

**FUNCTIONAL MODELS FOR DEVELOPING POSITIVE ATTITUDES
TOWARD ETHNO-CULTURAL VALUES IN PRIMARY SCHOOL
STUDENTS VIA BIBLIOTHERAPY**

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ABSTRACT. *This paper explores the theoretical and practical frameworks of using bibliotherapy as a transformative tool for primary school students. It focuses on the functional models of instilling ethno-cultural values—such as national identity, respect for traditions, and linguistic heritage—through guided reading. The study analyzes the current state of primary education and proposes a structured bibliotherapeutic model aimed at fostering a positive psychological and cultural orientation in young learners.*

INTRODUCTION


In the era of rapid globalization, preserving ethno-cultural identity among the younger generation is a critical pedagogical challenge. For primary school students (ages 7-11), who are in a formative stage of socio-cultural development, traditional teaching methods often fall short of emotional engagement. Bibliotherapy—the use of selected reading materials for therapeutic and developmental purposes—offers a unique "soft power" approach to internalizing national values.

THEORETICAL FRAMEWORK: THE BIBLIOTHERAPEUTIC PROCESS

The functional model of bibliotherapy in an ethno-cultural context operates through three psychological stages:

1. **Identification:** The student associates themselves with a protagonist who embodies national virtues (e.g., bravery, hospitality, honesty).
2. **Catharsis:** Through the narrative's emotional arc, the child experiences a release of tension and a surge of national pride.
3. **Insight:** The learner internalizes the cultural lesson, applying the protagonist's values to their own life.

Theoretical and Pedagogical Framework. The formation of ethno-cultural identity in primary school children is an essential task of modern pedagogy, especially in the context of global cultural integration. At this age, children are highly susceptible to external influences, making it crucial to establish a strong internal foundation based on national heritage. Bibliotherapy serves as a sophisticated psychological and pedagogical instrument that utilizes the emotional power of literature to shape a child's worldview. Unlike traditional instructional methods, bibliotherapy engages the student's affective domain, allowing for a deep, personal connection with ethnic values. The theoretical essence of this process lies in.



the psychological mechanisms of identification and catharsis. When a child reads about a hero who displays bravery, honesty, or respect for elders—traits deeply rooted in their own ethnic culture—they begin to see these values as part of their own identity. This internal transformation is the core of the functional approach to bibliotherapy.

FUNCTIONAL MODELS OF IMPLEMENTATION

To effectively foster ethno-cultural values, the following functional models are proposed:

A. The Narrative-Integrative Model. This model integrates folklore, myths, and classical stories into the daily curriculum.

- **Mechanism:** Using "Epic Heroes" (e.g., Alpomish or Tomiris) to define the boundaries of national character.
- **Outcome:** Development of a "Historical Memory" bond between the child and their ancestors.

B. The Dialogic-Reflective Model. Instead of passive reading, this model focuses on structured discussions (bibliotherapeutic circles).

- **Mechanism:** Guided questions like "How does the hero's respect for elders reflect our family traditions?"
- **Outcome:** Transformation of abstract values into personal convictions.


C. The Digital-Visual Bibliotherapy Model. Utilizing animated books and audio-folklore to cater to the "Alpha Generation."

- **Mechanism:** Multi-sensory engagement with ethno-cultural content.

Functional Models of Implementation. To move from theory to practice, several functional models of bibliotherapy can be integrated into the primary school curriculum. The first is the Integrative-Narrative Model, which focuses on embedding folklore and epic narratives into daily learning activities. This model emphasizes that ethnic values are not static artifacts of the past but living principles that define the national character. By analyzing the decisions made by historical or legendary figures, students learn to navigate modern moral dilemmas through the lens of their cultural heritage.

The second model is the Dialogic-Reflective Model, which prioritizes the post-reading discussion phase. In this model, the role of the teacher shifts from an instructor to a cultural mediator. Through guided reflection, children are encouraged to discuss how the cultural rituals, language patterns, and ethical codes found in the text relate to their own families and social circles. This bridge between the "fictional world" and the "real world" ensures that ethno-cultural values are internalized as positive personal convictions rather than external rules.

The third model, adapted for the modern era, is the Digital-Visual Bibliotherapy Model. Acknowledging the digital native nature of today's students, this model utilizes interactive e-books and high-quality audio-folklore. By presenting ethnic content through modern media,



the perceived gap between "old traditions" and "new technology" is closed, making cultural values highly attractive and relevant to young learners.

SELECTION CRITERIA FOR LITERARY MATERIALS

For the model to be functional, the literature must meet specific criteria:

- **Ethno-Aesthetic Value:** High-quality language that showcases the beauty of the mother tongue.
- **Archetypal Relevance:** Stories must feature universal themes (kindness, justice) rooted in specific ethnic contexts.
- **Age-Appropriateness:** Simple yet profound narratives that avoid complex political ideologies but emphasize cultural "rituals" (festivals, national dress, dietary customs).

EXPECTED OUTCOMES AND EMPIRICAL INDICATORS

The success of these functional models can be measured through:


- **Cognitive Level:** Knowledge of national history, symbols, and traditions.
- **Emotional Level:** A sense of belonging and pride in one's ethnic heritage.
- **Behavioral Level:** Active participation in cultural events and the use of polite ethnic-specific communication (e.g., the "Uzbaxona" etiquette)

Empirical Indicators and Social Impact. The effectiveness of these functional models is reflected in several qualitative and quantitative indicators. Students who participate in structured bibliotherapy show a marked increase in their cognitive understanding of national symbols and history. More importantly, there is a visible shift in their emotional attitude; they express a sense of pride and belonging to their ethnic group. Socially, this manifests in improved interpersonal communication, characterized by the traditional etiquette and linguistic politeness inherent in their culture. Research suggests that bibliotherapy significantly reduces the risk of "cultural alienation" among children by providing them with a resilient psychological shield made of ethnic-cultural awareness.

CONCLUSION

In conclusion, bibliotherapy offers a comprehensive and emotionally resonant path for developing positive attitudes toward ethno-cultural values in primary education. The implementation of bibliotherapeutic functional models—specifically narrative integration, reflective dialogue, and digital adaptation—provides a psychological bridge between the child's personal identity and their ethnic roots. By moving beyond rote memorization to emotional resonance, bibliotherapy ensures that ethno-cultural values are not just learned, but "felt" and lived.

The systematic application of these models transforms reading from a simple academic task into a powerful journey of self-discovery and cultural preservation. Ultimately, this approach creates a resilient cultural foundation that protects young learners from the negative impacts of cultural assimilation while allowing them to evolve in a globalized world. By educating the mind and nurturing the soul, bibliotherapy ensures the continuity of ethnic-



cultural traditions in the hearts of future generations, fostering a generation that is both modern and deeply rooted in its heritage.

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