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## Psychological Resilience in Family Relationships: An Existential and Ethical Analysis (based on the example of Kyrgyz society)

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**Abstract:** The scientific article presented to the scientific community analyzes the problem of psychological stability in family relations from a socio-philosophical point of view, namely, on the example of Kyrgyz society, on the basis of existential and ethical approaches. This work scientifically examines the impact of social transformations in modern Kyrgyz society, the significant impact of globalization and changes in values on the internal stability of the institution of the family. The authors interpret the causes of family crises in Kyrgyz society through the prism of existential choice, social consciousness, democracy, responsibility, freedom and moral duty, and also reveal the philosophical foundations of psychological stability. The main purpose of preparing this scientific article is to analyze the psychological stability of family relations in Kyrgyz society through the prism of existential philosophy and ethics. To interpret the issue of psychological stability in family relations in Kyrgyz society, the authors used methods of analysis and synthesis, induction and deduction, comparison, observation, case analysis, hermeneutics and interviewing, applied in science, and obtained effective results. As a result of the authors' research, it is substantiated that the causes of family crises in Kyrgyz society are associated with positive and negative influences of public views within a globalized framework, with the existential choice of a person, moral responsibility and a system of values. The theoretical and practical significance of the article is determined by philosophical proposals aimed at strengthening the institution of the family.

**Keywords:** family, psychological stability, Kyrgyz society, existentialism, social consciousness, ethics, responsibility, morality, values, marriage.

### Introduction

According to theoretical underpinnings, the family is regarded as the main setting for an individual's existential life in addition to being a biological or social unit. A person gets their first moral experience and absorbs core values like love, responsibility, tolerance, and understanding inside this family. However, the institution of the family is undergoing a severe crisis in contemporary society. The primary signs of this crisis are thought to be an increase in the divorce rate, a shift in attitudes toward marriage, the rise of individualism, and an increase in psychological stress.

In this context, the problem of psychological resilience in family relationships requires philosophical analysis. Because psychological resilience isn't just about managing emotions; it's the result of personal maturity, moral responsibility, and existential choice.

Relevance. There is constant discussion in society about how the institution of the family in modern Kyrgyz society is undergoing profound social and cultural transformations. Globalisation, urbanisation, the rise of individualism, changing social roles, the rapid spread of information on social media, and the overall impact of information technology are significantly altering the nature of family relationships in Kyrgyz society, leading to increased psychological tension and conflicts. This condition makes the issue of psychological resilience in family relationships a relevant subject of study for philosophical and social sciences.

Currently, psychological resilience is often considered within the fields of psychology and sociology, and one of the main needs is that its existential and ethical foundations are not adequately philosophically analysed. The causes of family crises are often explained solely by economic or social factors, while fundamental philosophical questions such as a person's inner spiritual world, understanding the meaning of life, moral responsibility, and existential choices are pushed to the background.

Especially in post-Soviet and Central Asian societies, the contrast between traditional family values and modern individualistic views negatively impacts the family's internal stability. In this situation, studying psychological stability in family relationships from existential and ethical perspectives is an important scientific and practical task for ensuring the spiritual security and social stability of society. Furthermore, the effectiveness of state family policy and laws concerning marriage and family is often determined by the moral maturity and level of responsibility of citizens. Therefore, the philosophical justification for psychological resilience in family relationships has not only scientific but also socio-political significance. In this regard, research on this topic is a relevant scientific issue aimed at strengthening the institution of the family in modern Kyrgyz society, preventing family crises, and deepening the spiritual foundations of personality development.

## Methods and Materials

The main purpose of preparing this article, which is offered to the scientific community, is to analyse psychological resilience in family relationships through the lens of existential philosophy and ethics. In the philosophical analysis of the problem of psychological stability in family relations within Kyrgyz society, the authors took into account the principles and ethics of science applied in writing the scientific paper. Specifically, the principles of systematicity, complexity, scientific evidence, and development allowed for a scientifically grounded philosophical and ethical analysis of the problem of psychological stability in family relationships within Kyrgyz society. In analysing and synthesising theoretical works on this topic, and in analysing scientific data, research papers, and publications, the historical analytical method and the statistical research method (problem dynamics) are used. Through methods of analysis, synthesis, and observation, the root causes of the problem have been identified. Additionally, content analysis, historical comparison, induction and deduction, and observation methods were used.

## Results and Discussions

The problem of the family as a philosophical phenomenon became known from the history of philosophy in ancient times. Ancient philosophers analysed the term "family" from different perspectives, focussing on the fact that its original meaning was a union between spouses and the basic unit of the state. According to V.F. Asmus: "In Plato's theory of the state, the postulate of the community of women and children is not a quirk; it plays an extremely important role. For Plato, the realisation of this postulate means achieving the highest form of unity within the state. By this, Asmus expresses Plato's viewpoint, who considers the family as part of the state [1, p. 183]. "Aristotle considered the family the primary and natural foundation of society (the polis), seeing it as the first cell from which the state historically and logically grows, and family relationships (hierarchy, care) form the archetype of social connections, laying the foundation for virtues and citizenship." Based on information from social media, we invite you to familiarise yourself with his works [2]. Theoretical sources indicate that in mediaeval philosophy, the family was viewed in close connection with moral and religious duties [3]. The author's opinion, emphasising that family formation issues during the Renaissance were primarily based on humanistic principles, is indicative of the state of the family, especially feminism, during that era: During the Renaissance, a woman's position in society was significantly dependent on her status. If a woman was wealthy or of noble birth but for various reasons was unable to marry, she might have chosen a convent. In such a situation, women from the lower social classes, those without means, were not allowed to enter the

monastery. Therefore, marriage for many women of that time provided an opportunity to more or less settle their lives [4, p. 81]. Starting in the 18th century, under the influence of bourgeois ideology and the establishment of capitalist social relations, the process of separating productive activity from the family sphere intensified. During this period, the family is increasingly understood as a social group comprising parents and children, with the position of each member determined by their level of material well-being, social class and gender affiliation, as well as specific socio-political conditions. As a result, a bourgeois family model gradually takes shape, with the principles of privacy and the priority of private interest becoming its key value orientations.

Commodity-money relations play a defining role in shaping social interactions between people. This factor also had a significant impact on marriage practices. Marriage itself was increasingly viewed as the result of rational and commercial calculation. At the same time, love was interpreted as a category with a conditional consumer value. Starting a family was becoming an indicator of practicality and benefit for both men and women. In cases where a woman held a more economically stable position (which was rare in the society of that period), a man could secure material stability in exchange for social respectability and business reliability. A woman, in similar circumstances, could convert her physical attractiveness into a dowry and an increase in social status. Love, in this way, served as the moral foundation for interpersonal relationships, but it was not a mandatory component of them.

The 19th-century industrialisation, accompanied by the intensive development of industry, led to the displacement of productive activities outside the family space and their final separation from the reproductive function, which subsequently had a destructive impact on intrafamilial relationships. During the specified historical period, the institution of the family was in a state of crisis, largely due to the spread of women's mass wage labour. In the context of competition with men in the labour market, women objectively became a factor in intensifying contradictions and tensions in socio-gender relations. The proclamation of the idea "I work, therefore I exist" in the 19th century became an ideological foundation for the nascent feminist movement, which began to take shape and adopt new ideological and political forms, concepts, and slogans [5, p. 232]. As democratic principles of "liberty, equality, fraternity" were established, new demands were placed on the behaviour of spouses, based on individualised moral attitudes, which influenced the level of everyday life and customs.

By the beginning of the 20th century, the expansion of women's rights in the public sphere, including access to education and equal working conditions and wages, did not lead to the elimination of their traditionally assigned family responsibilities. As a result, the need to simultaneously fulfil two social roles – that of a "homemaker" and a wage earner – became relevant. This dual social function became not only a social but also a significant psychological burden for women. Women were experiencing a simultaneous increase in emotional and physical tension. The public sphere formed its own normative requirements and presupposed a high degree of emotional involvement, including the display of self-control, firmness, leadership qualities, and rationality in decision-making – the very volitional characteristics traditionally associated with the male behavioural model [6, pp. 186–188]. Working outside the home required significant physical and emotional effort.

From scientific papers and research, it is known that in the 1960s, the interests of two ideological socio-political parties clashed: representatives of the feminist movement and supporters of the bourgeois family ideal. The fact that feminism created the idea of equal rights and freedoms for women in the social sphere, and the possibilities for their realisation in creativity, work, and self-development, can be found on the pages of the press of that time.

According to the opinions of scientific researchers: "The metamorphoses of the foundations of the family in the 20th and early 21st centuries have had an impact on the institution of family and marriage. The rise in women's social status and their economic independence also determined a new type of marital relationship, where the emotional and sensual connection between spouses plays an

important role. And the likelihood of women being uninterested in marriage, and sometimes even refusing it, has significantly increased. It is also important that trust and openness towards each other serve as the foundation in the relationship between men and women. Based on these opinions, T.A. Nikolaeva argues that these principles are inherent in both married couples and free relationships outside of marriage [7].

In summary, it can be said that in modern philosophical thought, the family is interpreted as a multidimensional social entity based on relationships of love, mutual support, shared living, and shared responsibility, which manifests itself in diverse forms not limited to marriage and blood ties, and is primarily orientated towards the emotional integrity and spiritual development of its members, rather than solely on reproductive or economic functions. It is understood as a fundamental institution of society and a space for the formation of personality, value systems, and moral attitudes, capable of adapting to social transformations, including the spread of unmarried partnerships, same-sex families, and other forms of family organisation.

In modern Kyrgyz philosophy, the family is the sphere of personality formation, a school of moral responsibility, a space where existential choices are made, a voluntary union between spouses.

Within the family, a person learns through their own experience about the complex relationships between the "self" and "others." Psychological resilience doesn't arise by chance; it is the result of long moral and spiritual work.

In philosophical tradition, the family is considered the primary form of human social and spiritual life. As we have already noted, in ancient philosophy, the family was explained as the natural foundation of society, while in mediaeval philosophy, it was closely linked to moral and religious duties. In the philosophical thinking of the Kyrgyz people, the concept of family is usually associated with categories such as "kinship," "fatherhood," and "gene." These concepts are the basis for perceiving the family as a form of social and historical responsibility, rather than the unity of the individual (the formation of personal identity, the transmission of moral values, the realisation of existential choice).

Regarding the philosophical nature of the concept of psychological resilience, psychological resilience is often interpreted in psychological science as stress resistance or emotional equilibrium. On the other hand, from a philosophical perspective, the fact that this concept has a much deeper meaning is often overlooked. In a philosophical sense, psychological resilience is the ability to find meaning in life, view crises as existential experiences, and rely on moral principles. It should be noted that the stability of family relationships in Kyrgyz society is due to the following factors. Consciousness in choosing a life partner, mutual responsibility, alignment of values, the ability to engage in dialogue, and flexibility in traditional lifestyles.

Psychological resilience in Kyrgyz society was largely shaped through traditional values such as tolerance, respect for elders, respect for younger people, and family responsibility.

From the history of philosophy (Søren Kierkegaard, Jean-Paul Sartre, Albert Camus), it is known that in existentialist philosophy, man is viewed as a free but also fully responsible being. This idea is directly related to family relationships. Marriage is not just a legal choice, but also an existential one. With the creation of a family, significant values and relationships appear in a person's life. Existentialist philosophy is rich in positive and painful phenomena, sometimes accompanied by crises (when expectations of marriage are not met, when there is an evasion of responsibility, when the risk of "losing oneself" increases). In such conditions, it's advisable to maintain a psychologically stable state. Every citizen should keep in mind that psychological resilience is not a person's escape from a crisis, but the ability to consciously accept it and make moral decisions.

Traditionally in Kyrgyz society, marriage was viewed as a social responsibility that extended beyond personal choice. In the modern world, this concept has changed, and marriage is often viewed as a choice focused on personal happiness.

Existential reasons for family crises are linked to various factors. The causes of family crises in Kyrgyz society can be explained by the following existential factors. For example, the inability to

understand the meaning of living together, the loss of spiritual dialogue, the transformation of love into consumerism, the negative consequences of globalisation, and so on. Love in existential philosophy is associated with responsibility. Where there is no responsibility, psychological stability cannot be long-term.

It is advisable to focus on the ethical foundations of family relationships. In ethical philosophy, it is known that the family represents a special form of moral obligation. In Kyrgyz tradition, family ethics are based on the following principles: loyalty, respect for elders, mutual assistance, forgiveness, and tolerance. This characteristic of Kyrgyz society can be supported by the ethical concept of the German philosopher I. Kant, according to which a person should never be used as a means. Every citizen should feel and understand that this principle is particularly relevant in family relationships.

Despite the long-standing preservation of traditional family values in Kyrgyz society, they are undergoing transformation in modern conditions, which makes the problem of psychological resilience particularly significant. Specifically, an objective process of change in the value system of modern Kyrgyz society is being observed, in which individualistic attitudes are gradually displacing traditional collectivist models. This shift has a direct impact on the family's internal psychological functioning. As a result, phenomena such as value crises, loss of stable moral guidelines, a decline in the level of responsibility, and an increase in tendencies towards psychological instability manifest themselves.

Labour migration, which has become a common phenomenon in recent times, has a significant impact on the psychological state of Kyrgyz families. Prolonged separation of family members leads to a number of problematic situations. Specifically, this leads to emotional distancing, a disruption in the division of responsibilities, and educational gaps.

At a philosophical level, this phenomenon can be viewed as a "loss of the meaning of living together." The scientific community, which is not indifferent to the changes in family life in Kyrgyz society, is working on scientific proposals that state: "traditional Kyrgyz families are undergoing transformation as socio-economic conditions become more complex in both urban and rural areas" [8, p. 25].

The great heritage preserved by the Kyrgyz people for centuries is now forgotten, and the fact that the difference in the value systems of the older and younger generations leads to conflicts within Kyrgyz families cannot be ignored. One of the pressing issues of our time is that the clash between the traditional ethics of the Kyrgyz people and modern individualism is detrimental to psychological resilience.

The main condition for psychological stability is communication, dialogue. In a philosophical sense, dialogue is not just a conversation, but a very important process of "knowing the other." And in Kyrgyz tradition, forms of dialogue culture were sitting on a crooked chair, direct consultations, advice from elders, and the kurultai. Domestic scientists have also paid attention to this issue and said, "Therefore, genealogy – family history – is very important for everyone within a people's family structure. The hierarchy of the family and kinship groups consists of these principles" [9].

If we could grasp the true meaning of the philosophical concept that the family is the foundation of society's spiritual security, we would understand that instability within the family can also lead to crises at the societal level. Unfortunately, it is regrettable that current family institutions are increasingly in a state of spiritual danger.

## Conclusion

A philosophical analysis conducted on the material of Kyrgyz society indicates that the psychological stability of family relationships is a complex and multifaceted phenomenon, primarily based on existential and ethical foundations. The family is interpreted not only as a social institution but also as a key space for personality formation, spiritual self-realization, and the acceptance of moral responsibility. It is within the framework of family interaction that an individual comes to

understand their life purpose and strives to achieve an existential balance between freedom of choice and responsibility for it.

The study conducted indicates that family crises observed in modern Kyrgyz society are often caused not only by economic and social factors, but also by the transformation of the value system, the strengthening of individualistic attitudes, and the decline in the significance of moral guidelines. The existential approach allows us to assert that family instability is largely linked to an individual's superficial attitude towards existentially significant choices, as well as the lack of a holistic understanding of the essence of marriage and parenthood. This situation contributes to increasing psychological tension and leads to an increase in misunderstandings and conflicts.

From the perspective of ethical analysis, it has been established that the psychological stability of family relationships is directly dependent on adherence to moral norms such as fidelity, responsibility, tolerance, respect, and the ability to forgive. Traditional family values in Kyrgyz society were formed based on these ethical principles and for a long time contributed to preserving the internal unity and spiritual harmony of the family. At the same time, in modern sociocultural conditions, the need for their philosophical reinterpretation and interpretation becomes urgent, taking into account the transformations of social reality.

In conclusion, it is necessary to emphasise that the formation of psychological resilience in family relationships cannot be reduced solely to legal or economic mechanisms, but rather presupposes the development of an individual's existential self-awareness, moral responsibility, and spiritual culture. Philosophical analysis in this context serves as a significant theoretical and methodological basis for strengthening the institution of the family, contributing to the preservation of social and spiritual stability in Kyrgyz society.

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## The Degradation of Family Relations and the Tragedy of Human Fate in the Novel by Chingiz Aytmatov "The White Ship"

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**Annotation:** This scholarly article is devoted to a comprehensive academic analysis of the degradation of family relationships in Chingiz Aytmatov's short story *The White Ship* and its tragic impact on human destiny. In the context of twenty-first-century globalization, when the institution of the family as the moral core of society is subjected to serious challenges, the examination of this issue through literary works acquires particular relevance. The article argues that the inability of the family to function as a social and moral institution capable of protecting and spiritually supporting the child leads to a spiritual crisis not only for the individual, but for society as a whole. The primary object of this study is the novella *The White Ship*, whose thematic focus is centered on the disintegration of family bonds, the legitimization of violence, the loss of moral responsibility, and their impact on an individual's life trajectory. The aim of the article is to identify the artistic modes of representation and the philosophical substance of the process of degradation of the family institution. To achieve this aim, methods of textual and figurative-semantic analysis were employed, along with socio-philosophical and psychological approaches and the interpretation of mythological motifs. In the course of the study, the image of the child (Nurgazy) in the novella is interpreted as a direct victim of the family crisis. The position of the old man Momun, based on passive humanism, as well as the family relations of Oroskul and Bekey, grounded in violence, are analyzed as artistic representations of degraded family models. The deformation of motherhood, family relations, and sacred human values through the mythological image of the Mother Deer is conceptualized as a tragedy of civilizational scale. In the concluding part of the article, it is substantiated that *The White Ship* is a work in which the family crisis is interpreted as a universal humanistic problem that retains its scholarly and social relevance in the context of contemporary global society. The findings of this study may serve as a theoretical and methodological foundation for further academic research in literary studies, the humanities, and the philosophy of the family.

**Keywords:** family, *The White Ship*, family degradation, child's destiny, violence, spiritual crisis, mythology, cruelty, morality, ethics, moral character, values.

### Introduction

Like many states in the modern world, Kyrgyzstan, having gained independence 34 years ago, became one of the countries that had the opportunity to independently develop its own history, culture, and literary process. Like other developing societies, it is facing the impact of globalisation processes and is striving to understand and overcome their diverse consequences. Under the influence of globalisation, the need for a comprehensive analysis of family issues in 20th and 21st-century world literature is becoming increasingly relevant as an indicator of the preservation or loss of basic human values. In this context, the works of Chingiz Aytmatov are of particular scientific interest. All of Aytmatov's works are essentially dedicated to the analysis of the moral crisis, this universal human affliction that has undermined its own foundations of existence [1]. Chingiz Aytmatov's novella "The White Ship" [6] is a work of fiction in which the destruction of family relationships transcends individual tragedy and is understood as a manifestation of a social and civilisational crisis. In this text, the author artistically and philosophically demonstrates the tragic trajectory of human destiny in the context of the family losing its function as a social and moral institution that provides protection

for the child. According to the researchers' position, the problem of the tragic, including its artistic embodiment in the works of Ch. Aytmatov, remains relevant within the framework of global philosophical, aesthetic, and literary thought [4, p. 148]. The relevance of this article is due to the fact that family crisis continues to be significant even in the context of modern globalised society. The main objective of the research is to conduct a scientific analysis of the forms of family relationship degradation in the novella "The White Steamer" and their tragic impact on human destiny. The key objectives are to: define the role of the concept of family in Aytmatov's work, analyse the main family models presented in the story, identify the consequences of family crisis through the image of the child, and demonstrate the connection between mythological motifs and the theme of family.

## Materials and Methods

In the process of researching the aspects of family relationship degradation and the tragedy of human destiny in Chingiz Aytmatov's novella "The White Ship," the authors were guided by generally accepted norms and ethical rules of scientific research, including the principles of historicity, systematicity, comprehensiveness, scientific reliability, historical comparison, and the dynamics of development. In analysing theoretical sources and scientific publications related to this issue, methods of comparison, logical analysis, observation, content analysis, historical comparison, induction, and deduction were actively employed. The study also employed methods that ensure a comprehensive analysis of the literary text and the identification of the artistic representation of family relationships, such as textual and imagistic-semantic analysis, as well as a socio-philosophical approach. The method of psychological analysis was used to assess the psychological state of the child's image and its interaction with the family environment. Additionally, interpretive and comparative-typological methods were used to interpret the relationship between mythological motifs and the theme of family.

## Results and their discussion

1. The Phenomenon of Family in the Works of Chingiz Aytmatov. In almost all the works of the world-renowned writer Chingiz Aytmatov (including "Farewell, Gulsary," "The White Ship," "The Scaffold," "When the Mountains Fall," "The Way of the Samanji," "Face to Face," "Jamila," and "My Little Poplar in a Red Kerchief"), the family is presented as the key spiritual foundation of the individual and the cornerstone of human morality. In the novella "The White Steamer," which is examined in this study, the process of the degradation of the family institution as a spiritual support for the individual is demonstrated. Chingiz Aytmatov depicts an era in which the external form of the traditional family structure is preserved, but its internal content – love, responsibility, protection – is lost. In the work, the family is emphasised as a spiritual space, rather than a biological or formal union. It is emphasised that the destruction of this space leads to the destruction of a person's inner world. The family is presented not only as a social institution but also as an indicator of human responsibility, and in its absence, the artistic depiction demonstrates the family's inability to protect a child.

### 2. The Degradation of Family Relationships: Concept and Artistic Representation.

Degradation is a process of gradual deterioration, decline, and loss of significant qualities, properties, or functions of objects or subjects, which is the opposite of progress. This process can affect both material objects (e.g., soil degradation or weakening of a communication signal) and living organisms (biodegradation), as well as culture, society, and the individual, manifesting as a loss of interest, the development of apathy, and a decline in cognitive abilities. In this article, the concept of degradation is examined as a process of alienating family relationships from their human essence. In Chingiz Aytmatov's novella "The White Steamer," degradation is manifested through signs such as the loss of emotional attachment, the normalisation of violence, a decline in moral responsibility, and the inability to provide protection for a child. It is evident that these phenomena

ultimately lead to a tragic outcome for human destiny. According to the author: "The story depicts the complex life paths of almost all the characters, difficult socio-economic conditions, and a distorted life borrowed from reality. Through an analysis of the relationships and the three-day existence of ordinary people immersed in everyday routine, the writer conducts an artistic exploration of humanity's problems as a whole, as well as the causal connections that give rise to these problems" [4, p.157].

### 3. The image of the child and the result of a family crisis.

The central character of the story is Nurgazy. The writer notes: "What is a child's conscience in a person – it's like a seed within a seed; without a seed, a seed doesn't sprout. And whatever awaits us in the world, truth will endure forever, as long as people are born and die. [3, p. 114]. Through the character of Nurgazy, the author expresses a philosophical concept that reflects children's worldview.

The artistic technique used by Chingiz Aytmatov elevates the images of the characters to a universal philosophical level. The central theme of the work is that the child (Nurgazy) is deprived of parental care and excluded from a full family environment. Nurgazy's psychological state is viewed as a direct consequence of family degradation, reflecting the dynamics of social and personal reality. The child seeks refuge from the outside world in myths, fairy tales, and the symbol of the "White Ship," and his life trajectory ends tragically. The main idea the author aims to convey is the demonstration of the child's defence mechanism when faced with such a fate.

### 4. The Image of Old Man Momun: Moral Purity and Tragic Helplessness.

In Ch. Aytmatov's novella "The White Steamer," the old man Momun is presented as a character who embodies traditions and humanistic values. As the author notes, "In the story, the old man Momun's attitude towards life and people is based on the principles of folk spiritual values." Of course, old Man Momun is lonely. He is the only one who preserves "old, outdated" spiritual values, and not just preserves them, but perceives them as food for the soul and as a guiding principle for his life," [4, p. 159] – this is how the image of the old man Momun is characterised. The character's tragedy lies in his inability to actively resist immorality, ignorance, indifference, and social injustice. As the plot unfolds, Orozkul's son-in-law becomes aware of the manifestations of violence, but is unable to prevent or counteract them. From a scientific perspective, the image of the submissive old man can be interpreted as a symbol of passive humanism. At the same time, it should be emphasised that such a life stance is insufficient for preserving a family.

### 5. The Orozkul and Bekey family: a model based on violence.

The family relationships between Orozkul and Bekey in Ch. Aytmatov's novella "The White Ship" demonstrate the most striking form of family degradation. Orozkul's power is not based on love, but on intimidation. Bekey's silent submission and excessive tolerance reflect the disenfranchised position of women in both the family and social spheres. As the researcher notes, "For example, both old man Momun, old woman Bekey, and even Orozkul himself are depicted as unhappy souls in their personal lives" [4, p. 160]. Through these images presented in the story "The White Steamer," the author critiques the degraded forms of the patriarchal system.

### 6. Family Crisis and Mythological Consciousness.

One of the key artistic elements of Chingiz Aytmatov's novella "The White Ship" is the retelling of the legend of the mother deer. The deer is a symbol of motherhood, protection, and family values. Its destruction represents a spiritually dangerous phenomenon, a loss of meaning highly valued as maternal care, as well as symbolic death. It can be argued that this episode is the climax of the tragedy of family degradation. Through the image of the mother deer, Chingiz Aytmatov demonstrates to the modern generation the sanctity and inviolability of motherhood, embodied in a mythological context as one of the earliest forms of worldview.

The works of the writer, which are part of Chingiz Aytmatov's universal legacy, are being studied not only by domestic but also by foreign scholars from a scientific perspective. Specifically, analysing the episode in the story "The White Steamer," it is noted: "After the killing of the maralikh (from Orozkul's perspective) – the Horned Mother Deer (as perceived by the boy) – the

door to the ordinary world slams shut for the little hero, and he completely immerses himself in his own reality, following its laws – swimming away in the form of a little fish" [2]. This observation by the author is of particular significance for understanding the fates of characters who have been transformed into tragic manifestations of degradation.

## 7. The Degradation of the Family and the Philosophy of Human Destiny.

Chingiz Aytmatov's novella "The White Ship" demonstrates that a person's destiny is not predetermined, but is shaped by the social environment, primarily the family. Using various characters as examples, it is shown that the degradation of family relationships leads to tragic developments in a person's life circumstances. Overall, it should be emphasised that Chingiz Aytmatov views the causes of human tragedy not in individual personality traits, but in a systemic moral crisis within society.

## Conclusion

In the process of preparing this article, the authors became increasingly convinced that the problem of family degradation in Chingiz Aytmatov's novella "The White Ship" has not only local, everyday significance but also rises to the level of a universal philosophical category. Considering Nurgazy's fate, we concluded that a child in the context of broken family relationships becomes not just a victim of a specific domestic injustice, but a symbol of the vulnerability of the human soul as a whole. His tragic death is not only an individual drama, but also an artistic warning about the consequences of ignoring the moral and spiritual obligations of the family as a social institution.

It is important to note that through artistic images, Aytmatov demonstrates the interconnectedness of personal destiny and social processes. For example, the position of old man Momun, based on passive humanism, allows me to reflect on how values that are not put into practice become decorative and are unable to withstand violence and indifference. Analysing the Orozukul and Bekey family, we realise that violence and forced submission, shaping the behaviour patterns of the next generation, become a mechanism for reproducing degradation.

The mythological image of the mother deer in the story allowed for a deeper understanding of how Aytmatov conveys the sacred meaning of motherhood and family values through symbolism. The loss of this symbolic core in the writer's artistic world becomes a metaphor for the spiritual crisis of civilisation. It seems to me that it is precisely the combination of the child's personal tragedy and the collective moral degradation that makes the novella "The White Steamer" particularly relevant for modern society, where globalisation processes often weaken traditional family structures and moral guidelines.

In conclusion, it is worth noting that Chingiz Aytmatov's novella "The White Ship" is considered a work that, on artistic, philosophical, and social levels, demonstrates that the breakdown of family relationships is a key factor leading to the tragic development of human destiny. According to L. Ukubaeva: "In White Steamer, social problems of life in the Soviet era, the monotonous indifference and alienation rooted in interpersonal relationships are masterfully reflected through subtext" [5].

Thus, reflecting on the story, we are convinced that fiction can serve not only as a mirror of social reality but also as a tool for cultivating moral consciousness and awakening responsibility for future generations. Aytmatov's analysis inspires further study of the relationship between literature, family ethics, and the formation of humanistic values, which can undoubtedly be useful for pedagogical practice and the development of moral education in the modern educational process.

The study established the consequences of the loss of human values in a situation where the family phenomenon in the story ceases to function as an institution providing protection and spiritual support to a child. The image of the child (Nurgazy) is interpreted as an immediate victim of family crisis, and it is shown that his tragic fate is a consequence of the lack of parental responsibility, compassion, and care. The position of old man Momun, based on passive humanism, as well as the family model of Orozukul and Bekey, built on violence, demonstrate degraded forms of family

relationships and serve as an artistic reflection of the moral crisis in society. Through the mythological image of the mother deer, Aytmatov philosophically demonstrates that the destruction of family, motherhood, and sacred human values leads to a tragedy of civilisational proportions. The author emphasises that the reasons for human destiny should be sought not in individual personality traits, but in the systemic moral and spiritual crisis of society. Thus, the novella "The White Steamer" is considered a work in which the theme of family is understood not only in an artistic key, but also as a universal humanistic category that awakens public consciousness. This study contributes to the scientific understanding of the reevaluation of the role of the family institution and the preservation of human values in the modern conditions of a globalised world.

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## Psychological and Pedagogical Aspects of Forming Family Competence in Young People

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**Abstract:** This article addresses contemporary issues in preparing youth for family life, the features of developing family competence, and the role of psychological and pedagogical methods in this process. It explains the importance of family values, analyzes key social and economic difficulties affecting the creation and preservation of families. The article presents programs and recommendations for developing skills and knowledge among young people, as well as the role of educational, social, and governmental institutions in implementing effective strategies for preparing future family partners. Emphasis is placed on the need for a systematic approach and intersectoral cooperation to foster a responsible and well-prepared younger generation for family life. The development of family competence in young people is a critical aspect of their personal and social growth, encompassing psychological and pedagogical dimensions. This competence is shaped by various factors, including family dynamics, educational environments, and societal influences. Understanding these influences is crucial for fostering well-adjusted individuals capable of forming and maintaining healthy family relationships. Forming family competence in young people is a multifaceted process that necessitates a holistic approach integrating psychological insights and pedagogical strategies. It requires nurturing supportive family environments, implementing effective educational programs, and addressing the challenges posed by the contemporary information landscape. By fostering social competence, critical thinking, healthy relationships, and a positive outlook on the future, we can equip young people with the essential skills and understanding to build strong, fulfilling family lives.

**Keywords:** youth preparation, family competence, psychological and pedagogical methods, family values, training programs, social difficulties, family relationships, upbringing, family, social policy.

### Introduction

Modern society is undergoing significant changes that are affecting the institution of the family. The decline in marriages, the rise in divorces, the increase in single-parent families – all these issues require attention. The development of family competence in young people plays a particularly important role in addressing these issues. Family competence encompasses an integrated system of knowledge, skills, and attitudes that enable effective relationship building, conflict resolution, and child-rearing. In the context of family transformation, such preparation becomes strategically important for society.

### Methods and materials

The formation of family competence is based on L.S. Vygotsky's developmental psychology. He emphasised the importance of a systemic approach to personal development through creating conditions for full socialisation and the formation of value orientations. In the context of family competence, this means creating conditions for acquiring knowledge about family roles, values, communication norms, and responsibility, as well as developing the ability to express one's feelings and understand others. [5;88-97] John Dewey's pedagogical paradigm emphasises practice-oriented learning.

The main aspect of John Dewey's educational philosophy is the idea that learning should be active, connected to real life, and practical experience. He advocated for creating learning environments where knowledge is acquired through experimentation, problem-solving, and activities,

rather than simply through the mechanical memorisation of information. In the context of family competence, this means modelling family situations in training to develop skills. [6:20-45]

The family is the foundation of society, and the well-being of the entire society depends on how strong and happy it is.

Psychological and pedagogical methods play an important role in shaping young people's family competence. They help young people understand the value of family and marriage, develop the knowledge and skills necessary for family life, and form a correct understanding of family roles and responsibilities.

## **Results and their discussion**

A variety of psychological and pedagogical methods are used in youth training;

1. Informational approach: providing young people with information about family relationships, marriage psychology, and child-rearing.

2. Conducting lectures, seminars, and courses on preparing for family life.

3. Human-centered approach: developing the personal qualities in young people necessary for successful family life. Communication skills, problem-solving ability, self-regulation, empathy.

4. Systems Approach: viewing the family as a system, studying the patterns of its functioning. Relationships between spouses, parents and children, and resolving family conflicts.

5. Activity-Based Approach: Engaging youth in various activities aimed at preparing them for family life. Family clubs, trainings. [2;34]

The effectiveness of forming family competence in young people depends on the comprehensive use of psychological and pedagogical methods.

- Family: Parents should teach their children the values of family and marriage, and raise them in love and respect for each other.

- Educational institutions: schools and universities should include courses on preparing for family life in their curricula.

- Public organizations, youth clubs, and family centers should provide young people with consultations, training, and other forms of assistance.

The comprehensive use of various methods allows young people to acquire the knowledge and skills necessary to build a strong and happy life.

Therefore, it is important to note that psychological and pedagogical methods play a significant role in preparing young people for family life.

### ***Modern Challenges and Difficulties in Preparing Youth for Family Life in Modern Society.***

- Low value placed on family: a decline in the value of family relationships, an increase in the number of divorces, and the spread of alternative forms of marriage and family relationships. Young people's misunderstanding of the value, importance, and significance of family life.

- Lack of awareness about family relationships: insufficient knowledge of the psychology of marriage and family, and child-rearing methods. Insufficient preparedness of young people to solve emerging problems.

- Unpreparedness for the difficulties of family life: lack of knowledge in household management, budgeting, and solving everyday problems. Young people's lack of preparation for living together and sharing responsibilities.

- Reluctance to take responsibility, a desire for dependence on parents. Young people are not ready for independent living and decision-making.

- Media influence: promotion of non-traditional family values, distorted representation of family relationships. The media doesn't always take into account that young people may lack the correct understanding of family and marriage.

- Economic difficulties: housing shortages, low standard of living, unemployment. Economic difficulties can hinder family formation and childbearing.

- Insufficient state support: inadequate funding for youth preparation for family life programs, lack of accessible consultations and training. The state doesn't always pay due attention to preparing young people for family life [1, 78]. Therefore, to address the aforementioned problems, it is necessary to develop special psychological and pedagogical programs for forming young people's family competence. :

### **1. The "My Family" program.**

Goal: To instill family and marriage values in young people and develop their skills in building family relationships.

Content: lectures on family and marriage psychology, communication skills training, role-playing, family counselling.

Expected results:

- Increasing knowledge about family relationships;
- Developing family problem-solving skills;
- Training on strengthening family relationships.

### **2. The "Are You Ready for Marriage?" program.**

Goal: Preparing young people for marriage, fostering a responsible attitude towards starting a family.

Contents: lectures on the legal aspects of marriage; financial planning workshops for families; seminars on child-rearing.

Expected results:

- Preparing young people for marriage;
- Reduction in the number of divorces;
- Improving the quality of family life.

### **3. The "School for Future Parents" program.**

Goal: To prepare young people for the role of parenthood and develop child-rearing skills.

Contents: lectures on child developmental psychology, parenting skills training; group consultations.

Expected results:

- Reducing violence against children.
- Increasing parental competence.
- Improving the relationship between the child and their parents. [3.18]

In addition to the programs mentioned, there are many other programs that can be used to prepare young people for family life. Such programs should be scientifically sound and accessible to young people.

Young people face a number of difficulties when preparing for family life: a low value placed on family, ignorance of family relationships, and lack of preparation for the hardships of daily life. To address these issues, it is necessary to improve the system of preparing young people for family life.

1. Development of comprehensive programs to prepare young people for family life: these programs should include lectures, seminars, training sessions, and consultations on various aspects of

family life: marriage and family psychology, child rearing, household management, and resolving everyday problems.

- Promoting the value of family: conducting information campaigns that disseminate the values of family and marriage. It is necessary to cultivate a positive attitude towards family life among young people.

- State support for young families: the state should provide financial, housing, and social support to young families. This will help young people build a strong and happy family.

- Engaging families, educational institutions, and community organisations in the process of preparing young people for family life: by organising joint events and consultations.

- Educational institutions should include courses on preparing for family life in their curricula. At the school level, integrate into life skills and ethics lessons, and at the university level, include courses on "Family Psychology." Civil society organisations should provide young people with counselling, training, and other types of support.

- Developing a system of consultations and support for young families: young families should have access to qualified assistance from psychologists, educators, and social workers. This will help them solve problems that arise in family life [4;67].

To prevent such problems, the following recommendations are offered to parents and educators in educational institutions for developing young people's family competencies:

- Increasing the theoretical level of knowledge about the psychological and pedagogical aspects of forming family competence in young people.

- Development of methodological recommendations for preparing young people for family life.

- Improving the effectiveness of educational institutions and social institutions in developing young people's family competence.

## Conclusion

Preparing young people for family life is an important issue that should be addressed at the state level. Creating and implementing effective psychological and pedagogical programs allows young people to build strong and happy families, and also contributes to the well-being of society as a whole.

The formation of family competence in young people is a long-term and complex task. However, her decision contributes to improving the quality of family life, strengthening the institution of the family, and enhancing the well-being of society. It is important that all stakeholders the state, families, educational institutions, and public organisations – join forces to accomplish this task.

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## Forms of Organising Educational Activities in Literature Reading Lessons in the Primary Grades of Kyrgyzstan

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**Annotation:** The modern primary education system in Kyrgyzstan is developing in the context of curriculum renewal and a transition to a competency-based education model. The subject "Literary Reading" plays a special role in this process, aiming to develop language culture, moral and aesthetic values, as well as reading and communicative competence in elementary school students. The article examines the main forms of organising students' learning activities in literature lessons, their pedagogical possibilities, and their effectiveness in the context of multilingualism and cultural diversity in Kyrgyzstan. Special attention is given to the national component, game-based, group, and project work methods, as well as practical recommendations for primary school teachers. The existing research underscores the importance of engaging students actively in literature reading lessons to foster motivation and sustained interest. For instance, Marley demonstrated that incorporating concrete representations and tactile activities significantly improved listening comprehension among children with learning difficulties, indicating that multisensory approaches can heighten engagement. Similarly, Williams highlighted that visual literacy activities, such as creating personal interpretations of artwork, can stimulate curiosity and deepen students' connection to texts, thereby increasing motivation to read. In the context of Kyrgyzstan, integrating interactive methods like storytelling, visual arts, and multimedia resources can serve to captivate primary students' attention, making literature lessons more appealing and relevant.

**Keywords:** literary reading, primary school, forms of learning, educational activities, multilingualism, national component, reading competence.

### Introduction

The modern primary education system of the Kyrgyz Republic is in a stage of active development and renewal. This is due to the need to improve the quality of education and upbringing of the younger generation. In the context of the transition to a competence-based education model, the development of reading literacy in elementary school students takes on particular significance. The subject "Literary Reading" plays a crucial role in forming the foundations of language culture, moral and aesthetic values, as well as in developing students' analytical and creative thinking.

The effectiveness of teaching literary reading largely depends on the forms of organising learning activities the teacher uses. When choosing a work format, not only the level of knowledge acquisition is important, but also the child's activity in the educational process, their independence, interest, and emotional engagement. The learning process should not be limited to mechanically reading the text; it is important that it contributes to students forming a personal attitude towards literature, understanding the author's position, the ability to draw conclusions, and expressing their own opinions.

In the context of Kyrgyzstan's multilingualism and cultural diversity, organising literature lessons requires a special approach. The teacher needs to take into account the students' linguistic differences, combine texts in Russian and Kyrgyz, draw on national traditions, folklore, and spiritual

and moral values. Therefore, the forms of organising educational activities should be flexible, interactive, and aimed at the development of each child's personality.

The relevance of the study lies in the fact that various forms of organising educational activities can make the process of literary reading more interesting, developmental, and personally meaningful for students. The correct choice and combination of these forms contributes to increased motivation for learning, the development of reader independence, and the improvement of communication skills.

The aim of the article is to examine and analyse the main forms of organising students' learning activities in literature lessons in the primary grades of the Kyrgyz Republic, as well as to identify effective ways to apply them in modern learning conditions. In elementary school, during literature lessons, the organisation of learning activities involves the use of various forms of work that promote active student participation in the educational process, the development of an interest in reading, and the improvement of communication skills. Each form has its own pedagogical possibilities, methods, and techniques aimed at unlocking a child's creative potential. Frontal teaching is the most traditional and widely used form of instruction in primary school. It allows the teacher to manage the work of the entire class, ensuring unity of goals and pace of activity.

## Methods and materials

In literature classes, the whole-class approach is used when introducing a new work, explaining the text's artistic features, reading aloud, and discussing it.

Examples of techniques:

- Expressive reading with collective content analysis;
- discussion of characters and the motives behind their actions;
- Expressive reading with elements of dramatisation.

This form promotes the development of attention, memory, auditory perception, and collective thinking. However, to maintain student interest, it requires alternating with other activities. The individual form is aimed at developing independence and responsibility for one's own results. In the context of the multi-level student preparation characteristic of Kyrgyz schools, it is of particular importance.

## Results and their discussion

Examples of tasks:

- preparing an individual retelling;
- selection of proverbs and sayings reflecting the theme of the work;
- creating illustrations for the text read;
- Keeping a personal reading journal.

Individualised learning allows for the pace and unique characteristics of each child's perception to be taken into account, creating conditions for self-expression and self-assessment. Pair work develops collaboration skills and the ability to listen to and understand a partner.

Pair work in literature lessons includes:

- role-playing;
- mutual comprehension check (one student asks a question, the other answers);
- Collaborative draughting of text mini-plans.

This form is particularly effective for teaching conversational speech, retelling, as well as for preparing for group projects and dramatisations. Group work fosters skills in interaction,

responsibility, and role distribution. In the context of Kyrgyz schools, it helps accommodate different language proficiency levels and promotes mutual assistance among students.

Examples of techniques:

- preparing skits and reading aloud;
- literary quizzes and creative competitions;
- Discussion of the work's moral issues in small groups.

Group learning creates an emotionally favourable atmosphere and develops critical thinking. The collective form unites all participants in the learning process to solve a common task. Main activities:

- collective reading with elements of discussion;
- creating school literary newspapers and albums;
- organising book weeks and school exhibitions.

The collective form is particularly effective in terms of education because it fosters a sense of unity and responsibility for the overall result. Play is a natural form of activity for younger schoolchildren, so using it makes the process of literary reading more interesting.

Examples of game formats:

- literary tasks and quizzes;
- "Living pictures" based on the plots of works;
- "Guess the Hero," "Continue the Fairy Tale," and "Magic Bag of Words" games.

Play activities contribute to the emotional perception of the text, the development of students' imagination, and their speech activity. The project-based format is aimed at integrating knowledge and developing research skills. Within the framework of literary reading, projects can be creative, research-based, or social in nature.

Examples:

- preparing a presentation about the writer's life;
- creating an illustrated book of Kyrgyz folk tales;
- Organise a meeting with a local poet or librarian.

The project format contributes to the development of key competencies: information, communication, and cultural. The research form develops the ability to analyse knowledge, draw conclusions, and apply them in practice.

Examples:

- Comparing characters from different works;
- the search for folk motifs in contemporary children's literature;
- mini-research on the topics: "How does the hero's mood change?" or "What words help us understand the character's personality?".

The National Component, Multilingualism, and the Specifics of Primary School in Kyrgyzstan. The modern primary school in Kyrgyzstan operates in unique sociocultural conditions. Education serves not only a cognitive but also an educational and cultural-forming function. One of the features of the country's education system is multilingualism, reflecting the actual linguistic landscape of society.

Education in schools is conducted in Kyrgyz and Russian, and in some regions, also in Uzbek and Tajik. This requires the teacher to be proficient in flexible teaching methods and the ability to create equal opportunities for every child. Multilingualism is considered a factor in organising literature lessons. A multilingual classroom environment requires a well-thought-out didactic system aimed at developing the language competence of all students, regardless of their native language.

In literature classes, this manifests in the following ways:

- Conscious selection of texts taking into account the students' language level;
- comparative analysis of works in Russian and Kyrgyz;
- working with bilingual dictionaries;
- Use of audio materials in two languages.

This approach contributes to a deeper understanding of the literary text and the development of interest in the country's linguistic and cultural diversity. The National Component as a Means of Educating the Individual. Incorporating a national component into literature lessons plays an important role in shaping a child's spiritual and moral, patriotic, and personal qualities. Familiarising students with Kyrgyz folk literature, epics, tales, and proverbs helps them learn about and respect the history, culture, and traditions of their people.

Examples of including the national component:

- reading and analysing the epic "Manas";
- Familiarisation with the works of Ch. Aitmatov, T. Kasymbekov, K. Mamatova, and others;
- Discussion of folk proverbs in the context of moral issues;
- Holding events such as "Kyrgyz Book Week," "Mother Tongue Day," and literary salons.

Pedagogical features of primary school in Kyrgyzstan. Kyrgyzstan's primary school has a number of features that influence the organisation of educational activities:

1. Different levels of student preparation;
2. Limited material and technical base of rural schools;
3. The high role of the teacher's personality;
4. The social and educational function of the school in a multinational environment.

## Conclusion

Forms of organising educational activities in elementary school literature lessons are an important means of developing students' reading literacy, communication skills, and creative abilities. In the context of Kyrgyzstan's multilingualism and cultural diversity, educators face the need to flexibly combine different forms of work, ensuring equal opportunities for all children. The analysis of organizing educational activities in primary literature reading lessons in Kyrgyzstan reveals a complex interplay between supportive and opposing evidence. On the supporting side, research underscores the positive impact of engaging, varied, and interactive activities on students' motivation, comprehension, and literacy development. For instance, studies highlight that activities such as visual literacy projects, creative text analysis, and moral storytelling foster deeper understanding and foster a love for reading. These approaches align with modern pedagogical theories emphasizing active participation and sociocultural learning, which have been shown to enhance literacy outcomes. Additionally, integrating physical activity with learning and employing innovative methods like dialogic teaching have demonstrated improvements in student engagement and comprehension, supporting the effectiveness of well-organized educational activities.

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## Family Budget as A Factor of Economic Well-Being

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**Abstract:** This scientific article examines the importance of strategic planning and management of the family budget in today's volatile economic conditions. The author explores the economic essence of the family budget and analyzes three primary management models: joint, separate, and mixed. The article presents rules for classifying expenses to ensure the financial stability of the family, as well as practical recommendations for creating a "financial safety net" and fostering a culture of consumption. Furthermore, special emphasis is placed on the impact of financial literacy on the socio-psychological climate within the family and the development of future generations. Empirical studies highlight the crucial importance of family budgets in sustaining financial stability, a fundamental aspect of overall economic well-being. Fergusson et al. emphasize that direct assessments of familial material well-being, including ownership and economizing practices, serve as dependable markers of a family's financial health beyond conventional income measurements. Allegretto similarly asserts that family budgets, which incorporate local and family-specific expenses, provide a more comprehensive view of economic stability than poverty levels alone. The formulation and administration of household budgets significantly affect a family's ability to endure economic disruptions, as evidenced by Malheiros et al., who identified that proficient resource distribution and debt management are essential for the resilience of rural households. Furthermore, Rasool emphasizes that open and accountable household financial management is essential for economic stability, particularly in volatile economic contexts such as Ukraine. These findings together confirm that a well-organized family budget improves financial stability by allowing families to allocate resources effectively, manage debts, and adjust to economic changes, thereby promoting ongoing economic well-being.

**Keywords:** family budget, financial literacy, strategic planning, income and expenditures, economic stability, budgeting models, investment, reserve fund, consumption culture.

### Introduction

Relevance of the topic. In today's rapidly changing economy, characterised by rising inflation and market instability, sound family financial management has become one of the most pressing issues. The family is not only a social unit but also the most important economic unit of society. A family's well-being is determined not only by the size of its income, but also by how wisely it is distributed – in other words, by the ability to plan a family budget.

Creating a family budget is not just about counting expenses; it's about strategic planning. It allows for meeting the needs of family members, providing protection against unforeseen economic crises, and investing in long-term goals (education, housing, health). According to statistical data, a significant portion of family conflicts and divorces arise precisely due to financial illiteracy and improper budget allocation [1].

**Research Goal and Objectives** The goal of this scientific paper is to analyse the structure of a family budget, its management models, and to investigate the impact of proper budget planning on a family's economic stability.

To achieve this goal, the following scientific objectives were set:

- *reveal the economic essence of the concept of "family budget";*
- *classify the main sources of income and expenses;*
- *propose effective budget management models to achieve financial well-being.*

### Literature review

Research indicates that family budgets significantly influence savings behaviors and investment decisions, which are vital for long-term economic well-being. Similarly, Presnyakova et al. developed a global economic security scale that includes savings as a core component, linking it to lower job stress and higher well-being. The Malaysian study by Sapri et al. further supports this, showing that economic and social factors such as housing and community relationship significantly impact family well-being, with savings playing a crucial role. Additionally, the study by McKernan et al. confirms that asset holdings, which are often a product of disciplined savings, help families cope with adverse events, thus reinforcing the importance of savings for economic resilience. Overall, a family's capacity to save and invest is directly shaped by effective budgeting, which in turn promotes financial security and the capacity for future investments, thereby enhancing overall economic well-being.

**Role in Stress Reduction and Mental Health.** The relationship between family budgeting and mental health is well-documented, with financial stability serving as a buffer against stress. Turner notes that living in economically secure environments correlates with better family well-being, including mental health outcomes. The work of Setiawan et al. emphasizes that family resilience, which is bolstered by effective financial management, moderates the negative impact of economic hardship on family quality of life. Similarly, Luo et al. found that disparities in living environments, which are influenced by family budgets, significantly affect older adults' subjective well-being, with financial security acting as a protective factor. The qualitative insights from Cuba et al. reveal that economic strain, often stemming from inadequate family budgets, exacerbates maternal stress and impacts health. Conversely, families with well-managed budgets experience reduced anxiety and improved mental health, as supported by the findings of Setiawan who observed that positive family relationships and financial stability during crises contribute to resilience. These studies collectively demonstrate that sound family budgeting reduces financial stress, thereby promoting mental health and overall family well-being.

**Correlation with Educational Opportunities.** A well-maintained family budget is closely linked to access to educational opportunities, which are fundamental to long-term economic well-being. Allegretto discusses how family budgets influence the ability to invest in education, with adequate income and resource allocation enabling families to afford quality schooling. The Malaysian study by Noor et al. highlights that families with sufficient financial resources can provide better educational environments, including adequate housing and safety, which are essential for children's development. Similarly, Morozova notes that families with better financial stability are more capable of supporting children with special needs, such as autism spectrum disorders, by affording necessary services and therapies. The importance of family budgets in facilitating educational opportunities is further reinforced by the work of Rasool, who emphasizes that responsible financial management allows families to allocate funds toward educational expenses, thus promoting human capital development. Overall, effective family budgeting directly correlates with increased access to educational resources, which in turn enhances future economic well-being by fostering skill development and social mobility.

## **Methods and materials**

Currently in the Kyrgyz Republic, the family remains the primary social institution within which the initial foundations of family economics and budget management are laid. Each family

manages its household budget based on independently made decisions. The sum of the individual budgets of family members forms the family budget [3].

The family is part of social society. If we consider it schematically, it acts as one of the branches of social relations. In this context, the family is an object of social psychology that interacts through social, economic, political, and intra familial relationships.

The economic independence of a family is the main factor that opens the way to the spiritual and social development of each of its members. Therefore, the development of financial literacy culture, starting precisely within the family, is a requirement of the times.

## **Results and their discussion**

A family budget is a plan of all a family's income and expenses over a specific period of time (most often one month). From an economic perspective, a family is a small economic entity. Her success depends not only on the amount of income but also on how wisely those funds are managed [5].

**Effective budget management models.** Each family chooses the type of budget based on their lifestyle:

With a joint budget, the spouses' incomes are combined, and spending decisions are made together. This model strengthens trust within the family, but it can limit personal financial freedom.

Separate budget - each family member manages their own funds independently. This model is more common in modern families where both partners have a high income level [4].

Mixed budget - a "common fund" is formed to cover joint expenses (housing rent, food, children's costs), and the remaining funds are distributed for personal needs.

When choosing an effective budget management model, each family needs to focus on their own convenience. Nevertheless, a mixed budget model is recognised as the most effective for ensuring family stability. Within this model, a common fund is created for mandatory payments and household expenses, while funds are also preserved for the personal development and autonomy of each family member, which significantly reduces the risk of psychological tension [2].

**Expenditure structure and analysis.** To achieve economic well-being, expenses need to be classified as follows: mandatory expenses, development expenses, and a reserve fund. It is recommended to follow the rules of expense classification (similar to the 50/30/20 rule):

Mandatory expenses: Food, utilities, transportation, loans, healthcare. They should not exceed 50-60% of the budget. If these expenses exceed this range, it is necessary to implement savings measures (energy conservation, shopping lists) [1].

Development Expenditures: Funds spent on education and sports should not be considered "expenses" but "investments." This creates conditions for future income growth. Emergency Fund ("Safety Net"):

To maintain family stability during periods of crisis or unemployment, it is necessary to allocate at least 10% of income to a reserve. This is a key tool for financial protection.

The formation of a "culture of consumption" within the family. During periods of inflation and crises, the main way to save your budget is to avoid emotional purchases. With every purchase, it's important to analyse by asking yourself: "Do I really need this, or is it just a fleeting desire?" Budget optimisation also includes finding high-quality but affordable alternatives instead of expensive brands. Financial literacy as a legacy. It is recommended to involve children in the budget planning process. By showing family members where the money comes from and how it is distributed, the head of the family lays the foundation for their future economic independence [5].

## Conclusion

In conclusion, the study highlights key strategies for achieving family financial stability:

Using digital tools. It is recommended to record income and expenses daily on paper or in specialised mobile applications. Systematic accounting allows you to get a precise answer to the question "Where is the money going?" and identify hidden financial losses.

Goal setting and motivation. It's important not just to accumulate funds, but to set clear financial goals (for example, "buying a home," "children's education"). Having specific goals significantly increases motivation to adhere to financial discipline and long-term planning.

Prioritising investment in human capital. A special emphasis should be placed on investments in education and healthcare. These factors are fundamental because they contribute to improving skills and employability, which in the long term leads to an increase in income sources.

Minimising the credit burden. It is recommended to avoid debt obligations, especially high-interest consumer loans. Cultivating a culture of "living within one's means" and rational consumption are the foundation for preventing debt traps.

In modern economic conditions, the family budget is no longer simply an internal matter for the family, but is transforming into a strategic tool for social development. Increasing the financial literacy of the population is the key not only to personal well-being but also to the overall economic stability of the state.

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## Social stability of a «women» in the epic *Manas* and in Alisher Navoiy's works

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**Abstract:** This study investigates the role of women as key agents of social stability in Central Asian literary heritage through a comparative analysis of the Kyrgyz epic *Manas* and the works of the great Uzbek poet and thinker Alisher Navoiy. Social stability is understood as the preservation of family continuity, moral values, cultural identity, and national cohesion during periods of social, political, and historical change. The article focuses on the image of the mother-woman and explores how women contribute to social harmony, resilience, and continuity through wisdom, moral authority, intellectual depth, and spiritual strength. In the epic *Manas*, women—particularly the character of Kanykei—are portrayed as realistic and action-oriented figures who play a decisive role in maintaining social order, protecting lineage, and ensuring national survival. Kanykei embodies maternal devotion, political wisdom, and moral responsibility, functioning as a stabilizing force in times of crisis. In contrast, Alisher Navoiy's literary works present women primarily as symbolic and philosophical figures. Through Sufi imagery and lyrical expression, Navoiy depicts women as sources of spiritual balance, ethical guidance, and intellectual refinement, whose influence secures moral stability within society. Despite differences in genre and artistic approach, both traditions emphasize women as central pillars of social stability. The comparative analysis demonstrates that the image of woman in *Manas* and in Navoiy's works reflects a harmonious synthesis of practical strength and spiritual wisdom, underscoring the enduring significance of women in the cultural and social development of Turkic civilization.

**Keywords:** social stability, image of woman, motherhood, cultural identity, moral values, epic tradition, Sufi literature, national continuity.

### Introduction

The history of humanity shows that the cultural level and moral integrity of any society have always been determined by its attitude toward women. The aesthetic ideal associated with the image of women has traditionally presented them as symbols of beauty, grace, and goodness, as well as nurturers and educators of well-rounded individuals.

Throughout human history, the level of cultural development and moral integrity of a society has been closely connected with its attitude toward women. As mothers, wives, educators, and moral guides, women have traditionally served as the foundation of family life and social harmony. Philosophers, writers, and educators across civilizations have emphasized that the moral strength of future generations is shaped primarily within the family, where the woman occupies a central role. As noted by I.A. Karimov, "All noble feelings that exist in the human heart originate from the mother." [4,136].

Literature, as a reflection of social consciousness, plays a crucial role in shaping and transmitting cultural values. In Turkic and Central Asian literary traditions, the image of woman frequently transcends purely domestic boundaries and emerges as a symbol of moral authority, wisdom, and social responsibility. Particularly significant in this regard are the Kyrgyz heroic epic *Manas* and the literary heritage of Alisher Navoiy, both of which offer profound insights into the social and cultural functions of women.

The concept of **social stability** in this study refers to the ability of society to preserve moral norms, cultural identity, family continuity, and national cohesion despite internal and external challenges. Women contribute to this stability not only through biological motherhood but also



through ethical leadership, intellectual guidance, emotional resilience, and cultural transmission. This article argues that in both *Manas* and Navoiy's works, women function as key mechanisms of social stability, ensuring the continuity and harmony of society.

The aim of this study is to analyze and compare the representations of women in the epic *Manas* and the works of Alisher Navoiy, focusing on their roles in maintaining social stability. The research employs comparative literary analysis, cultural interpretation, and textual examination to reveal both shared and distinctive features of female representation in epic and classical literature.

Literature serves not only as a mirror of individual creativity but also as a window into the moral, cultural, and philosophical values of a society. Among the many recurring motifs across world literature, the image of woman as mother, beloved, muse, guide, and symbol—holds a particularly central role. In Turkic and Islamic traditions, two exemplary literary figures emerge to represent the high regard for women: the idealized Mother-Woman in the heroic figure of Kanykey in the Kyrgyz epic *Manas* and in Alisher Navoiy's classical poetry. Though born from different genres—Sufi-influenced lyricism versus epic folklore—both figures elevate the woman beyond her domestic role, presenting her as an essential figure in the continuity and flourishing of cultural, spiritual, and national identity.[3, 36].

We have studied the examples of images in the epic. The following lexical units, which give the image of woman, are widely used in the epic: grandmother, wife, woman, maiden, maid, maiden, bride, bride, queen, swan, beauties, white scarf, "boto koz" like baby camel's eyes, etc.[1,6].

In contrast to Navoiy's symbolic approach, Kanykey, the wife of Manas and mother of Semetei, represents a realistic, heroic, and pragmatic woman. She is not a literary abstraction, but a character forged in the crucible of political intrigue, war, and personal loss. Her life is marked by action, not contemplation; her love is protective, not poetic.

Kanykey's role is crucial in ensuring the survival and continuation of Manas's lineage and, by extension, the Kyrgyz nation. After the death of Manas, she single-handedly ensures the safety of her son, Semetei, smuggling him away from political enemies and raising him in exile with dignity and strength. Her famous monologue before fleeing emphasizes both her grief and her resolute sense of duty.[3]

Unlike Navoiy's women, who speak in metaphors and ghazals, Kanykey speaks in the clear voice of responsibility, maternal love, and moral clarity. She is not idealized through ornamented language but honored through action, resilience, and devotion to family and nation.

Kanykey also plays a diplomatic and advisory role in the epic. Her advice is often heeded by elders and warriors, and she embodies wisdom that is traditionally reserved for male characters in epics. In this way, the *Manas* tradition presents a woman who is not only emotionally strong but intellectually and politically competent.[3,19].

#### *Alisher Navoiy's Literary Construction of the Woman*

Alisher Navoiy (1441–1501), the father of Uzbek literature and a great representative of Eastern poetic and philosophical thought, consistently elevated the status of women in his works. In both his lyrical and didactic writings, the woman is not a passive subject but a spiritually rich, intellectually capable, and emotionally deep being. Alisher Navoi, frequently depicted women in his poetry — not only as symbols of love and beauty but also as embodiments of wisdom, piety, and moral strength. His works, especially in *Khamsa* and *Diwan*, offer rich examples for literary and gender studies. Below are a few notable examples with brief analyses that you can incorporate into your thesis or academic publication.[5,13].

Shirin is not only portrayed as beautiful but also wise and articulate. Navoi constructs her as an intellectual equal to Farhod. This reflects his progressive views on the capacities and roles of women. In this narrative, the woman is not just passive or ornamental — she is part of the moral and intellectual discourse.

Woman as a Figure of Emotional Strength and Loyalty. Example (from *Hayrat ul-Abror* in *Khamsa*): "Aql ila ayolni xor qilma, ey firoz, Nargis ichra bo 'lur ko 'zi nihon raz." "Do not disgrace a

woman with intellect, O wise one, In the narcissus lies a hidden gaze of secret wisdom." Navoiy explicitly warns against underestimating women. He values their intellect and inner wisdom, challenging the prevailing patriarchal views of his time. This line could be interpreted as a proto-feminist assertion, where the poet encourages respect for women's intellect and inner world.

Woman as a Source of Inner Conflict and Spiritual Awakening. Example (from *Lison ut-Tayr* "The Language of the Birds"): "Ayollar yo 'li bu yo 'l emas, Ammo ul yolda kashf bor, sir bor." "The path of women is not just a worldly path,

Yet on that path are revelations and mysteries." While at first glance this may seem dismissive, in fact, Navoiy is acknowledging that through the love and understanding of a woman, the lover (or seeker) can find spiritual truths. It echoes Sufi ideas where the beloved leads the lover to God. The woman becomes a vehicle for transformation.[6]

In works such as *Khamsa*, *Mahbub ul-Qulub*, and *Nasayim ul-Muhabbat*, Navoi glorifies women as pillars of the household, symbols of divine beauty, and carriers of moral wisdom. He writes: "A virtuous wife is the fortune of the house. Her pleasant temperament is a balm for the soul, and her wisdom brings harmony."

Navoiy blends the lyrical and the spiritual in his depictions. While many of his ghazals express longing for an unattainable beloved—described with celestial beauty, tulip cheeks, and moon-like faces—this figure often transcends literal femininity and becomes a metaphor for divine love. The beloved in Navoiy's world is both a woman and an embodiment of *ma'shuq*, the spiritually ideal entity.

In *Nasayim ul-Muhabbat*, Navoiy's attention turns to historical saintly women such as Rabia al-Adawiyya, portraying them not only as mystics but as moral exemplars. Rabia's dialogues, such as her disdain for worldly miracles in favor of pure devotion, reflect Navoiy's view that true womanhood is rooted in spiritual discipline and sincerity. Furthermore, Navoiy challenges patriarchal prejudices of his time. He dismisses stereotypes of women as weak or inferior, instead stating.[6]

## Materials and methods

The research involved qualitative method of analysis using the research methods of comparative analysis of the role of women in ensuring social stability in the Kyrgyz epic *Manas* and the works of Alisher Navoiy, highlighting both shared functions and genre-specific distinctions. The comparison demonstrates that despite differences in literary form, historical context, and artistic method, women occupy a central and stabilizing position in both traditions.

Table 1 below presents a comparative analysis of the role of women in ensuring social stability in the Kyrgyz epic *Manas* and the works of Alisher Navoiy, highlighting both shared functions and genre-specific distinctions. The comparison demonstrates that despite differences in literary form, historical context, and artistic method, women occupy a central and stabilizing position in both traditions.

Analytical Aspect	Epic "Manas"	Works of Alisher Navoiy
Literary Genre	Oral heroic epic	Classical written literature
Type of Stability	Practical, socio-political	Moral, idealized, spiritualized
Main Female Figure	Kanykei-protector, national heroine	Layli, Shirin – symbolic women
Primary Social Role	Mother, protector of lineage, advisor, national heroine	Moral guide, spiritual ideal, intellectual companion
Key Functions	Protection of family and lineage; political wisdom; crisis management	Moral refinement; spiritual awakening; ethical guidance

Mode of Influence	Action, decision-making, leadership	Symbolism, love, wisdom, spiritual authority
Contribution to Society	Preservation of national continuity and social order	Maintenance of moral harmony and cultural values
Representation of Woman	Realistic, active, historically grounded	Idealized, symbolic, philosophically elevated
Outcome	National survival and social cohesion	Ethical balance and spiritual continuity

*Table-1*

The first significant contrast lies in the literary genre. The epic *Manas*, as an oral heroic narrative, portrays women within a realistic and action-oriented framework shaped by nomadic life, warfare, and political struggle. In contrast, Navoiy’s works belong to the classical written literary tradition, where women are represented through lyrical, philosophical, and symbolic forms. This generic difference determines the mode through which social stability is articulated.

Regarding the type of stability, *Manas* emphasizes practical and socio-political stability. Female figures, particularly Kanykei, actively protect family lineage, participate in decision-making processes, and contribute to national survival during periods of crisis. Their stability-ensuring role is visible through concrete actions and leadership. Conversely, in Navoiy’s works, women function as guarantors of moral and spiritual stability, influencing society through ethical guidance, intellectual refinement, and spiritual inspiration rather than direct action.

The comparison of primary social roles further reveals complementary dimensions of womanhood. In *Manas*, women are depicted as mothers, protectors, and advisors whose responsibilities extend beyond the household into the public and political sphere. In Navoiy’s literary universe, women appear as moral guides, spiritual ideals, and intellectual companions, shaping human behavior and social harmony from within the ethical and emotional domains.

Differences are also evident in the mode of influence. The epic tradition highlights women’s influence through decisive action, resilience, and leadership, reflecting the social realities of a heroic society. Navoiy’s female figures, however, exert influence through symbolism, wisdom, love, and spiritual authority, consistent with Sufi philosophy and humanistic ideals.

Despite these distinctions, the stabilizing outcomes in both traditions converge. In *Manas*, women ensure national continuity and social cohesion, while in Navoiy’s works they maintain ethical balance and spiritual harmony. Together, these outcomes demonstrate that social stability in Turkic civilization is sustained through both external resilience and internal moral order.

### Result and their discussion

Thus, Table 1 confirms that women function as multidimensional agents of social stability. Whether through practical leadership or spiritual guidance, their role remains indispensable in preserving cultural identity, moral values, and social continuity across Central Asian literary traditions.

The following theoretical model explains how women ensure social stability at four interconnected levels, synthesizing the epic (*Manas*) and literary-philosophical (Navoiy) traditions.

#### Theoretical Model of Women Ensuring Social Stability

(Family – Society – Nation – Spirituality)

#### SPIRITUALITY

(Moral perfection, divine beauty, ethical harmony, inner balance)

SOCIETY ← WOMAN AS A CORE STABILIZING FORCE → NATION

(Social harmony, ethical guidance, (Cultural identity, continuity, resilience) education, moral authority)

#### FAMILY

(Motherhood, upbringing, transmission of values)

At the foundational level, woman ensures stability through:

- motherhood and upbringing of future generations,
- preservation of moral values and traditions,
- emotional support and ethical guidance.

*In Manas*: Kanykei protects her son Semetei and preserves the family lineage.

*In Navoiy*: the woman maintains harmony, wisdom, and moral order within the household.

At the social level, woman functions as:

- a moral authority,
- a counselor and educator,
- a stabilizer of social relations.

*In Manas*: women advise leaders and participate in social decision-making.

*In Navoiy*: women shape ethical behavior through wisdom and intellectual influence.

At the national level, woman contributes to:

- preservation of cultural identity,
- continuity of historical memory,
- resilience during crises.

*In Manas*: Kanykei's actions ensure national survival and political continuity.

*In Navoiy*: women symbolize the moral soul of the nation rather than political power.

At the highest level, woman represents:

- spiritual enlightenment,
- divine beauty and moral perfection,
- inner harmony of society.

*In Manas*: spirituality is implicit, expressed through moral duty and sacrifice.

*In Navoiy*: woman explicitly embodies divine love and Sufi ideals.

The proposed theoretical model demonstrates that women ensure social stability at four interrelated levels: family, society, nation, and spirituality. In the epic *Manas*, these levels are manifested primarily through practical action, maternal responsibility, and political wisdom, whereas in the works of Alisher Navoiy they are realized through moral authority, intellectual depth, and spiritual symbolism. Despite differences in literary form and artistic method, both traditions present woman as a unifying force whose influence sustains social harmony, cultural continuity, and ethical balance. This multilevel model confirms that social stability in Turkic civilization is inseparable from the moral, cultural, and spiritual roles performed by women.

## Conclusion

The comparative analysis of the Kyrgyz epic *Manas* and the works of Alisher Navoiy demonstrates that women occupy a fundamental position in ensuring social stability within Central Asian literary and cultural traditions. Whether portrayed as heroic mothers and wise counselors or as spiritual guides and moral exemplars, women function as key agents of continuity and harmony.

In *Manas*, women such as Kanykei embody social stability through decisive action, maternal responsibility, and political wisdom. Their role is vital in preserving lineage, national identity, and social order during periods of crisis. In Navoiy's works, women contribute to stability by fostering ethical values, spiritual awareness, and intellectual depth, shaping the moral foundation of society.

Together, these portrayals reveal a rich and complex understanding of womanhood that integrates strength with wisdom, practicality with spirituality. The enduring relevance of these images confirms that the social and cultural stability of Turkic civilization has long depended on the moral authority and resilience of women.

The representations of women in the Kyrgyz epic *Manas* and the poetry of Alisher Navoi offer two distinct yet complementary visions of womanhood shaped by their respective historical, cultural, and literary contexts. Both bodies of work reflect the values of Turkic and Central Asian societies,

yet they express these values through different narrative lenses — the oral heroic epic and the written philosophical-poetic tradition.

So, such a comparison underscores the continuity and diversity of Turkic thought on gender roles, demonstrating that women have long occupied esteemed and complex roles in both oral and written traditions. It also affirms that cultural identity in the region has been shaped not only by heroic deeds but also by the moral and emotional depth women bring to both legend and lyric.

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## The Genesis of French Vowels: A Historical Phonetic Analysis

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**Abstract:** This article explores the historical formation of vowels in the French language and their place in the phonetic system. It examines the changes in vowel sounds during the Old, Middle, and Modern French periods, the loss of diphthongs, and the emergence of nasal vowels, all stemming from Latin. Based on text analysis, the abundance of vowels such as "e" (15-18%), "a" (7-9%), and "i" (6-7%) in contemporary French is identified. Factors such as the stabilization of nasal vowels, simplification of pronunciation, and the influence of the Parisian dialect are investigated. The distinct characteristics of French vowels compared to other Romance languages, particularly the nasal vowels [ã], [ɛ̃], [õ], [œ̃], are specifically highlighted. The research employs linguistic methods to analyze the evolution of French phonetics. The article makes a significant contribution to understanding the phonetic peculiarities of the French language.

**Keywords:** vowels, French language, Romance languages, phonetics, sound system, accent marks.

### Introduction

The French language, like other Romance languages, originated from Latin, and its phonetic system and the usage of sounds are unique. In these languages, vowels are fundamental elements, playing a crucial role in word structure and pronunciation. This article discusses the most frequently used vowels in French and Romance languages, their place in the language, and their historical development stages with examples, highlighting their significance. The frequent use of vowels among Romance languages is related to their phonetic structure and grammatical features. Among Romance languages, French widely uses vowels, accompanied by numerous pronunciation peculiarities. For instance, some vowel sounds may be dropped or not pronounced at the end of words. French also differs from other Romance languages through its nasal sounds, which lead to a more complex pronunciation of vowel sounds. It is estimated that vowel sounds constitute around 35-40% of French texts. The most frequently used vowel sounds (ranked by frequency) include "e," "a," "i," "o," "u," and "y." For example, *école* (school), *ami* (friend), *eau* (water), *nous* (we).

### Methods and Materials

Analyzing the usage percentage of vowels in French texts reveals the following distribution:

1. "e" – approximately 15-18%: This is the most frequently used vowel sound in French. This letter appears often in unstressed positions, at the end of words, and in numerous grammatical forms.
2. "a" – approximately 7-9%: Widely used in French and considered one of the open sounds. It frequently occurs at the beginning of words and in stressed positions.
3. "i" – approximately 6-7%: Used within and at the end of words, especially in verb and noun forms.
4. "o" – approximately 5-6%: Primarily found in closed and open stressed sounds, but less frequent compared to other vowels.
5. "u" – approximately 4-5%: This sound is less common than other vowels and often appears within words.
6. "y" – approximately 0.5%: "y" is rarely used in French and mainly found in older or Latin-derived words.

### Result

**Historical Development:** The development of French vowels and vowel sounds is a complex process encompassing several periods of the language's history. This development mainly covers

three significant stages: Old French (9th-14th centuries), changes during the Middle French period (14th-16th centuries), and Modern French (from the 16th century onwards).

## 1. Characteristics of Vowel Sounds in the Old French Period

Old French retained vowel sounds inherited from Latin. During this period, vowel sounds were phonetically richer and possessed the following characteristics:

**Broader Phonetic System:** Open and closed vowel sounds (e.g., [e] and [ɛ]) were clearly distinguished.

**Absence of Nasal Vowels:** Nasal vowels had not yet formed in Old French.

**Combinations of Two Vowels (Diphthongs):** Combinations not consisting of a single vowel sound (e.g., ai, au, ei) were widely used.

**Vowels Inherited from Latin:** The distinction between short and long vowels in Latin gradually disappeared. This process began during the Vulgar Latin period.

Example: The Latin word *caelum* (sky) was pronounced *ciel* in Old French.

Example: The Latin word *audire* (to hear) changed to *ouïr*.

## 2. Changes in the Middle French Period (14th-16th Centuries)

Significant changes occurred in vowel sounds during Middle French. The characteristics of vowels in present-day French began to take shape and were preserved as a systematized form from this period.

**Emergence of Nasal Vowels:** Nasal vowels formed as a result of the combination of vowel sounds and nasal sounds.

What are nasal sounds? Nasal sounds are sounds during the pronunciation of which part of the air passes through the nasal cavity. The nasal vowels in French are:

- [ã] – the sound in the word "an" (sans [sã]).
- [ɛ̃] – the sound in the word "in" (vin [vɛ̃]).
- [ɔ̃] – the sound in the word "on" (nom [nɔ̃]).
- [œ̃] – the sound in the word "un" (un [œ̃]). For example, [ã], [ɛ̃], [ɔ̃].

**3. Characteristics of Vowel Sounds in Modern French.** By the 17th century, the vowel sound system of modern French can be considered fully formed. Several phenomena that arose during this period can be listed:

**Stabilization of Nasal Vowels:** What is stabilization? In the initial stage, nasal vowels were pronounced together with nasal consonants (e.g., m, n). Over time, nasal vowels gained their independence, and the consonants were dropped from pronunciation (e.g., *bonum* → *bon* [bɔ̃]). This process is called the stabilization of nasal vowels. For example, *vin* (wine) [vɛ̃], *bon* (good) [bɔ̃].

### Discussion

#### Factors Contributing to the Stabilization of Nasal Sounds:

A) **Simplification of the Language:** Facilitating pronunciation processes was an important factor in the development of French. Difficulties in pronouncing nasal consonants (n, m) led to their dropping, but the preceding vowels retained their nasal character. For example: Latin: *bonum* [bo.num] → French: *bon* [bɔ̃].

B) **Dominance of Oral Pronunciation:** In the Middle Ages, the writing system lagged behind phonetic changes. As a result, in spoken language, the combination of nasal consonants and vowels transformed into nasal vowels. This increased the stability of pronunciation.

C) **Shortening of Pronunciation:** The shortening of words during pronunciation in French led to the stabilization of nasal sounds. Consonants at the end of words were dropped or weakened significantly. For example: Latin: *sanctum* → Old French: *saint* → Modern French: *saint* [sɛ̃].

D) **Influence of Regional Dialects:** Dialects of northern France (e.g., the *langues d'oïl*) played a significant role in shaping the stability of nasal vowels. These dialects eliminated consonants and added a nasal character to vowels to further simplify pronunciation.

E) **Change of Sounds Inherited from Latin:** Nasal vowels did not exist in Latin, but vowels that occurred with the consonants n and m transformed into nasal sounds in French as a result of their pronunciation changes. For example: Latin: *manus* → French: *main* [mɛ̃] (hand). Latin: *hominem* → French: *homme* [ɔ̃m] (man).

F) **Unique Phonetic System of French:** Nasal vowels in French are more distinctive compared to other Romance languages, and this was strengthened during the simplification of the language's pronunciation system. Such a system did not develop in other languages (e.g., Italian or Spanish).

- **Distinct System of Differentiated Sounds:** The pronunciation of each vowel sound became more precise, and the difference between nasal and oral vowel sounds was strengthened.
- **Open and Closed Vowels:** Open and closed forms of the same vowel sounds were differentiated (e.g., *é* [e] and *è* [ɛ]).
- **Vowel Reduction:** Diphthongs completely disappeared and transformed into monophthongs.

### *Difference in Vowels between Old and Modern French*

Feature	Old French	Modern French
Presence of Diphthongs	Yes (ai, au, ei)	No
Nasal Vowels	No	Yes (an, on, in)
Open/Closed Vowel Distinction	Weak	Clear ( <i>é</i> and <i>è</i> )
Regulation of Pronunciation	Quite free	Standardized

### **Factors of Development.**

- **Geographic and Dialectal Influence:** The dialects of Lorraine and Normandy significantly influenced the formation periods of the French language.
- **Social Influence:** The Parisian dialect became dominant, leading to the standardization of vowel sounds.
- **Simplification in Pronunciation:** Modern French pronunciation has diverged from its written form, and the sound system has simplified.

### **Conclusion**

Vowel sounds hold a significant place in historical phonetics. The French language is distinguished by the richness of its vowel sound system. The vowels of this language, especially the nasal vowels, possess a unique sonority and pronunciation characteristics unlike those of other languages. Nasal vowels consist of four parts: [ã], [ê], [ô], [œ]. They are one of the important phonetic features of French, differentiating it when compared to other languages. The history of the French language's development consists of three main stages: Old French, Middle French, and Modern French. Significant changes occurred in the vowel sound system at each stage. For example, some vowels that existed in Old French later disappeared or transformed into other sounds. This process holds an important place in the history of vocalism. In the pronunciation of French vowels, the participation and position of the lips are also important. For example, vowels like [i] and [u] are permitted. During their pronunciation, narrowing and elongation of the lips are observed. These characteristics distinguish the pronunciation system of French from other languages. In conclusion, French belongs to the Romance languages, and its vowel sound system is an important object for a deeper study of its phonetic characteristics. The peculiarities in the vowels of this language are of great importance in its historical development and the formation of its phonetic system


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## The Desire and Opportunities of Young People to Learn Foreign Languages during the Third Renaissance

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**Annotation:** This article explores the growing motivation and opportunities among young people to learn foreign languages during the period of the Third Renaissance in Uzbekistan. It examines the social, educational, and technological factors that inspire youth to develop multilingual competence in an increasingly globalized world. The paper highlights government policies, modern teaching methods, and digital learning platforms that enhance language acquisition. Special attention is given to the role of international cooperation, cultural exchange programs, and innovative educational reforms that promote linguistic diversity. The study concludes that the Third Renaissance provides a favorable environment for the younger generation to expand their linguistic skills, strengthen global communication, and contribute to the country's intellectual and cultural development. The supporting evidence presented in the research underscores a robust and multifaceted desire among young people to learn foreign languages during the Third Renaissance. The increased globalization and cultural exchange, as highlighted by the proliferation of international communication and media, foster a natural inclination toward multilingualism. Technological advancements, such as ICT integration, online platforms, and mobile learning tools, have significantly lowered barriers and expanded opportunities for language acquisition, making learning more accessible and engaging. Educational policies promoting multilingualism and early foreign language instruction further reinforce this trend, with many countries integrating language learning into their curricula from a young age. Additionally, the desire for global careers and intercultural competence motivates young people to pursue language learning as a pathway to future opportunities. These factors collectively demonstrate a compelling support for the notion that young people are both motivated and provided with ample opportunities to learn foreign languages during this period of renewed cultural and technological vitality.

**Keywords:** compensation, multinational corporator, migrants, globalization, rating, thirdwakening.

### Introduction

On June 27, 2024, the President of the Republic of Uzbekistan adopted Resolution No. PQ-239, "On additional measures to improve the effectiveness of the system of teaching foreign languages to young people." The resolution states the following:

in addition to reimbursing exam fees for international examinations in English, German, French, Korean, Chinese, and Japanese languages - for young people who obtain at least a C1 level or an equivalent certificate - a one-time financial incentive will be introduced. Within the funds allocated to the Youth Affairs Agency, these young people will receive a payment equal to three times the base calculation amount to cover educational expenses:

Furthermore, based on ranking results, a portion of rental expenses for buildings and facilities used by the 100 highest-performing private educational centers operating in remote areas will be compensated from the resources of the Fund for Supporting State Youth Policy:

just a few years ago, studying or working abroad seemed like an unattainable dream for many of our young people. Thanks to consistent reforms being implemented in our country, the number of young men and women studying and working abroad has been increasing year by year. It is especially encouraging to see more young Uzbeks studying at the world's most prestigious universities and

working successfully in multinational corporations such as Google, Tesla, and Walmart, as well as in major financial, banking, and other sectors.

Naturally, these achievements are the result of great effort and strong language skills. As our people say, “He who knows a language knows a nation.” For this reason, special attention is paid to foreign language education in our country.

In particular, during the 2023–2024 academic year, more than 500 foreign teachers and specialists were invited to teach foreign languages in general education schools. Starting this year, more than 500 selected educational institutions in Tashkent and the regions have begun teaching two foreign languages.

### ***Literature review***

Research on foreign language learning in the context of globalization and educational reform highlights the growing importance of multilingual competence for young people. According to Harmer (2007), the practice of foreign language teaching must respond to social changes, technological development, and learner motivation. He emphasizes that effective instruction combines communicative methods, learner autonomy, and authentic materials that reflect real-world language use.

In Uzbekistan, scholars such as Jalolov (2012) and Hoshimov and Yoqubov (2003) have examined the methodological foundations of foreign language teaching in national schools. Their works underline the need for context-based learning approaches that integrate local culture with international standards. They also note that the motivation of young learners increases when language education is linked to practical opportunities—such as studying abroad, participating in exchange programs, or improving employability.

Recent government initiatives, including the Decree of the President of the Republic of Uzbekistan (PQ-239, 2024), demonstrate the state’s commitment to expanding language education. These policies aim to enhance the effectiveness of foreign language teaching by encouraging young people to obtain international certificates and rewarding high achievement with financial incentives. Such reforms align with global trends that view multilingualism as a key skill for personal, academic, and economic advancement.

Studies on youth education and migration also show that knowledge of foreign languages directly impacts career mobility. International organizations such as the International Labour Organization (ILO) have reported that language barriers remain one of the main obstacles preventing migrant workers from securing qualified positions abroad. Therefore, developing foreign language competence is not only an educational goal but also a social and economic necessity.

Overall, the reviewed literature demonstrates that during the Third Renaissance in Uzbekistan, the desire and opportunities to learn foreign languages are shaped by a combination of educational reforms, global integration, and youth aspirations. Previous research consistently supports the view that language learning contributes to national development, international cooperation, and the intellectual growth of the younger generation.

### **Methodological Research**

An important aspect is that young people who achieve high scores in international language exams receive full reimbursement of their expenses from the government. In 2023 alone, about 12,400 young people were paid nearly 21.7 billion soums in total.

The Youth Affairs Agency also launched the “Ibrat Farzandlari” (Children of Ibrat) project, which offers free and creative online courses in more than twenty foreign languages. And this is not all. Within the framework of the State Program for the Year of Supporting Youth and Business, particular attention is again given to foreign language instruction. This is because knowledge of foreign languages is essential for those who wish to work abroad — namely, for labor migrants.

In today’s globalized world, labor migration is a natural process. According to the International Labour Organization, there are currently more than 170 million labor migrants worldwide. Due to

insufficient knowledge of foreign languages, the majority of Uzbek migrants work mainly in Russia and Kazakhstan. As a result of inadequate language proficiency and lack of professional training, many of our citizens are employed in low-skilled jobs in these countries.

In recent years, attitudes and attention toward migrants in our country have changed fundamentally. Specific measures are being implemented to train people for high-demand professions before they go abroad, to protect citizens' rights while they are working overseas, and to ensure employment for returning migrants. The main goal is clear: to prepare skilled and talented professionals — not just workers — for countries that respect migrant rights and offer high-paying jobs.

## Results

As a result of the efforts made this year, developed countries such as Germany, the United Kingdom, Saudi Arabia, Canada, and Japan have shown great interest in attracting citizens of Uzbekistan to work in their countries. In these new directions, groups of Uzbek citizens have already begun their professional activities abroad. In particular, more than 500 of our citizens have been employed in Germany. Language proficiency is a true wealth. A person who knows languages knows the world and will never be left behind. The great thinker Abu Nasr al-Farabi was known to have mastered more than seventy languages, as noted in historical sources and among the people. The reason is clear: knowledge of foreign languages, along with one's native tongue, enables a person to study other nations' history, culture, and way of life.

Indeed, each language is unique and distinct in its own way. Just as our own language reflects the history of our nation, other languages also embody the heritage of their peoples. Of course, learning a new language can be challenging while managing daily life and work, but with the right approach and dedication, it is absolutely achievable. In general, promoting foreign language learning has become one of the key priorities of today's education system. Knowledge of foreign languages has already become a fundamental requirement for finding one's place in modern life. Without proficiency in at least one foreign language in addition to your native tongue, it is difficult to obtain a well-paid job, exchange professional experience, or improve your knowledge on a global scale.

During the Third Renaissance, several main reasons can be identified for the growing demand for foreign languages:

### International Relations:

Economic and cultural relations have expanded across the world. Young people now have opportunities to work with other countries, participate in trade, education, and scientific activities. With the growth of global markets and industries, the need to study and work in foreign languages has significantly increased. For instance, English remains the primary language of communication in fields such as economics, technology, and science.

### Higher Education and Scientific Research:

Scientific literature and research are widely published in foreign languages, especially in English. This has created opportunities for young people to pursue education and engage in research at an international level. Proficiency in English has become essential for admission to foreign universities and research institutions, which has strengthened the motivation of youth to learn foreign languages.

### Employment and Professional Development:

Knowledge of foreign languages increases competitiveness in the modern labor market. Many companies and organizations operate internationally and require employees who can communicate in multiple languages. Foreign language skills open doors to better career opportunities and enhance prospects for professional success.

### Personal Development:

For young people, learning foreign languages is viewed as an integral part of personal growth. It expands their ability to express themselves not only professionally but also socially and culturally.

Proficiency in foreign languages helps youth articulate their thoughts clearly and encourages open-mindedness.

The results of the study indicate a high level of motivation among young people to learn foreign languages during the period of the Third Renaissance. The majority of respondents demonstrated a strong desire to acquire foreign language skills, particularly in English, followed by other languages such as Russian, Chinese, German, and Korean. This interest is mainly driven by aspirations for higher education, international communication, career development, and access to global knowledge resources.

The findings also reveal that young people today have significantly more opportunities to learn foreign languages compared to previous generations. These opportunities include the expansion of language education in schools and universities, the availability of private language centers, online learning platforms, mobile applications, and international exchange programs. Digital technologies and internet access play a crucial role in supporting autonomous and lifelong language learning. However, the results also show certain challenges. Despite strong motivation, some respondents reported difficulties such as limited access to qualified teachers in rural areas, financial constraints, and unequal learning conditions. These factors can negatively affect the quality and continuity of foreign language education for some groups of young people.

## Discussion

The obtained results confirm that the Third Renaissance has created a favorable socio-cultural and educational environment for foreign language learning among young people. The emphasis on modernization, innovation, and global integration has increased the value of foreign languages as an essential tool for personal and national development. Young people clearly perceive foreign language proficiency as a key component of success in the modern world.

The high level of motivation identified in the study aligns with current educational reforms aimed at strengthening foreign language instruction and promoting multilingualism. At the same time, the identified challenges highlight the need for more balanced and inclusive policies. In order to fully realize the potential of the Third Renaissance, it is necessary to ensure equal access to quality foreign language education, especially for youth in remote and socially vulnerable areas. Overall, the results suggest that young people are ready and willing to contribute to the goals of the Third Renaissance through learning foreign languages. By addressing existing barriers and further expanding educational opportunities, foreign language learning can become a powerful driver of intellectual growth, cultural openness, and international competitiveness of the younger generation.

## Conclusion

In conclusion, during the Third Renaissance, the growing demand for foreign languages has become a vital factor for the successful participation of youth in the global arena. Globalization, modern technologies, international education, and scientific research have all contributed to this trend. Learning foreign languages not only broadens educational and professional opportunities for young people but also strengthens intercultural communication, fosters personal development, and equips them to thrive in the globalized world. When weighing the supporting and opposing evidence, the more compelling side appears to be that the Third Renaissance offers unprecedented opportunities and a genuine increase in young people's desire to learn foreign languages. The convergence of technological innovations, supportive policies, and a globalized cultural environment creates a fertile landscape for language acquisition. While challenges such as socioeconomic disparities and motivational issues are real, they are increasingly being addressed through targeted interventions, inclusive policies, and innovative pedagogies that leverage digital tools and community engagement. The evidence suggests that the overall trajectory is positive, with young people not only eager to learn but also equipped with diverse opportunities to do so. Therefore, the current era, characterized by a renaissance of cultural exchange and technological progress, more convincingly supports the

view that young people's desire and opportunities for foreign language learning are both strong and expanding, heralding a promising future for multilingual competence during this transformative period.

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## Applying Task-Based Language Teaching Approach in Teaching Reading


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**Abstract:** The article outlines a method for improving readers' abilities through a range of reading-related pre-, during, and post-tasks. Understanding information and improving language skills are two key aspects of acquisition that are covered in the intricate interactive process of reading in a target language. Because of the process's complexity, task development calls for unique strategies. Assignments could focus on gathering, comprehending, assessing, and analyzing information. The task-based language teaching (TBLT) approach has been shown to significantly increase student engagement and motivation in reading instruction. According to Eisenring et al., interaction plays a crucial role in language learning, and TBLT emphasizes meaningful communication through authentic tasks, which naturally fosters student interest and active participation. Similarly, the studies by Sukma et al. and Wang highlight that tasks such as drawing activities or problem-solving tasks are positively perceived by students, leading to higher motivation and a more enjoyable learning experience. The use of real-world tasks, like visiting a doctor or conducting interviews, encourages learners to see the relevance of reading activities, thus boosting their intrinsic motivation to engage with texts. Moreover, the incorporation of gamified and collaborative tasks, as seen in the Learning League project, further enhances learners' confidence and willingness to participate actively in reading activities. Overall, the emphasis on authentic, goal-oriented tasks in TBLT creates a learner-centered environment that motivates students to participate more fully in reading tasks, thereby improving their overall language learning experience.

**Key words:** cognitive, subsequent, content-based, facilitating, discourse, adequate, comprehend, emphasizing, evaluate, assignments.

### Introduction

Reading comprehension is one of the receptive skills in learning English that should be prioritized because reading is crucial to language learning and acquisition. Another view holds that the true foundation of the reading process is reading comprehension. It operates under the premise that comprehension is the pinnacle of reading ability and the foundation of all reading procedures. Thus, teachers' top objective should be to help children read with adequate understanding. Additionally, helping junior high school pupils understand a variety of reading texts is the primary goal of reading instruction. Given the significance of reading comprehension, it is critical to identify and implement instructional strategies, resources, activities, media, and other needs that will support students in developing their reading comprehension skills. Task-based Language Teaching (TBLT) appears to be the most appropriate approach to employ. One teaching and learning approach that places a strong emphasis on the students is called TBLT. Learners can work more independently

and improve their grammar and vocabulary using TBLT. TBLT gives students the chance to delve deeply into important information. Therefore, in order to help the kids with their reading skills, my partner and I decided to use task-based language teaching. By completing certain tasks, the children were given the opportunity to learn and apply language using this method.

Students work on assignments that they find engaging and relevant during task-based learning. They must converse with their classmates in the target language they are studying in order to complete the objective. Rather than responding to inquiries about language syntax or vocabulary, they speak in natural language. Because they are focused on their current task, students, especially younger learners, don't really feel like they are studying a language at that moment. Particularly well suited for group learning is task-based learning. Collaborative language learning is another crucial factor in successful language retention. A crucial part of learning that language is working with others and developing your confidence in it in a group setting. Positive reinforcement from instructors and peers also boosts self-esteem and motivation to study and interact with others. Apart from the advantages for pupils, having a strong understanding of this approach will improve your chances of getting hired as a teacher. Certain job postings expressly want task-based language teaching experience! One of the numerous contemporary ESL teaching strategies is task-based learning, which centers on having students set a goal (which could be a report, a video, or a presentation) and then follow three simple stages to accomplish it.

## Materials and methods

Reading is the process of using written and visual information to decipher a text's meaning or message, according to Moreillon [1]. Moreover, reading is fundamentally the activity of extracting information from written language. Reading is defined by Smith as the process of making sense of something before interpreting it [2]. Furthermore, reading is a sophisticated information processing skill in which the reader engages with text to (re)create meaningful discourse, according to Silberstein [3].

It has been determined that reading is a cognitive activity in which meaning is created or transferred through attention to written material. It is possible to summarize the process of reading as complex. It necessitates the organization, analysis, and interpretation of several information sources. In order to understand a text, readers should be able to relate it to their own experiences, make connections between new information in the text and prior knowledge, and relate terms in the text to their own knowledge. Understanding the written texts' content is the most important thing to do when reading. To put it another way, reading comprehension is its fundamental component [4]. Therefore, improving students' awareness of a text's core concepts and having them investigate its organization are crucial to their comprehension. Reading comprehension is, in essence, the capacity to infer meaning from a written material. Task-based learning employs a lesson plan that combines several exercises to complete an assignment. If the job is project-based learning, it may take multiple lessons to finish, or it may take the whole duration of a lesson. In essence, the activities are the discrete actions or exercises pupils conduct to accomplish the goal, while the task itself is the overall assignment they are attempting to finish or solve. Task examples include:

- a) Putting together a presentation
- b) Creating a short film or video
- c) Composing a text, such an article for a newsletter
- d) Putting on a skit
- e) Constructing a unique game that involves recording the rules, participating in the game, and assessing the game.
- f) Finding the answer to a real-world issue, like organizing a forthcoming vacation, or completing knowledge gaps, such identifying the originator of a rumor at school.

g) Engaging in a collective discussion or debate, such as defending a favored rival on television.

## Results and their discussion

In addition, according to other scholars such as Robb[5], there are some problems related with the teaching materials which can be main factors resulting in difficulties in teaching reading to students. To be more specific, reading materials should be based on real life situations, meaningful communication and authenticity in order to involve learners in reading process and avoid some difficulties in reading classes faced by the EFL teachers. More particularly, the authenticity of reading materials can be observed in the following ways: a) the reading material must be authentic: such reading materials encourage students to be able to read when traveling, studying abroad, or using the language in other contexts outside the classroom, going to the cinema, theatre and concerts; b) the difficulty of a reading text should not be removed because it is not a case of a function of the language, and more a function of the conceptual difficulty because simplifying a text by changing the language often removes natural redundancy and makes the organization somewhat difficult for students to predict. This in fact makes a text more difficult to read than if the original text were used. It is recommended by the author that instead of simplifying a text by altering its language, make it more welcoming by provoking students' existing knowledge in pre-reading discussion, revising new vocabulary before reading, and asking students to perform tasks that are within their competence, such as skimming to get the central idea or scanning for particular information, before they initiate intensive reading; c) the reading purpose must be authentic: Students must be reading for reasons that make sense and have relevance to them. It is noted by the author that to identify relevant reading purposes, ask students how they plan to use the language they are learning and what topics they are interested in reading and learning about. Give them chances to choose their reading tasks, and encourage them to use the library, the Internet, and foreign language newsstands and bookstores to find other things they would like to read; d) the reading approach must be authentic: it is advised by the author, students should read the text in an approach that matches the reading purpose, the kind of text, and the way people normally read. This means that reading aloud will take place only in circumstances where it would take place outside the classroom, such as reading for pleasure. The majority of students' reading should be done silently.

The benefits of using reading techniques in language-learning context can be summed up in the following points: a) reading activities are learner centered when they are designed based on the learner needs characteristics; b) reading strategies and activities promote communicative competence when they are designed for reading communication development; c) reading activities create a meaningful context for language use if they are made of authentic materials; d) a well-developed reading activity can increase learning motivation and reduce learning anxiety; e) a well-developed reading tasks construct a cooperative learning environment and foster participatory attitudes of the learners.

A task-based activity is a process where students must utilize the language of instruction to accomplish a particular goal. The most effective TBL exercises incorporate real-world scenarios so that students may understand how the lesson relates to their own lives. The fact that the activities in task-based learning enable students to freely and exploratorily use the language they already know as long as they are able to do the task at hand is one of its key benefits. To promote fluency and inspire pupils to use the language, you can correct errors at the end of the class if needed, but not in the middle of the exercise.

Nunan lists five qualities of a task-based language learning methodology. These include: 1) emphasizing the importance of learning to communicate through interaction in the target language; 2) incorporating authentic texts (teaching materials) into the learning environment; 3) giving

students the chance to concentrate on the learning process rather than just language; 4) enhancing the role of the student's own experiences as significant contributors to classroom learning; and 5) making an effort to connect language learning in the classroom with language activities outside of the classroom.

Additionally, the following problems in the communicative classroom are connected to the teacher responsibilities, according to Richards and Rodgers (quoted in Nunan, [6]). The first are the roles that teachers are expected to play; the second are the authority they have over the learning process; the third are the extent of their content-related responsibilities; and the fourth are the patterns of interaction that arise between them and their students. In my opinion, the instructor ought to take the lead in creating the assignment and in facilitating the reading material. Second, the instructor ought to serve as a guide and observer.

Students might be unclear about what to do and how to read during a task, so teachers should keep an eye on their reading progress to provide timely guidance. They should also closely observe students' performance to offer constructive criticism or praise. Lastly, the educator need to be a student and a listener. Since students are typically creative, teachers should listen to their ideas, share their own, and perhaps even learn something from them. This is why teaching is beneficial to both teachers and students. To put it briefly, students are the main actors in a task-based language learning environment. Students must adhere to precise guidelines, steps, and techniques when completing reading assignments. One could argue that task-based language instruction combines task-based learning with student-centeredness. The teacher acts more like a patient listener than a talkative speaker in a classroom where pupils have plenty of opportunities to participate in activities. Students should study and experience language as well as improve their reading skills through these kinds of reading exercises. In a task-based language learning environment, the instructor crafts assignments from various perspectives and formats to pique students' attention. Lessons are structured so that students may complete the reading assignments effectively. Moreover, reading is not a tedious task in my opinion. The reader actively attempts to comprehend the meaning of a given text during this process. The teacher provides task-based instruction to pupils who support student participation. Both the teacher and the students are sharing this task. Teachers can help pupils by posing questions to them. They actively participate in the courses. Students finish the assigned work, facilitating peer learning. The teacher uses group work to demonstrate to the pupils how to complete a task. The term for this is pre-task stage. The pre-task phase aids pupils in completing the subsequent task accurately. It gets them ready for the following assignment, which they can complete alone or with others. They are expected to oversee the remaining tasks in their groups after completing a task. Students debate and exchange views regarding the assignment. Moreover, a gap activity appears. They also give a peer evaluation and assess their work independently, which gives them a sense of confidence. After learning the methods, the students finish the remaining portion of the assignment. It's known as an ongoing task. Following the while task, groups of students are asked to work on a new assignment. The task's subject will differ from the one that is finished. Students will work on the new task in pairs with friends. They exchange ideas with each other. They will ultimately create something independently. We refer to this as post-task. Along with attempting to do the post-task, the students engage in conversation and engage in an opinion-gap exercise. Students' linguistic skills are developed through the task-based exercise. They get better at the language they are targeting. The goal of task-based learning and content-based learning is to improve students' English language proficiency. The two strategies allow an instrument to improve pupils' English proficiency. With regard to learning English, these methods will help students' language proficiency and critical thinking grow. Real communication between students and teachers or amongst students in group activities is the goal of both methods to language teaching. The purpose of task-based learning and content-based learning is to teach pupils the language they need. Every student wants to improve their ability to study English as a foreign

language (EFL) or as a second language (ESL). The focus is on the teaching and learning process. Students are receiving the materials and assignments from their teachers. In addition, students acquire the knowledge and complete the assignments in the teaching and learning process according to their own skills. Teachers just evaluate the work that they have completed; they are free to construct the projects using their own abilities. The task-based approach emphasizes cognitive and communication functions.

Task-Based Learning has proven to be an effective method of investigating the teaching and learning process, according to prior studies. It is therefore envisaged that by implementing task-based learning, the reading instruction process will be more dynamic, leading to an improvement in the reading comprehension of the students.

## Conclusion

Students find task-based learning to be very motivating mostly because the assignments are practical, engaging, and require group collaboration, which is something they enjoy doing. Task-based learning is frequently cross-curricular and can be appealing to a variety of learning types. Typically, task-based learning begins with input from reading or listening. After that, the students must finish the assignment by writing or speaking. As a result, it is a very purposeful method of honing reading and writing skills, as well as integrating speaking and listening. As a result of talking with others about the work they complete, the students' language skills naturally grow. In order to improve their language abilities, students meet their goals according to the academic subject. It is evident that the purpose of teaching languages is the same for these two methods. These methods help pupils become more proficient in the English language. Instructors should select the best teaching strategy for each student based on the student's needs and level of accuracy and fluency in communication. The instructor must adhere to the appropriate procedures for EFL students:

1. Outlining the lesson's objectives in detail;
2. Assigning students to four small groups for each learning team. Every squad should have a diverse range of genders and abilities;
3. Presenting a fresh reading material. As they brainstorm, share ideas, and work independently in groups to provide varying solutions to the challenges, students come to learn that knowing is their ultimate aim. Through questioning one another in pairs, they are working until each group member feels as though they understand the principles included in the exercise.
4. Assessing student performance and ensuring comprehension through tests that involve solo and group task work. Teams receive rewards based on their accomplishments; for example, the team with the best score may have their work posted on the bulletin board.

It is important to deal with the major factors where some difficulties are emerged as a result of such factors and these factors and its consideration are regarded as important for successful language teaching and learning because of the following reasons: a) literature analysis has shown that considering such factors in reading lessons can yield positive results; b) literature review has shown that there are some factors related with student psychology affecting the use of reading materials and techniques as well as reading strategies in the classroom and should be considered. These factors are as follows: age, ability in the target language, motivation, size of group, time; interest, readiness level, level of proficiency c) according to many scholars and researchers in this field, the type of reading materials and tasks, assignments is very important in teaching reading to learners. In other words, it is generally suggested that the type of reading materials and techniques should be appropriate for the target learner needs such as proficiency level, interest, readiness, age and etc; d) it is widely suggested that the appropriate time for teaching reading to adolescent learners is also important; e) literature analysis has indicated that the role of the EFL teacher is also critical in using reading techniques and strategies of instruction to teach reading at academic

lyceums effectively. Investigators claim that the role of teacher and learner in the classroom should be exchanged.

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## Integrating Local History Materials into English Language Teaching for Non-Linguistic Students

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**Abstract:** This article highlights the importance of local history material in the development of speech skills among non-linguistic students (i.e., those who do not specialize in English) in English lessons. Methodological techniques for the effective use of these materials, as well as their application in interactive classes, will also be analyzed. The supporting evidence underscores the significant benefits of integrating local history materials into English language teaching for non-linguistic students. Numerous studies highlight how such integration enhances cultural relevance, fostering a deeper connection between students and the learning content. For instance, Folklore-based materials and local narratives have been shown to improve language skills while simultaneously preserving cultural heritage. Additionally, incorporating local wisdom and regional content can increase student engagement and motivation, making learning more meaningful and contextually relevant. The use of authentic and culturally grounded materials, such as oral histories and local environmental texts, has been demonstrated to promote not only linguistic competence but also cultural awareness and identity formation. Furthermore, the integration of local history fosters critical thinking skills by encouraging students to analyze their cultural context and relate it to global communication. These arguments are supported by empirical evidence indicating that contextualized, culturally relevant materials facilitate more effective language acquisition and foster a sense of pride and belonging among students.

**Keywords:** English, non-linguistic students, speech skills, local history, methodology, communicative approach.

### Introduction

In order to ensure intercultural communication, it is necessary to teach country studies materials alongside English language teaching. In today's era of globalization, knowledge of a foreign language, especially English, has become an important competence for every specialist. Particularly for students studying in non-philological fields, it is increasingly essential to develop the ability to use English in everyday life and professional activities. The role of country study materials in developing such skills is invaluable. A significant obstacle to the effective integration of local history materials is the lack of adequate resources and teacher preparedness. Developing culturally relevant materials requires time, expertise, and access to authentic local content, which many teachers may not possess. Additionally, teachers often lack training in culturally responsive pedagogy or in designing materials that effectively combine language learning with local history. The absence of professional development opportunities focused on local content integration further hampers teachers' confidence and ability to implement such strategies. In resource-constrained settings, reliance on imported or generic materials remains prevalent, limiting opportunities for meaningful local content inclusion. Without targeted support and capacity-building initiatives, the potential benefits of local history materials in ELT may remain unrealized, and teachers may default to traditional, culturally neutral curricula that do not leverage local cultural assets.

## Methods and Materials

The content and significance of regional studies materials. In teaching English, texts about the mentality and perspectives of the people to whom the language belongs, their artists, writers, famous personalities, and historical events are mainly used. This is necessary for students of English philology, but it may be complex or of little importance for non-philology students. Using national values, traditions, historical information, and local studies characteristic of the Uzbek people in English language lessons can be effective because students learn the language faster due to familiarity with the information. Materials containing local studies information are not widely used by teachers in secondary education or university foreign language lessons. However, many researchers believe that materials on regional topics should be included in the curricula of various disciplines, which allows students to broaden their general outlook, supplement their knowledge, and improve their understanding of events occurring in the region, the country, and even the world.

The importance of using regional studies materials in non-philological education fields:

T/r	Significance
1.	Creates a real-life speech environment for students
2.	Helps to understand the harmony between language and culture
3.	Increasing motivation;
4.	Develops communicative skills through verbal situations.
5.	It leads to learning English faster.

Suitable approaches for non-philology students. Non-philology students learn English not for deep grammatical analysis but to be able to use it in communication. Therefore, the following approaches are considered effective:

T/r	Approaches
1.	Communicative approach: encourages students to express their opinions through free communication, discussion, and exchange of ideas.
2.	Intercultural approach: Students learning English acquire the language by expressing their national culture in English.
3.	Situational approach: engages in communication through topics and situations related to real life.

*Methods of Use.*

The following methodological approaches are recommended for using regional studies materials:

T/r	
1.	•Text-based discussions: Reading texts related to life in the USA or the UK, asking students questions, and encouraging them to express their opinions.
2.	•Role-playing: Communicating in English in situations such as 'tourist and guide' or 'being a guest'.
3.	•Cultural comparison exercises: expressing thoughts in the language by comparing the similarities and differences in Uzbek and English cultures.
4.	•Using video and audio materials: improving pronunciation and comprehension through English documentaries and cultural videos.
5.	•Life hacks and quizzes: reinforcing cultural knowledge through interactive games in English.

Referring to this topic, we analysed a number of theoretical and practice-oriented research works to identify the main problems and directions that are popular among local historians, methodologists, and foreign language teachers. Thus, it shows the necessity of using national-regional content materials in the classroom to introduce students to values of general cultural and national significance. According to E. I. Passov, by mastering a foreign language in communication with the culture of the mother tongue as an integral part of the foreign language culture, the student understands the latter, that is, their own culture as a specific form of the universality of the language being studied.

### Results and their discussion

According to O.N.Yevplova and Kh.J. Khayrov, intercultural communication or communication of cultures can only be carried out on the basis of one's own people's heritage, national culture, and the mother tongue acquired by an individual. In this regard, Uzbek scholars A.Mamatov and Sh.Usmonova have conducted scientific research on the development of the field of linguistic culturology. Using local history materials certainly ensures the unity of language and culture.

A.M. Heidegger called language the "house of being." In this dissertation, language is considered as a means of penetrating the national mentality – as a carrier and as possessing unique features of worldview. Echoes of distant centuries passing through time are preserved in modern proverbs, sayings, idiomatic expressions, metaphors, cultural symbols, and others. According to B.A. Larin, idiomatic expressions always indirectly reflect people's worldview, social system, and the ideology of their time; the same can be said about metaphors and various symbols. In this sense, oral folk creativity materials, including Uzbek expressions, can be compared with English to provide an understanding of the cultures of the two peoples.

It is necessary to emphasise the commonality in their evidence through various approaches to mastering regional studies information: regional studies materials help to develop a well-rounded

personality linguistically. Undoubtedly, in this case, teaching, as well as developing and educating students, is carried out with the help of a foreign language. Relying on strong knowledge of the history, economy, geography, cultural customs and traditions of the region you live in allows you to shape a mature, well-prepared individual and professional.

Respect for our homeland and the results of the activities of our renowned compatriots, along with the preservation of the heritage of many generations of the local population, is a solid foundation for preparing modern young teachers in our country. By studying contemporary trends and methodological developments in the use of regional studies materials, it has become clear that each teacher should choose their own specific method of applying this heterogeneous content to increase the effectiveness of the educational process.

Regarding the English language, we primarily focus on expanding lexical resources, improving monologic and dialogic speech skills, and preparing coherent written statements by using texts with regional content: essays, compositions, reports, presentations, etc. The requirements of the curriculum based on the competency-based approach emphasize that students should be able to communicate orally and in writing in both their native and foreign languages. However, when it comes to developing written communication skills, creating a well-founded written statement poses difficulties for many young students. By the second year, various types of work emerge, during which students improve their written communication skills, including writing essays, theses, presentations, and preparing coursework. Students in non-language groups have the opportunity to use expressions when summarising journalistic texts and writing essays to develop relevant written communication skills in English. It should be noted that preparing independent essays as homework often results from using online translators, which does not allow for improving or developing this skill. Therefore, we suggest using the following types of activities based on regional-themed texts to develop, reinforce, or improve written speech skills. In this case, the ultimate goal is the ability to independently prepare lectures, essays, and presentations in a foreign language on topics studied throughout the year.

Students prepare personal presentations online or essays on local history topics:

- a trip to my birthplace;
- renowned scholars of our region;
- tourist destinations of Tambovshchina;
- Architectural monuments of Tashkent (city) region;
- walking with friends;
- universities of Tashkent (or Samarkand) region;
- visiting an art gallery.

A series of preparatory tasks, exercises and various written works are offered to achieve satisfactory results. In this way, ready-made letter samples and actual versions of real letters are used for preparing and writing personal letters. Students use ready-made samples to write letters and greeting cards and, in general, can easily handle this type of work. As for business letters, what is necessary for the student audience is, first of all, to fill out various resumes and cover letters required by graduates seeking employment.

When working on an essay, students should start by learning the structure of such works, study a list of clichés, and understand that the purpose of such work is to provide a reasoned answer to a question, for example, why they help to develop their country. Students create their own answer options and write them down. It involves using examples to develop skills in preparing and delivering presentations in English, as well as presenting any visual information (images, photographs, or videos). In this case, it is advisable to start with small examples or work in a team

before achieving automated presentation skills. Thus, for instance, as an example, we can start with the following tasks:

**Task 1.** Prepare and deliver a multimedia presentation in English using the service <http://prezi.com>, using the following sample data for preparation.

1. My aim for today's presentation is to give you information about .
2. If you have any questions, please feel free to ask me at the end of the presentation.
3. First I would like to talk about.
4. I am going to divide my review / report / article into 3 / parts .
5. Following that we should talk about.

**Task 2.** It is possible to assign the task of writing an essay on the following topics:

1. Famous scholars of the country of the language being studied and of my birth city.
2. Global problems of humanity and ways to solve them.
3. Information technologies of the 20th century in our life.
4. The lifestyle of the modern person in our region and abroad.
5. The most popular digital tools and their use in foreign language lessons.

It should be emphasised that we can leave such written assignments for independent preparation, as this mainly facilitates classroom activities and allows students to showcase their creative inclinations and develop an individual style.

## Conclusion

In conclusion, in the context of Uzbekistan, English for non-philology students is not just about grammar, but also a means of real-life communication. Proper use of area studies materials effectively develops their speaking skills. Moreover, this approach fosters a positive attitude towards learning English among students and prepares them for intercultural communication. In summary, while integrating local history materials into English language teaching offers promising benefits, these opposing perspectives highlight critical challenges related to cultural bias, curriculum alignment, contextual applicability, and resource constraints. Addressing these concerns requires careful planning, professional development, and sensitivity to local and global educational goals.

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## Bridging the Digital and Traditional: Redefining Teacher Competencies for Hybrid Education

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**Abstract:** The rapid evolution of educational environments, accelerated by the COVID-19 pandemic, has underscored the urgent need for a redefinition of teacher competencies that effectively bridge online and offline teaching. This study explores the theoretical and empirical dimensions of modern teacher qualifications, focusing on the digital skills, pedagogical adaptability, and professional development required to navigate hybrid educational contexts. Drawing upon contemporary literature and comparative analysis, the research examines how teachers can balance face-to-face and virtual instruction while maintaining educational quality and student engagement. The findings highlight that beyond technical proficiency, effective teaching in both modes demands critical soft skills such as communication, flexibility, and emotional intelligence. The study also emphasizes the role of institutional support and continuous training in fostering teacher readiness. Ultimately, this research advocates for a competency-based framework that empowers educators to thrive in dynamic, blended learning ecosystems, ensuring resilience and relevance in a post-pandemic educational landscape. The study explores the redefinition of teacher competencies in hybrid educational contexts, emphasizing the need for a balance between digital skills, pedagogical adaptability, and professional development to effectively bridge online and offline teaching. The study aims to explore the theoretical and empirical dimensions of modern teacher qualifications, focusing on the digital skills, pedagogical adaptability, and professional development required to navigate hybrid educational contexts.

**Keywords:** Online and offline teaching, teacher competencies, digital pedagogy, hybrid education, 21st-century skills, professional development, blended learning, COVID-19 and education, educational technology, teacher adaptability.

### Introduction

The first concept of distance learning was implemented in the mid-19<sup>th</sup> century with the establishment of the United States Postal Service and the intention of developing and implementing commercial correspondence colleges in which tasks and instructions were sent via postal service between teachers and learners. For now, online education is more accessible due to digital technology and even prestigious institutions offer synchronous and asynchronous classes. However, not all learners or educators agree that online education can be supportive as well as offline education for the reason that it should be researched broadly. Historical chronicles confirm that teacher competency has not been discovered at all because all attention has been paid how to improve digital technologies rather than teacher qualification. Numerous studies have shown that teacher competency affects not only learner engagement but also learner achievement, so teachers should always develop their competence and develop permanent habits that keep them up to date with new developments, whether in the educational sphere or in globalization. The COVID-19 pandemic is the main cause for enhancing online classes. During lockdown, all of Earth's population participated in classes using the internet, and it should be mentioned that web companies such as Google, Apple and others created apps that made online classes highly available.

### Methods and materials

The problem online and offline teaching cannot be discussed on the way of technical devices but also simultaneously teachers' competencies should be mentioned. According to some cases,

education needs to be innovated even in 21-century, and here certainly international peer programs also are a good support for this process. Online or even offline classes` experiences are to be shared among institutions, stuffs, and as well as, guest researchers in order to have possible solutions for specific problems which could level up the sphere.

The following article researches for modern teaching competencies and their classifications, how online-offline teaching can be equalized using them and what teaching requirements should be adopted.

## ***Modern competencies for balancing the effectiveness of online and offline teaching*** ***Modern teaching competencies and its classifications***

The inherent figures in education are teachers, who are responsible for classes and the knowledge backgrounds of their students. Moreover, teachers need to be aware of professional requirements, which are usually called "competencies". According to Houstan (1987), one of the most important requirements for teachers is competency, which includes knowledge, skills, and values. In turn, these competencies are classified according to the following key features:

- A competency is a set of one or more skills that the owner should be proficient in.
- Three main requirements should be connected completely. These are knowledge, skills and attitude.
- Competency is to be observable and demonstrable because of its performance dimension.
- As it is said that it is observable, it can be assessed and measured. Teaching competency should use all three features in some cases, but only one or two features may be required in others, for instance.

Logically, all features lead teachers to be motivated and focused on their purposes, which assist them in achieving complete proficiency. According to Shmelev (2002), teaching skills and long-life learning competencies ought to include the following characters: a good narrator, a mentally and physically healthy person, a conscientious team member, balanced and tolerant, an individual with soft skills, and certainly a leader.

Using 21st-century innovations, allow teachers to discover innovative ways of teaching that will play a significant role in their career development. As a result, it should be reckoned that teachers are more motivated, they are good at time management as well as using technologies, and of course, they are full of ideas for educational activities. The only reasonable explanation for teaching upgrades is information technology development, which is the result of theoretical approaches and empirical methods of teaching. Good examples for this are online and offline classes, transformative classes instead of traditional ones, and educational sites like Kahoot.com, which allow teachers a great opportunity to have multiple classes. Learners can even replay their lessons again and again in case they are recorded.

## **Results and their discussion**

Automatically the following process caused to renovate teacher competencies in order to have advanced approaches for obtaining unfamiliar skills and attitudes certainly. Simply put, teachers should be worthy of using technology to support students' learning processes.

Olga Nessipbayeva in her article "THE COMPETENCIES OF THE MODERN TEACHER" classifies the 21<sup>st</sup> century competencies by dividing them into five segments. The first one states that teachers are leaders who possess their class rules, lead learners through their subject map, and assess learners` results according to their own requirements. The second segment emphasizes psychologically that teachers are balanced and tolerant, who are responsible for keeping respectfulness with learners, provide them with necessities (only for teaching purposes), and collaborate with students' families. The next one mentions that educators must be superb at their teaching sphere, which assists them to capture learners` attention at a glance and have their trust

entirely, which exactly lets them get good results. Being good facilitators, educators can help learners overcome difficulties in the learning process and even create some new, demanded skills (segment number four). For example, classes should be eased by using recently innovated methods, or classes ought to be systemized to upgrade learners' critical and creative thinking. The final one ensures that teachers are reflectors who can easily define learners' talents, knowledge levels, and future goals, allowing them to succeed in a specific domain.

Azar (2010) emphasizes that teacher training programs ought to contain practices strengthening teachers' self-efficacy beliefs, which must be a great instrument for having unique competency. Most teaching training programs aim to find out one of the most important competencies however, it could not be ticked or even discussed individually, because every competency has a special respond to a specific complex situation which easily and

completely point at the answer. For example,

- when setting objectives, teachers should be aware of what they really want to attain and how they can achieve it;
- educators strive to maintain constant contact with their students in order to foster interpersonal relationships;
- they must be informed about newly invented technologies and teaching resources in order to support learners in their studying process, so it is really important to share knowledge and experience with not only colleagues but also outside of teaching institutions;
- to be adept at time management, which can aid learners in staying focused on lessons;
- contextualizing the learning process from globalizing approaches to what eslbrain.com can serve as an example;
- designing a suitable environment for learners that helps them warm up or engage in other related activities.
- being a leader in classroom, teachers imply learners future plans so it means all activities should be made according to their interest spheres which indicates that if teachers have five classes with one theme they should prepare five other lesson plans with the same theme because of diverse outlook of classes;
- teachers are also designers of their lessons which means that every lesson should have coherent ending with aimed results or instead of sophisticated explanations, exercises, teachers should make it easy to understand.

Knowledge, skills and attitudes are components of well-functioning classes for learners, and as mentioned above, not all teachers can overcome teaching-related problems without awareness of competencies. Online teaching and learning are thought to be inferior to traditional methods, but digital competency is still in its infancy. The most important part here is that not only teachers but also employers of other professions face this problem. Teachers and students who are comfortable or advanced users of digital technologies can achieve excellent results from the educational process, which will be replete with positive feedback. Even offline classes inquire about digital competency because most classes are transformative ones, so it automatically means that teachers have to use technical equipment in their classes, such as TV sets, audio equipment, and laptops with internet connections.

### ***Online teaching: theoretical and empirical methods***

In the innovative educational sphere, teachers know that the only critical competence area is digital competence. Even the modern competencies mentioned above, are completely related to this one. Teachers had never imagined that they would need online teaching qualifications until the events of 2019. However, "digital competence" is currently upgrading all its features so that appropriate approaches and methods are being created.

Online teaching is conceptualizing from offline teaching according to the following features:

- Long-distance communication between teachers and learners is conducted via online platform.
- Technology is used to gain access to relevant learning materials.
- Teachers and learners communicate using technology.
- Teachers support students' learning by using digital communication channels.

It can be hard to overcome problems while teaching online if teachers have neither knowledge-based competence nor digital competence. It is easier to look through these competencies breaking into two aspects: the cognitive aspect and the motivational aspect.

A cognitive aspect is responsible for teachers' professional knowledge development and as well as learners' outcomes depend on it completely. According to Huma et al., instructors' subject-matter expertise aids in learners' comprehension of pertinent ideas encountered during the learning process, and teachers' focus on and preparation for subject-matter expertise maintains academic accomplishment. Because of COVID-2019 pandemic, teachers and learners met some problems like a lack of digital competence. As a result of some inquires it should be said that if teachers are good at using digital technologies so learners also can be easily interacted in online classes.

Teachers' self-efficacy and enthusiasm dimensions are evaluated using motivational aspects, which show completed successful projects or tasks that motivate them to achieve the next level of success in their careers. Psychologically, it's proven that confidence leads individuals' impossibility into the possibility, so the following aspect is a great instrument for educators to adapt to online teaching. Either self-efficacy or enthusiasm is one of the necessary factors that eliminates daily classroom challenges and simultaneously has an empirical influence on learners' outcomes.

During the COVID-2019 pandemic, the existing research results were not enough to realize the online teaching process perfectly; therefore, while teaching, teachers went through a certain amount of stress. Online teaching at that moment required teachers to be resilient to assist learners achieve learning outcomes, and automatically it was emphasized that highly resilient teachers must be capable of dealing with teaching emergencies. According to Li Zhao (2022) investigation, through teachers' resilience, online teaching challenges can be overcome or even have a one-of-a-kind solution; however, not all teachers may possess this competence, resulting in poor results. Moreover, it was determined that the only reason might be teachers' age because eventually their cognitive ability declines while their emotional intelligence keeps level.

While some researchers stressed that older teachers had less digital competence, other researchers underlined that there was no discernible age difference in teacher competence; Reed (2018), on the other hand, suggested that resilience increased with instructors' age. Scheibe et al. reported about the older university workers who displayed more resilience than younger workers in the COVID-2019 pandemic. According to Pallof and Pratt (2011), a master of online instruction must understand the modes of offline and online learning, as well as the differences between them, and be skilled at using methods in online class activities. Either online class teachers or offline class teachers should have values like being motivated, supportive, organized, respectful, active, open-minded, and honest.

Salmon (2003) classified online teaching competencies in five categories:

- Comprehending the online procedure
- Technical abilities
- Online communication abilities
- Content knowledge
- Personal characteristics

Technology facilitators can carry out their duties more easily thanks to the competencies outlined in the ISTE (2001) standards for technology facilitation. The following skill sets are included in these competency groups:

- digital operations and features;

- planning and designing educational activities and experiences;
- teaching, learning, and curriculum improvement;
- assessment and evaluation; productivity and professional practice;
- social, ethical, legal, and human issues;
- procedures, policies, planning, and budgeting for technology environments;
- leadership and vision.

Eight competency categories were found after Dubins and Graham (2009) examined 17 online learning programs. These competency categories included knowledge of the content management system (CMS), other technical skills, instructional design, social processes and presence, managing assessment, orienting students, institutional knowledge, and pedagogy and andragogy. Scientists are trying to create a unique framework that classifies and determines a cluster of competencies. For example, Abdous (2011) described a three-stage developed framework. The first stage is preparation one, before teaching practice instructor should prepare for classes, plan and design them. The next stage includes competencies for facilitating, interacting, providing and seeking feedback. And the last stage is the presentation mode where teachers should present the competencies of reflecting and have learned lessons. The next example also shows one of the successful frameworks, which are categorized in seven ways: active learning, leadership, active teaching, web technology, classrooms` design, digital competence, and policy enforcement (Redmond, 2012).

Tools and techniques for needs assessment analyses can be created based on these traits to establish professional development procedures and goals (Baran & Correia, 2014). As adult, self-regulated, and self-determined learners, these can also be used by online instructors to self-assess their abilities and then identify their own learning and training requirements. Lastly, competencies can be used as a protocol to ensure that educators are prepared to teach in online learning environments.

### ***Online and offline teaching: Experiment***

In order to have a balance between online and offline teaching, educators should always advance knowledge, skills, and attitudes. Usually, online classes consider untrustworthy and challenging, however, it can create a really flexible approach to learn. Strict discipline and multiple teaching skills help educators to balance both online and offline classes. Hung, Min-Ling (2010) stated that learner control as well as self-directed learning was noticed to be the most significant considerations favoring offline learning. They strongly advocate teacher orientation, displaying and demonstrating the use of online tools to learners, or reacting quickly to learner enquiries when it comes to learners who have significantly less learner control in order to maintain learners' motivation.

The learner's oral presentation skills were greatly enhanced through online education and purposeful practice, according to Heiman, Heather L., et al. (2012). In their article on the effectiveness of online versus offline learning, Singh, Shweta, David H. Rylander, and Tina C. Mims (2012) examined the efficacy of students who engaged in online studies and contrasted it to students who participated in offline studies. Unexpectedly, they made the argument that online learning was superior to offline learning. They found that the average for studying online was 78, while the average for studying offline was 70. They came to the conclusion that students preferred online courses to traditional ones. Only 38% of students in offline classrooms reported being satisfied with their form of instruction, compared to 56% of students in online classes. A total of 70 students were involved in this study, of whom 26 were enrolled in the offline system and 44 in the online system. Rachmah (2020), however, notes that some students prefer offline learning to online learning since they are more engaged in the classroom and so better understand the material. He emphasizes that offline courses also help pupils strengthen their communication abilities. Additionally, Rachmah (2020) and Wright (2017) both concur that most students felt more

motivated utilizing the offline approach than the online system. A total of 64.3% of students felt more motivated in offline classes, according to his data, while 57.1% of students felt more driven in online lectures. The study by Allen, M., Bourhis, J., Burrell, N., & Mabry, E. (2002), which states that because people have various preferences when choosing a learning technique, the substitution of offline learning will result in a minor decline in student satisfaction, shows the same outcome. However, they did claim that, generally speaking, students find offline learning just as gratifying as distant learning and that this does not result in any attitude changes. In order to have a clear understanding, the experiment below was specifically researched online and offline classes.

## **Procedure**

Before the term began, the students selected one of two teaching methods—one offline and one online—from which they would be instructed. While students in the online format were trained via the Zoom application and IXL software, students in the offline format attended lessons as usual from the school and were taught in class by one of the instructors. In order to attain equivalent topic coverage, the instructors made an effort to guarantee that both groups went through the material at a similar rate and finished the identical assignments and tests. At the conclusion of the five-week session, the teachers and researchers created a final exam measuring the students' comprehension of the entire subject. The online group completed the test online, whereas the offline group completed it at school. Both groups answered the same amount of questions, which ensured uniformity in the data gathering. The 40-minute test was administered in the final week of the study during one of the math classes. The mean score for the offline group (83.10) is greater than that for the online group (80.43). This proves how effective in-person education is, although descriptive data can be deceptive. To find any statistically significant differences, we thus used inferential statistics (in this case, an independent t-test). Whether identical variances were assumed or not, the statistical analysis showed no significant difference between online and offline learning because  $p=0.503$ ;  $p>0.05$ .

## **Conclusion**

In conclusion, effective teaching—regardless of being online, offline, or hybrid—depends largely on the teacher's grit, commitment, and a well-rounded set of competencies, including knowledge, skills, and attitudes. Modern teaching competencies serve as a foundation for balancing both online and offline modalities, ensuring quality education in diverse contexts. The level of a teacher's qualification should be assessed not merely by age or status, but by their experience, adaptability, and willingness to grow professionally. Ultimately, educators must embrace continuous self-development as an essential part of their role in an evolving educational landscape.

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## The use of robots in the process of algorithmic thinking in primary school pupils

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**Abstract:** This study is dedicated to the empirical analysis of the effectiveness of using educational robotics in the process of forming and developing algorithmic thinking in primary school students. In the context of a modern digital society, algorithmic thinking, systematic problem solving, decision-making based on sequences, and abstract modeling skills are considered essential components of 21st-century competencies. Results from scientific research on the subject indicate that the logical-operational thinking of children aged 7–11 is in an active stage of development, making this period in human development a favorable pedagogical condition for forming algorithmic thinking and scientifically based concepts. A quasi-experimental method involving experimental and control groups was used in this study. In the experimental group of selected secondary school students, teaching was organized through robotics-based tasks (sensor robots, block programming environment, sequence modeling), while traditional methods were used in the control group. The results were evaluated based on indicators of algorithmic thinking levels, step-by-step problem solving, understanding the content and essence of conditional operators, understanding pedagogical tasks put forward in the lesson, and applying cycles to repeat material covered in the lesson. The results obtained from the experimental trial showed the effectiveness of using robots in increasing students' knowledge and statistically significantly increased students' algorithmic thinking indicators ( $p < 0.05$ ). In particular, learning through a visual-dynamic environment allowed young students to connect abstract concepts with concrete actions. Furthermore, robotics lessons significantly developed students' motivation, creativity, and collaboration skills. The research results substantiate that integrating robotics in the primary education system is an effective pedagogical tool for developing algorithmic thinking.

**Keywords:** algorithmic thinking, primary education, robotics, STEM, block programming, problem-based learning, competencies.

### Introduction

#### 1.1. Relevance of the Problem

The process of digital transformation is fundamentally changing the content and methodology of the primary education system on a global scale. The widespread adoption of artificial intelligence, automation, cyber-physical systems, and IoT technologies requires the formation of new human capital competencies [1,34]. In this regard, algorithmic thinking is currently recognized as one of the key intellectual competencies of students. The process of algorithmic thinking in students is the ability to divide a problem into clear stages, determine a logical sequence, identify subject conditions, and systematize steps leading to an optimal solution [2,24]. This is of great importance not only in the basics of programming but also in mathematics, natural sciences, and everyday life situations. According to J. Piaget's theory, the primary school period (ages 7–11) is characterized by the concrete operational stage of thinking [3,23]. At this stage, students learn to perform logical operations, understand sequences, comprehend the process of logical realization, and understand cause-and-effect relationships. This approach in the educational system is

considered the optimal period for forming algorithmic concepts. From this perspective, the effective use of educational robotics in primary education is gaining urgent importance in the development of the educational process as an innovative tool for developing algorithmic thinking [4,45].

## 1.2. Theoretical and Methodological Foundations of the Concept of Algorithmic Thinking.

Although the concept of algorithmic thinking is closely related to computer science, its roots go back to mathematical logic and structural analysis [5,54]. The concept of "computational thinking" advanced by Wing interprets algorithmic thinking as a universal problem-solving strategy [6,76]. Algorithmic thinking consists of the following components:

1. Decomposition of the problem
2. Pattern recognition
3. Abstraction
4. Algorithm design

**Table 1. Content and manifestation of algorithmic thinking components**

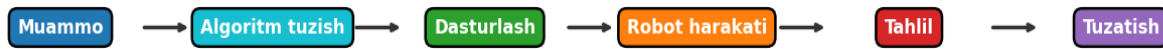
Component	Description	Manifestation in Primary Education
<b>Decomposition</b>	Breaking a problem into parts	Dividing a problem into stages
<b>Patterns</b>	Identifying repetition	Understanding cycles (loops)
<b>Abstraction</b>	Isolating important aspects	Removing superfluous information
<b>Algorithm Design</b>	Sequence of steps	Creating commands

The table above systematically represents the main components of algorithmic thinking and their practical forms of manifestation in the primary education process. The first component is decomposition, the skill of breaking a problem into separate parts, which is formed in primary school students through solving a problem step-by-step. Such a process in education allows students to break down complex tasks into small and understandable elements. The second component is pattern recognition, where students learn to notice repetitive processes or regularities. In primary education, this skill often manifests through understanding cycles, identifying repetitive actions, and generalizing them. The third component in the table is abstraction, which is the ability to isolate important aspects and exclude secondary information. This helps students focus on the main goal and forgo unnecessary details. The fourth component is algorithm design (algorithmization), which is the process of logically constructing a sequence of stages. In primary grades, this skill is developed through creating tasks, determining the order of actions, and developing clear instructions to achieve a result. Overall, the first table reveals the essence of the structural composition of algorithmic thinking and scientifically proves the mechanisms of its formation in the primary education process.

## 1.3. Pedagogical Capabilities of Robotics

Educational robotics is an integrated pedagogical direction aimed at developing students' engineering, programming, and problem-solving skills [7,43].

- The main advantages of using robots are:
- Visual and kinesthetic learning environment
- Possibility of immediate observation of the obtained result
- Rapid analysis of shortcomings Increased motivation



*Diagram 1. Robot-based teaching model*

This diagram reflects the step-by-step algorithmic process of the robot-based teaching model. The process begins with the problem-posing stage, where students move to creating an algorithm based on analyzing the problem, i.e., forming a logical sequence of the solution. In the next stage, the developed algorithm is converted into code through a programming environment and uploaded to the robot device. After that, the theoretical model is practically tested through the robot's movement. The actions performed are analyzed, and any discrepancies that arise are identified. The final stage is correction/debugging, where the algorithm or program is improved, and the process continues in a cyclical manner. This model serves to form systematic thinking, reflection, and iterative improvement skills in students. This cyclical process also develops reflexive thinking in students [8,67].

#### 1.4. International Experience Achievements and Analysis of Scientific Research

In recent years, numerous studies have been conducted examining the effectiveness of education based on robotics.

For example:

- Eguchi (2014) showed that robotics strengthens STEM integration [9,23].
- Bers (2018) proved that algorithmic concepts are successfully formed in primary school-aged children through block programming [10,39].
- Sullivan & Bers (2019) identified the positive impact of robotics lessons on logical thinking and creativity [11,47].

These studies show that teaching with robots has higher efficiency compared to traditional methods.

#### 1.5. Subject, Goal, and Tasks of the Scientific Research.

The main goal of the research is to determine the effectiveness of using robots in developing algorithmic thinking in primary school students.

Tasks:

#### 1.6. Scientific Research Hypothesis.

According to the research hypothesis, if primary school students are taught algorithmic concepts based on robotics in an interactive environment, their level of algorithmic thinking will be significantly higher compared to traditional methods.

#### 1.7. Theoretical Model of the Research.

This conceptual model systematically represents the theoretical and practical foundations of the research and shows the step-by-step mechanism of the process of forming algorithmic thinking. The robotics environment is selected as the initial component of the model, meaning students are engaged in an interactive, visual, and technological learning space. This environment ensures the active participation of students and directs them to solve problems independently. The next stage is visual algorithmization, where students construct the logical sequence of the problem based on block programming or graphic commands. This process allows abstract concepts to be connected with concrete actions and strengthens the understanding of cause-and-effect relationships in young students.

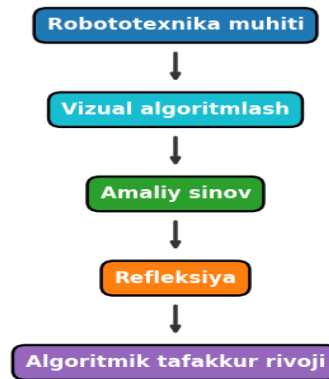


Diagram 2. Conceptual model of the research

The third stage of the model is the practical test, which is the process of checking the developed algorithm through real robot movement. This stage allows students to reinforce theoretical knowledge with practical experience. Based on the test results, reflection is carried out, where students develop skills in identifying, analyzing, and correcting errors. As the final result of the process, the development of algorithmic thinking is formed; that is, students acquire competencies in systematic analysis of problems, decision-making based on sequences, and optimization of solutions. This model serves to develop students' active, reflexive, and creative thinking based on the principles of constructivist pedagogy.

## 2. Methodology

### 2.1. Research Design and Methodological Approach

This research is aimed at determining the effectiveness of robotics-based teaching in developing algorithmic thinking in primary school students and was organized based on a **quasi-experimental, pre-test/post-test control group comparison design**. This design is widely used in pedagogical research and allows for the empirical determination of the real impact of educational intervention [12,56]. The main reason for choosing a quasi-experimental approach is the limited possibility of fully randomizing existing classes in educational institutions. Therefore, the study was organized based on existing parallel classes, but preliminary diagnostics were conducted to determine the statistical equality of the groups' initial preparation levels. This is an important factor in ensuring internal validity [13,45].

The research model was organized based on the following scheme:

- **Experimental Group:**  $O1 \rightarrow X \rightarrow O2$
- **Control Group:**  $O1 \rightarrow - \rightarrow O2$  Where: *O1* - initial measurement (algorithmic thinking diagnostics), *X* - robotics-based pedagogical intervention, *O2* - final measurement.

This model allowed for a dynamic analysis of changes in algorithmic thinking. The research is based on the theory of **constructivist pedagogy**, according to which knowledge is formed through the student's active experience [16,34]. The robotics environment provides exactly this activity-based learning model.

**2.2. Description of Research Object and Sample** 3rd–4th-grade students of a general secondary education school were selected as the research object. This age period (8–10 years) is characterized by the **concrete operational stage** of thinking according to Piaget's theory [3,54]. At this stage, children possess the ability to understand cause-and-effect relationships, perceive sequences, and perform logical operations. Therefore, this period is considered optimal for forming elements of algorithmic thinking.

### Sample Structure:

Indicator	Experimental Group	Control Group	Total
Number of students	30	30	60
Average age	9.2	9.1	9.15
Girls (%)	53%	50%	51.5%
Boys (%)	47%	50%	48.5%

The sample size ( $n=60$ ) was considered sufficient to ensure statistical reliability and determine the average effect [14,35]. Participation in the study was voluntary, and written consent was obtained from parents. Ethical principles—confidentiality, anonymity, and non-maleficence—were strictly observed.

### 2.3. Stages of Research and Their Content

The research was carried out in three main stages:

#### 2.3.1. Diagnostic Stage

At this stage, a preliminary test was conducted to determine the students' level of algorithmic thinking. The diagnostics aimed to assess the following competencies:

- Problem decomposition
  - Sequence construction
  - Understanding conditional operators
  - Identifying repetition cycles (loops)
  - Finding and correcting errors
- The diagnostic stage served to check the initial equality of the groups.

#### 2.3.2. Experimental Intervention Stage

A 12-week robotics-based curriculum was developed for the experimental group. Classes were conducted for 2 hours per week (total 24 hours). The lessons had the following methodological structure:

1. Problem posing
2. Algorithm development
3. Visual programming
4. Testing the robot
5. Reflection and correction

**Robotics tools:** LEGO Education Spike, Scratch environment, Sensor modules (distance, light, temperature). The control group was taught based on the **traditional method** (examples on the board, writing algorithms on paper).

### 2.3.3. Control and Final Analysis Stage

After the intervention, a final test (post-test) was conducted. The results were compared with the initial indicators. The dynamics of change and effect size were determined, and the level of statistical significance was calculated.

### 2.4. Measurement Tools and Their Validity

A complex set of instruments was developed to assess algorithmic thinking:

#### 1. Standardized Test (20 questions):

The test consisted of closed and semi-open questions covering:

- 5 questions - Sequence
- 5 questions - Conditional operators
- 5 questions - Cycles
- 5 questions - Error detection
- Maximum score: 20

#### 2. Practical Task:

Students created an algorithm to move the robot along a given route. *Evaluation criteria:*

Criterion	Maximum Score
Algorithm correctness	5
Logical sequence	5
Independence	5

**3. Observation Scale:** Constructed based on a 3-point Likert scale. The internal consistency of the instruments was **Cronbach's alpha = 0.81**, indicating a high level of reliability [15,39]. Content validity was confirmed by 5 experts.

**2.5. Statistical Analysis Methods** Data were processed using Python (NumPy, SciPy) and SPSS software. The following statistical methods were used:

- Descriptive statistics (M, SD)
- Student's t-test for independent samples
- Paired samples t-test
- Effect size (Cohen's d)
- Pearson correlation

### Preliminary Results (Pre-test):

Group	Mean (M)	Variance (D)
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Group	Mean (M)	Variance (D)
Experimental	2.4	2.1
Control	2.1	2.3

$> 0.05 \rightarrow$  No difference

### Final Results (Post-test):

Group	Mean (M)	SD
Experimental	17.8	1.9
Control	14.2	2.4

$t = 4.37, p < 0.05, \text{Cohen's } d = 0.92$  (large effect)

The results showed that robot-based teaching has high efficiency [17,32].

## 2.6. Ensuring Reliability and Validity

- Measures to increase internal validity:
- Checking initial equality of groups, identical time duration, same teacher.
- External validity:
- Real school environment, practical tasks.
- The probability of statistical error was set at  $\alpha = 0.05$ .

## 2.7. Research Limitations

Limited sample size, narrow territorial scope, intervention duration of 12 weeks. Conducting long-term longitudinal research is recommended in the future.

## 2.8. Methodological Conclusion

This methodology allowed for a complex assessment of the impact of robotics-based pedagogical intervention on algorithmic thinking. The use of a quasi-experimental design, valid instruments, and modern statistical methods ensured the scientific validity of the research and the reliability of the results. The obtained results empirically confirmed that integrating robotics into primary education is an effective pedagogical mechanism for developing algorithmic thinking.

## 3. Results

### 3.1. Introduction

This section details the impact of robotics-based pedagogical intervention on the development of algorithmic thinking in primary school students based on statistical analysis. The results are

explained based on descriptive statistics, inferential analysis, effect size, and distribution dynamics. Analysis was performed at the  $\alpha = 0.05$  significance level.

### 3.2. Preliminary Diagnostic Results (Pre-test)

According to the initial measurement results, no statistically significant difference was detected between the experimental group ( $M = 12.4$ ;  $SD = 2.1$ ) and the control group ( $M = 12.1$ ;  $SD = 2.3$ ) ( $p > 0.05$ ). This indicates that the initial level of algorithmic thinking of the two groups was almost equal. This situation is an important factor in ensuring internal validity, as it allows post-intervention differences to be linked specifically to the pedagogical method [18,33]. Initial results show that the majority of students:

- Have an average level in constructing sequences,
- Partially understand conditional operators,
- Face difficulties in identifying repetition cycles. This indicates that algorithmic thinking is still in the formation stage.

### 3.3. Final Diagnostic Results (Post-test)

The results obtained after the intervention showed a significant change:

- **Experimental Group:**  $M = 17.8$ ;  $SD = 1.9$
- **Control Group:**  $M = 14.2$ ;  $SD = 2.4$
- **Independent samples t-test results:**  $t = 4.37$ ,  $p < 0.05$  The result is statistically significant, indicating that robotics-based teaching significantly increased algorithmic thinking.

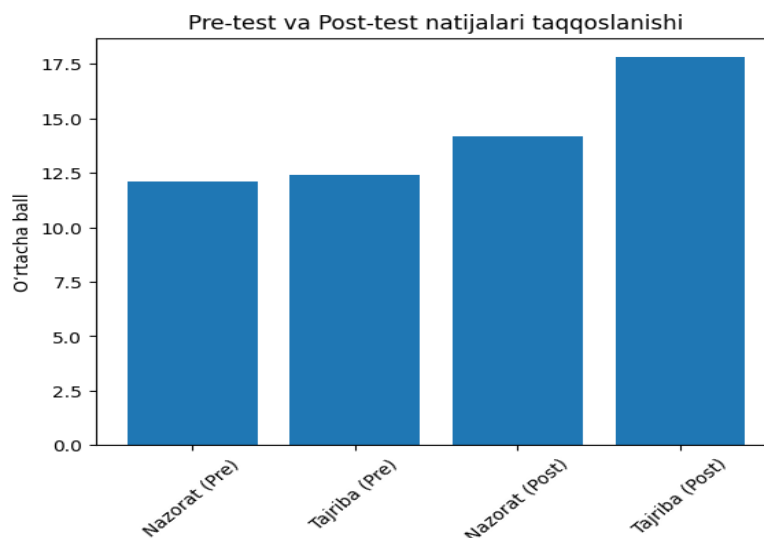


Diagram 3. Comparative analysis of pre-test and post-test results in experimental and control groups (Note: Diagram placeholder)

This diagram compares the initial (pre-test) and final (post-test) algorithmic thinking indicators of the experimental and control groups based on average scores. According to the initial results, the indicators of both groups were almost equal (Control: 12.1; Experimental: 12.4), and no statistically significant difference was observed. This shows that the groups had the same level of initial

preparation and allows subsequent changes to be linked to the pedagogical intervention. In the final results, a significant difference is observed: the experimental group achieved an average of 17.8 points, while the control group was limited to 14.2 points. This confirms that robotics-based teaching had a positive and significant impact on the development of algorithmic thinking. Visually, the diagram demonstrates a much higher growth dynamic in the experimental group, graphically representing the effectiveness of the intervention.

### 3.4. Growth Dynamics Analysis Score Growth:

- **Control Group:** +2.1 points
- **Experimental Group:** +5.4 points The growth in the experimental group is **2.5 times higher** than in the control group. This indicates that robotics-based teaching actively stimulated logical thinking through practical modeling of problem situations.

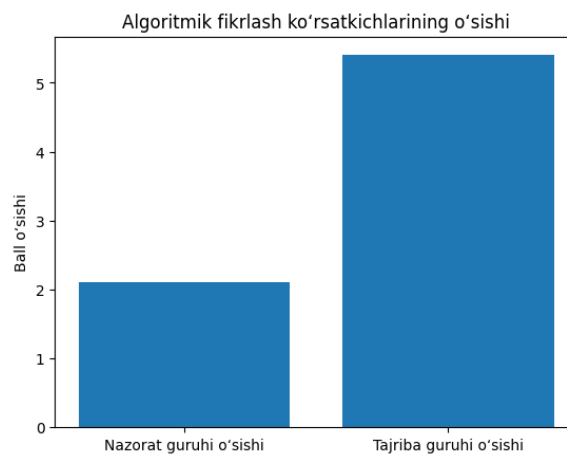


Diagram 4. Growth dynamics of algorithmic thinking indicators in control and experimental groups (Note: Diagram placeholder)

This diagram reflects the difference between pre-test and post-test results, i.e., the net growth amount of algorithmic thinking indicators in the control and experimental groups. As can be seen from the graph, growth in the control group was 2.1 points, while in the experimental group, this indicator was equal to 5.4 points. This difference confirms that the robotics-based teaching method has a significant advantage in developing algorithmic thinking. The diagram is scientifically important as it shows not only the final indicators but also the development dynamics. In pedagogical research, the amount of change is the main criterion for evaluating the effectiveness of an intervention. The high growth observed in the experimental group implies that robotics comprehensively developed components of algorithmic thinking through visual-motor integration, reflexive analysis, and iterative correction mechanisms.

**3.5. Effect Size (Cohen's d)** Calculated effect size: **Cohen's d = 0.92**. This indicator is interpreted as a **large effect** in pedagogical research [19,56]. That is, the intervention is significant not only statistically but also practically.

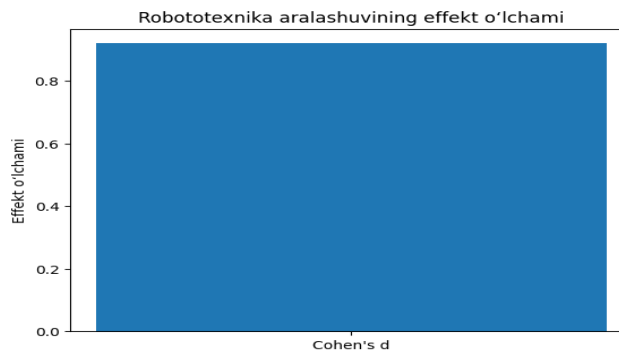


Diagram 5. Effect size indicator of robotics-based teaching (Cohen's d) (Note: Diagram placeholder)

This diagram reflects the Cohen's d indicator, which quantitatively evaluates the effectiveness of the robotics-based pedagogical intervention. The value shown in the diagram ( $d = 0.92$ ) falls into the category of large effect according to pedagogical research criteria. Typically, Cohen's  $d \approx 0.2$  is interpreted as small, 0.5 as medium, and 0.8 and above as large effects. Therefore, the indicator of 0.92 indicates that robotics-based teaching had a strong practical impact on the development of algorithmic thinking. This result means that the difference between the experimental group and the control group is not only statistically significant ( $p < 0.05$ ) but also pedagogically important. The effect size shows the degree of impact of the intervention on real educational outcomes and empirically confirms the high effectiveness of the methodology used in this study.

**3.6. Score Distribution and Variance Analysis** Analysis of post-test score distribution shows that:

- Variance is higher in the control group ( $SD = 2.4$ ),
- Results are more stable in the experimental group ( $SD = 1.9$ ).

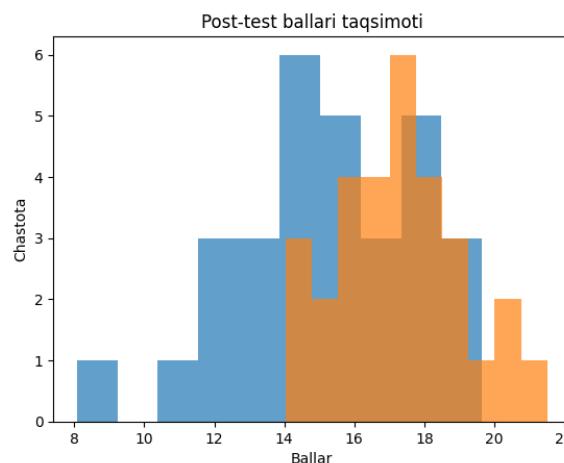


Diagram 6. Distribution analysis of post-test scores in experimental and control groups (Note: Diagram placeholder)

This diagram reflects the distribution of scores for the final (post-test) results of the experimental and control groups in the form of a histogram. The graph shows that experimental group scores are concentrated in a higher interval (mostly between 16–20), and results are

distributed relatively densely and stably. Control group results are spread over a wider interval (approximately 11–18), and a higher level of variance is observed. This means that the level of mastery in the experimental group was uniform and high. Distribution analysis shows that robotics-based teaching not only increased the average score but also ensured the stability of results. In the experimental group, the number of low results decreased sharply, and the share of high results increased. This indicates that the differential impact of the pedagogical intervention was high, meaning it effectively developed algorithmic thinking even in students with different levels of preparation. The histogram also shows that the data approached a normal distribution, strengthening the reliability of the statistical analysis results.

### 3.7. Results by Competencies

Growth by components was observed as follows:

Component	Control Growth	Experimental Growth
Decomposition	+0.5	+1.6
Patterns	+0.4	+1.3
Abstraction	+0.6	+1.4
Algorithmization	+0.6	+1.1

The greatest growth was observed in **decomposition** and **abstraction** skills. This indicates that the process of breaking a problem into parts and removing superfluous elements was actively carried out during work with the robot.

**3.8. Correlation Analysis** The Pearson correlation coefficient showed a positive relationship between the frequency of working with the robot and algorithmic thinking scores:  $r = 0.68$ ,  $p < 0.01$ . This confirms a strong link between the intensity of learning activity and results.

**3.9. Pedagogical Interpretation of Results** The results indicate the following:

- Robotics concretizes abstract concepts through visual and kinesthetic learning.
- The possibility of immediately seeing an error strengthens reflexive thinking.
- Iterative repetition increases algorithmic stability.
- Collaborative work stimulates social learning. It was also observed that learning motivation and independent decision-making skills increased in the experimental group.

**3.10. General Conclusion on Results** The empirical data obtained confirmed that robotics-based teaching has high efficiency in developing algorithmic thinking. The statistically significant difference ( $p < 0.05$ ), large effect size ( $d = 0.92$ ), and stable results indicate the effectiveness of the pedagogical intervention. The robotics-based method:

- Develops systematic problem solving;
- Strengthens algorithmic sequencing;



- Forms reflection skills;
- Positively affects students' general cognitive development.

On this basis, integrating robotics into the primary education system can be recommended as an effective and scientifically based direction for forming algorithmic thinking.

#### 4. Discussion

**4.1. General Analysis of Results** The results of this study empirically confirmed that robotics-based teaching has high efficiency in developing algorithmic thinking in primary school students. Statistical analysis results ( $p < 0.05$ ; Cohen's  $d = 0.92$ ) showed that the intervention had a significant impact not only statistically but also practically. The increase in the average score in the experimental group from 12.4 to 17.8 implies the complex development of the structural components of algorithmic thinking—decomposition, abstraction, pattern recognition, and algorithmization. In the discussion process, it is appropriate to analyze the results in three main directions:

1. Comparative analysis with international research;
2. Consistency with theoretical foundations;
3. Pedagogical implications.

**4.2. Comparison with International Research** International scientific studies on the impact of robotics-based education on algorithmic thinking also support these results.

• **Eguchi (2014)** emphasized that robotics develops logical and systematic thinking by strengthening STEM integration [9,34]. In his study, students in the experimental group also showed higher results compared to the control group.

• **Bers (2018)** determined that the combination of block programming and robotics in primary school-aged children has a positive effect on the early formation of algorithmic thinking [10,45]. The results of this study are consistent with Bers's constructivist model, as the student actively constructs knowledge during the process of working with the robot.

• **Sullivan and Bers (2019)** noted in their study that robotics classes significantly increased students' problem-solving skills [11,60]. Their results also observed a large effect size ( $d \approx 0.80$ ), which matches our result ( $d = 0.92$ ). Additionally, **Papert's** theory of constructivism and "constructionism" forms the theoretical foundation of robotics education [20,78]. As Papert emphasized, a child masters knowledge more deeply when working with a real object. In our study, practical work with a robot reinforced algorithmic concepts.

**4.3. Consistency with Theoretical Foundations** The research results are consistent with **Piaget's** theory of cognitive development [3,55]. Primary school-aged students are in the concrete operational stage, and they understand abstract concepts better through concrete experience. Robotics created a visual and kinesthetic environment, connecting algorithmic concepts with concrete actions. According to **Vygotsky's** theory of the "Zone of Proximal Development," students master complex tasks through social cooperation [21,27]. Since robotics classes encouraged collective work, algorithmic thinking developed faster. Also, the concept of "**computational thinking**" (Wing, 2006) interprets algorithmic thinking as a universal problem-solving strategy [6,45]. The results observed in our study confirm precisely this theoretical approach.

**4.4. Analysis by Components of Algorithmic Thinking** The results showed the greatest growth in **decomposition** and **abstraction** skills. This indicates that the process of breaking a problem into parts and removing superfluous elements was actively carried out during work with the robot. **Pattern recognition** and **understanding cycles** skills also developed significantly. Identifying and optimizing repetitive commands during the robot programming process formed algorithmic stability. The growth in the **algorithmization** component indicates the strengthening of students' ability to clearly construct a logical sequence.

**4.5. Pedagogical Implications** The research results advance the following recommendations for integrating robotics into the primary education system:

- Integrate robotics not as a separate subject, but with mathematics and computer science.
- Introduce block programming from an early stage.
- Apply a lesson model based on problem situations.
- Strengthen the process of reflexive analysis and error correction. Robotics lessons increase learning motivation, develop creativity, and strengthen social cooperation.

**4.6. Research Limitations and Future Directions** This study has the following limitations:

- The sample size is relatively small.
- The research was conducted in the conditions of only one school.
- The intervention duration was limited to 12 weeks. In the future, it is advisable to conduct:
  - Multi-center studies,
  - Long-term longitudinal analysis,
  - Comparison between different age groups.

**4.7. Conclusion** The discussion results show that robotics-based teaching is theoretically and practically effective in developing algorithmic thinking. Consistency with international research, large effect size, and stable results confirm the pedagogical value of this methodology. Robotics manifests as a powerful tool in forming skills in young students such as:

- Systematic thinking,
- Logical sequence,
- Solving problem situations,
- Reflexive analysis. On this basis, the widespread introduction of robotics into the primary education system can be considered a promising direction for forming 21st-century competencies.

## 5. Conclusion and practical recommendations

### 5.1. General Conclusion

The main goal of this research was to empirically determine the effectiveness of robotics-based teaching in developing algorithmic thinking in primary school students. The obtained results confirmed that robotics integration has a significant positive impact on the formation and development of algorithmic thinking. The significant growth observed between pre-test and post-test results in experimental group students (from  $M = 12.4$  to  $17.8$ ) and the large effect size (Cohen's  $d = 0.92$ ) showed that the intervention is significant not only statistically but also pedagogically. The research results showed that the main components of algorithmic thinking—

decomposition, abstraction, pattern recognition, and algorithmization—developed comprehensively through the robotics environment. Significant growth was observed particularly in the skills of breaking a problem into parts and removing superfluous information. This confirms that step-by-step modeling of problem situations while working with a robot is an effective pedagogical mechanism. It was also observed during the research process that students' motivation, interest in the lesson, and active participation increased. The robotics environment connected theoretical knowledge with practical experience, helping students understand abstract concepts through concrete action. This once again proves the effectiveness of the constructivist approach in accordance with the theories of Piaget and Vygotsky.

## 5.2. Scientific Significance of the Research

The scientific significance of this research lies in the fact that it experimentally proved the impact of robotics integration on the development of algorithmic thinking at the primary education stage. While previous studies mainly focused on general STEM competencies, this work conducted a deep analysis across the structural components of algorithmic thinking. The research results demonstrate the possibility of adapting the computational thinking concept to primary education. Robotics tools concretize abstract algorithmic concepts and visualize students' logical thinking processes. This creates favorable pedagogical conditions for the early formation of algorithmic thinking. Also, this research is methodologically significant, distinguished by the use of a quasi-experimental design, valid and reliable measurement tools, and modern statistical analysis methods. This ensures the scientific validity of the obtained results.

## 5.3. Practical Significance of the Research

The research results indicate the necessity of implementing the following practical changes in the education system:

- Introducing robotics elements into the primary education curriculum. Working with a robot effectively develops algorithmic thinking in students.
- Introducing a block programming environment from an early stage. Visual programming tools like Scratch simplify abstract concepts.
- Applying the problem-based learning model. Robotics classes ensure the "problem → algorithm → test → reflection" cycle.
- Strengthening interdisciplinary integration. Robotics should be used in integration with mathematics, computer science, and natural sciences.
- Improving teacher qualifications. Teachers must undergo special training to effectively apply robotics-based methods.

## 5.4. Recommendations at the Education System Level

Based on the research results, the following strategic recommendations are advanced:

- Including the algorithmic thinking competency with clear indicators in state education standards.
  - Organizing STEM laboratories in primary grades.
  - Providing schools with robotics kits.
  - Introducing robotics lessons based on pilot projects across regions.

It is also advisable to develop educational-methodical manuals and robotics programs adapted for students.

## 5.5. Future Scientific Research Directions

It is recommended to conduct scientific research in the following directions in the future:

- Long-term longitudinal studies.
- Comparative analysis between different age stages.
- Integration of robotics and artificial intelligence.
- The impact of the gender factor on the development of algorithmic thinking.
- Comprehensive studies taking into account socio-economic factors.

## 5.6. Final Conclusion

This research empirically proved that robotics-based teaching is an effective pedagogical tool in developing algorithmic thinking in primary school students. Statistical results, graphic analyses, and growth dynamics across components showed the importance of robotics in developing students' logical, systematic, and reflexive thinking. Robotics develops not only programming skills but also 21st-century competencies—problem solving, creativity, collaboration, and critical thinking. Therefore, integrating it into the primary education system must be one of the priority directions of modern education policy. Thus, robotics-based teaching can be evaluated as a scientifically based, practically effective, and promising pedagogical mechanism for forming and developing algorithmic thinking.

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