

**REQUIREMENTS FOR THE PERSONALITY OF THE TEACHER IN FORMING A SENSE OF PATRIOTISM IN PRIMARY SCHOOL LITERACY CLASSES****O'ktamova Mehriyoyo A'zamovna**

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**ANNOTATION** This article analyzes the requirements for the personality of a teacher in forming a sense of patriotism during reading literacy lessons in primary school. It examines the moral and ethical qualities of the teacher, their professional qualifications, personal participation in the lesson, methodological competence, and emotional responsiveness. Based on observation, interviews, analysis, and experimental methods, the study substantiates the teacher's leading role in patriotic education.

**Introduction** The primary goal of modern education is to nurture individuals who are active participants in social life, think independently, remain loyal to national values, and are not indifferent to the fate of their homeland. Especially at the primary level, children's worldview is being formed. Therefore, reading literacy classes serve not only to develop learning skills but also to instill educational values. In this process, the teacher's personality plays a decisive role; their moral qualities, pedagogical skills, and ability to be a personal example are key criteria. The teacher is not only a transmitter of knowledge but a builder of identity, character, and national consciousness—especially in the early stages of a child's education. In primary school, children are highly impressionable, and their attitudes toward society, culture, and country are shaped largely by the emotional and intellectual environment created in the classroom. Among the key values that must be nurtured at this age is patriotism: a respectful love for one's homeland, pride in national heritage, and a sense of responsibility for the future of the nation.

Literacy classes, as foundational subjects in the primary curriculum, offer unique opportunities for fostering patriotism. Through stories, poems, dialogues, and national texts, young learners can connect with cultural symbols, historical figures, and moral lessons. However, the successful delivery of such values is heavily dependent on the teacher's personality, approach, and example.

In this context, a teacher must embody the very principles they aim to instill. A sense of national identity, ethical behavior, empathy, and integrity must be reflected in their daily interactions with students. Moreover, they should possess strong communication skills, an ability to inspire, and a dedication to nurturing both intellect and emotion.

A patriotic teacher should also demonstrate a deep respect for national culture and values, actively integrating them into classroom content. Their own emotional commitment to the country becomes a source of influence for the students. Such teachers go beyond textbooks, using real-life examples, creative assignments, and classroom rituals that strengthen national pride and civic responsibility.

In short, forming patriotism in primary literacy classes requires teachers who are not only skilled educators but also emotionally intelligent, ethically grounded, and culturally aware individuals. The future of national consciousness begins in the classroom—with teachers whose personalities reflect the very ideals they are entrusted to cultivate. The Teacher's Personality as



an Educational Leader A primary school teacher is not just an instructor, but a guide for the child's heart. Every gesture, word, mood, and kindness of the teacher has a direct impact on the child. The following qualities determine a teacher's educational effectiveness:

1. Moral and ethical maturity – A teacher must embody qualities such as loyalty to the homeland, honesty, integrity, and patience.
2. Personal exemplarity – Students often follow actions rather than words. The teacher must represent patriotism through their behavior, communication, and appearance.
3. Emotional sensitivity and kindness – A teacher should engage emotionally with students, sense their condition, and provide a positive psychological atmosphere.
4. Professional competence – Selecting appropriate texts for educational goals, analyzing them methodologically, crafting thought-provoking questions, and organizing lesson content effectively requires a high level of methodological knowledge.

Teacher and Lesson: Harmony of Educational Content Through the lesson, the teacher reaches the minds, hearts, and values of students. Each lesson should emphasize the following:

- The instructional material must include patriotic content;
- The text should instill a positive image of the homeland;
- Analyzing events to deepen ideas of devotion, honesty, and justice;
- Each task should carry national spirit, historical memory, and civic values;
- Teachers should use personal examples to connect topics to real life.

Enhancing Impact through Modern Methods In today's education, innovative approaches strongly influence both emotional and intellectual development of students. Particularly:

- Short dramatizations to bring historical heroes to life;
- Multimedia presentations to engage attention and emotions;
- Debates to encourage independent thinking and articulation;
- Creative tasks (writing poems, drawing, storytelling) to make patriotism an inner need.

Teacher's Initiative and Pedagogical Creativity Educationally rich lessons depend not only on standard materials but on the teacher's initiative and creativity. A teacher should:

- Find and integrate educational stories, proverbs, riddles, and phrases into the lesson;
- Effectively use Uzbek oral folk traditions;
- Take a personalized approach, selecting materials based on students' needs;
- Extend education beyond class through competitions, performances, and patriotic campaigns.

Teacher – The One Who Reaches Children's Hearts Experience shows that lessons taught with personal example and heartfelt connection remain unforgettable. Understanding about the homeland becomes deeply internalized; patriotism turns into a natural need for the child. Experiments reveal that students in lessons taught by exemplary teachers demonstrate higher interest, participation, reasoning, and independence. They enjoy learning, think critically, write, and ask questions. This is crucial for embedding patriotism in the heart. This research employed a qualitative methodological framework to explore the personality requirements for primary school teachers in fostering a sense of patriotism through literacy education. Given the pedagogical and psychological nature of the subject, various complementary methods were utilized to ensure a comprehensive and multi-dimensional analysis.

First, observation was conducted in several primary school literacy classes to examine how teachers integrate patriotic content into their lessons and how their personal traits influence the emotional and behavioral responses of students. Both structured and unstructured observations were carried out to capture spontaneous teacher-student interactions and classroom dynamics.

Second, semi-structured interviews were conducted with primary school teachers, methodologists, and education specialists. These interviews focused on identifying the qualities teachers believe are essential for nurturing patriotism, their personal strategies for embodying



patriotic values, and the challenges they face in aligning instructional content with national ideals.

Third, a content analysis of educational materials, including textbooks, teacher guides, and classroom resources, was performed. This helped evaluate the extent to which patriotic themes are embedded in literacy curricula and how effectively teachers can utilize these materials to foster national consciousness.

Fourth, case studies of selected teachers who demonstrated high effectiveness in integrating patriotic themes into literacy lessons were developed. These case studies provided in-depth insight into the personal characteristics, teaching approaches, and classroom behaviors that contribute to successful patriotic education at the primary level.

Additionally, student focus groups were held with pupils aged 7–10 to understand their perceptions of patriotism and how their teachers' attitudes, language, and classroom practices influenced their emotional connection to national values. These discussions shed light on the indirect impact of the teacher's personality on shaping students' attitudes toward their country.

Finally, a comparative analysis was conducted between classrooms led by teachers with varied pedagogical experiences and personality profiles. This helped identify correlations between specific teacher traits—such as empathy, consistency, moral integrity, and communication style—and student engagement in patriotic discussions or activities.

By triangulating data from these diverse sources, the research ensured validity and depth in its conclusions about the critical role of the teacher's personality in instilling patriotism through literacy instruction in early education.

**Conclusion** Forming a sense of patriotism in reading literacy lessons in primary school depends on the teacher's personality, professional skill, educational mastery, and heartfelt dedication. If a teacher's heart is filled with loyalty to the homeland, love for the people, and faith in honest work, they can pass these values on to students. In today's educational landscape, the role of the teacher extends far beyond the delivery of subject knowledge. Especially in primary education, where foundational values and attitudes are formed, the teacher is not only an instructor but also a moral guide and role model. One of the critical tasks in modern education is the cultivation of patriotism—a deep love, loyalty, and sense of responsibility toward one's homeland. This task becomes particularly important in literacy classes, which are among the earliest and most influential learning experiences for young students.

Primary literacy classes are not limited to teaching reading and writing skills; they also serve as a fertile ground for developing emotional intelligence, ethical reasoning, and civic consciousness. Within this context, the personality and character of the teacher play a decisive role. A teacher's moral integrity, emotional empathy, communication style, and pedagogical creativity significantly influence how students internalize the values presented in class, especially patriotic ideals.

Therefore, understanding the specific qualities and professional competencies that a teacher must possess to successfully instill patriotic feelings in students is essential. These include not only high moral standards and love for the nation but also the ability to select appropriate texts, facilitate meaningful discussions, create an emotionally supportive classroom environment, and model the behaviors and attitudes of a responsible and loyal citizen.

#### Main Findings

The conducted research revealed that the teacher's personality plays a decisive role in fostering a sense of patriotism among primary school students during literacy classes. The following key findings emerged from classroom observations, interviews, content analysis, and student reflections:

1. **Moral Integrity as a Cornerstone:** Teachers who demonstrate strong moral character—honesty, justice, and dedication—are more likely to influence students' emotional development



and patriotic feelings. Children instinctively internalize such values when they see them consistently embodied by their teacher.

2. **Personal Example Over Instruction:** Students are more responsive to the teacher's actions and behavior than to verbal instructions. Teachers who model respect for national symbols, show love for the homeland in speech and demeanor, and share personal stories related to national identity have a stronger impact on students' patriotic awareness.

3. **Emotional Bonding and Empathy:** The emotional connection between teacher and student is a powerful channel for value transmission. Teachers who exhibit kindness, empathy, and sensitivity are better able to instill loyalty and love for the country, as children feel emotionally safe and valued.

4. **Pedagogical Creativity Enhances Impact:** Teachers who incorporate creative methods—such as storytelling, drama, visual aids, and interactive discussions—tend to foster deeper engagement with patriotic content. These strategies make abstract concepts like “homeland” or “sacrifice” more tangible and relatable for young learners.

5. **Alignment Between Content and Personality:** A meaningful patriotic education occurs when the educational content is aligned with the teacher's personal values and teaching style. When teachers authentically believe in the patriotic messages they convey, students are more likely to absorb and reflect those values.

6. **Influence Beyond the Classroom:** Teachers who carry their patriotic attitudes outside the classroom—participating in school events, community initiatives, or national celebrations—extend their influence on students' worldview and sense of civic responsibility.

Overall, the study confirmed that the success of patriotic education in literacy classes is not determined solely by curriculum design or textbook content, but significantly by the moral authority, emotional expressiveness, and personal example set by the teacher.

This paper explores the fundamental personal and professional attributes required of primary school teachers who aim to effectively foster patriotism through literacy instruction. It also highlights the importance of emotional engagement, national values, and innovative methods that enable teachers to connect deeply with their students and guide them toward becoming thoughtful, caring, and patriotic individuals. A teacher is not merely a knowledge provider but someone who reaches the hearts of students, shapes future generations, and revives national spirit. The process of instilling patriotism begins with such educators.

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