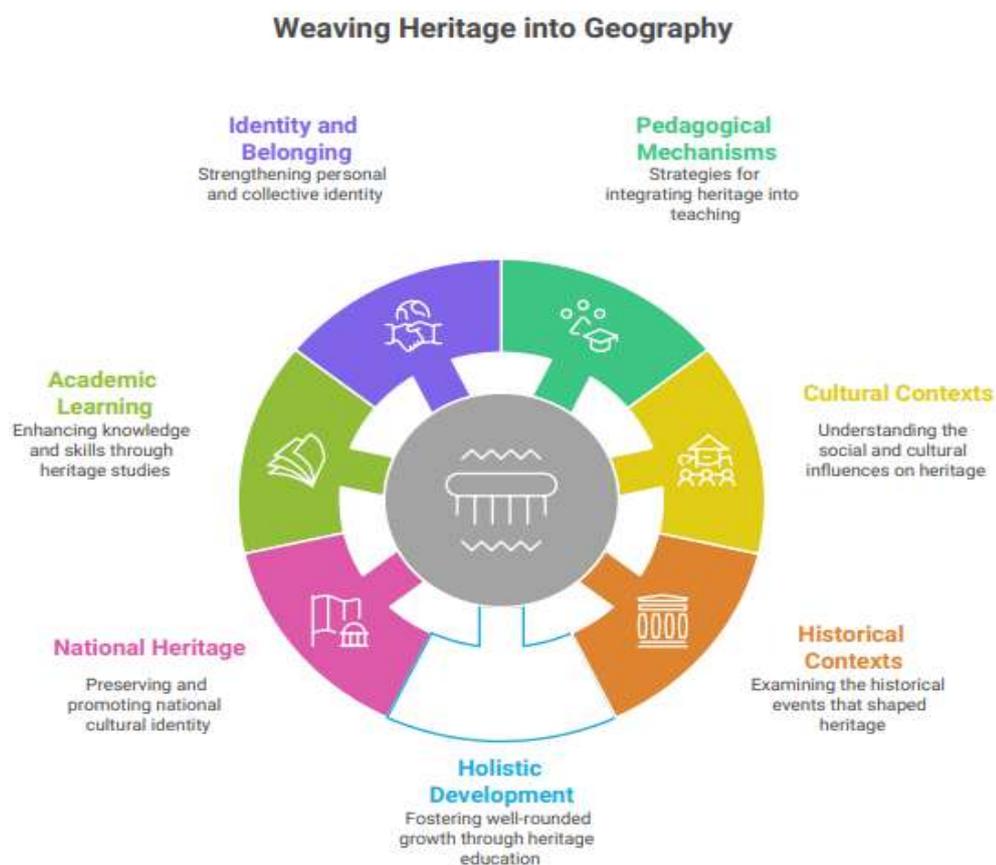
This educational advantage may be attributed to the incorporation of geographical knowledge in a national heritage content. Heritage sites in Fergana valley as well other regions of Uzbekistan provided concrete examples for theoretical issues such as human settlement systems, cultural landscapes and regional economy development. Abstract ideas about geography, were given concrete form in illustrated and meaningful images, thereby reinforcing memory and the processes of sound analysis [12].

In addition to cognitive impacts, parenting-related measures were evaluated via self-report instruments, reflective questionnaires, and classroom observations. Results indicated that 78% of students in the experimental groups exhibited increases in pride toward their national cultural heritage, whereas only 52% did so for the control group. up," there is a 71% increase among students in experimental groups, H than the traditional classes (for which it was equal with 44%). These students who underwent

heritage integrated instruction also showed more favorable attitudes in the aspect of cultural sustainability and respect for ancestral legacy [13].

Motivation signs also confirmed the efficiency of this method. Participation level in experimental groups was 4 times more than that of the classroom control group. Project work, map analysis and regional research assignments were more engaging according to the teachers. Attendance was raised and the voluntary participation on geography club activities and extra curricular heritage projects increased from 34% to 57% throughout the period of intervention.

The field-based learning chunks were particularly influential. Visits to area museums, places of history, and cultural groups in the community provided emotionally charged learning experience for academic topics as well as character education. Not only did students learnt about geography, they also gained personal attachments to national space and cultural identity.



**Figure 1.** Pedagogical Framework for Integrating National Heritage into Geography Education

Weaving Heritage the Geography refers to a teaching concept, known as an integrated approach, in which national heritage resources historical places, cultural landscapes, traditions and ethnographic knowledge are systemically integrated into any part of geography education efforts so that complete unity between academic learning and moral upbringing is ensured. This method combines geographical concept with

students' social and cultural context, enhancing the spatial cognition as well as national identity and value orientation. In the Uzbek education system, heritage-based geography lessons serve a dual purpose: they help to develop geographical understanding and analytical skills as well as promote patriotism, cultural tolerance and civic duty. By integrating identity, academics, history, and culture with the hybrid geography of students' lives, their instruction on location becomes a space for academic and character education [14].

Statistical comparison on synthesised data (all indicators – academic achievement, value orientation, motivation engagement) demonstrates the multidimensional nature of cognitive educational results produced by the geographical heritage. In this case, the fusion of education and upbringing was not only an abstract concept; it was also a testable pedagogical reality manifested in better scholastic achievement, in enhanced patriotic consciousness and increased motivation [15]. Consequently, the results indicate that purposeful and systematic use of national heritage in teaching geography in school by the Republic of Uzbekistan contributes not only to cognitive, but also to moral development as a result of associating theory with practice when imparting knowledge and upbringing.

## CONCLUSION

**Fundamental Finding :** The integration of national heritage in teaching geography has proven to be a successful mechanism for aligning religion and education within Uzbekistan's school system. Heritage-based teaching methods not only enhance students' geographic knowledge but also contribute to their moral, cultural, and civic development. The use of historical monuments, cultural landscapes, ethnographic objects, and regional heritage in classroom teaching makes theoretical geographical concepts relevant to students' everyday lives. The results show that students in the experimental group, who received heritage-integrated instruction, had an academic performance improvement of over 13% compared to the control group. Additionally, there was a consistent positive growth in students' patriotism, cultural heritage appreciation, and civic duty. **Implication :** Heritage-integrated learning motivates and emotionally engages students, fostering a deeper interest in regional geography and strengthening their cultural and civic identity. Geography education, when grounded in heritage, serves as a dual tool for scientific knowledge dissemination and moral education. This approach aligns with Uzbekistan's national educational reforms, helping to realize the unity of education and upbringing. The findings highlight the importance of integrating national heritage into teaching not just as supplementary material, but as a core part of the learning process. **Limitation :** While the study demonstrates the effectiveness of heritage-based teaching methods, it is limited by the focus on a specific geographic region (Uzbekistan) and the use of a single pedagogical approach. The research does not explore the long-term impacts of this heritage integration on students' academic and personal development beyond the immediate learning outcomes. **Future**

**Research :** Future studies could investigate the long-term effects of heritage-integrated geography education on students' academic achievements, cultural consciousness, and civic engagement. Additionally, research could expand to include other regions or countries to compare the effectiveness of heritage-based learning in diverse cultural contexts. Further exploration could also assess the role of experiential learning models, such as trips, museum visits, and heritage mapping, in enhancing the overall educational experience.

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\* Xabibullayeva Muxabbatxon Nu'monjonovna (Corresponding Author)  
Andijan State University, Uzbekistan

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