

The Importance Of Interactive Methods In Shaping Values Among Children Of Migrant Families

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Abstract: The article analyzes the theoretical and practical aspects of using interactive methods in the process of forming national and universal values in children from migrant families. The relevance of the issues of preserving and developing the specific characteristics of the younger generation, which is being formed under the influence of migration processes, is based on this. Based on the results of pedagogical experience, the most effective interactive methods for forming values in children from migrant families are recommended.

Keywords: Child from migrant family, values, national values, universal values, interactive methods, education, pedagogical experience, problem situations, discussions, role-playing games, projects.

Introduction: The formation of values among children of migrant families is one of the crucial tasks of the modern education and upbringing system, where the inculcation of national and universal human values holds special significance. Pedagogical experience shows that interactive methods, especially problem situations, debates, role-plays, and projects, effectively contribute to shaping values in children from migrant families. Through interactive methods, students not only gain knowledge but also engage in communication, explore different perspectives, and have the opportunity to express their opinions freely. Therefore, the efficient use of interactive methods in the educational process plays a vital role in helping children of migrant families adapt to society, preserve their own values, and respect universal human values.

The complexity and multifaceted nature of migration worldwide, closely linked with global political, economic, and social processes, significantly impact education systems. In recent decades, the scale of migration has increased due to factors such as economic inequality, political instability, armed conflicts, environmental problems, and demographic changes, leading people to leave their homelands in search of better living conditions, education, or to join their families. Consequently, the number of students from diverse cultural, linguistic, and social backgrounds in educational institutions has grown, presenting important challenges such as ensuring the educational

rights of migrant students, improving teachers' competencies, creating inclusive educational environments, and developing cultural sensitivity. Therefore, the education system must be oriented toward meeting the needs of migrant students, assisting their successful integration into society, and providing equal opportunities for all learners. Since the publication of E.G. Ravenstein's migration laws at the end of the 19th century, the concept of migration has become widespread. Ravenstein introduced a scientific approach to studying migration and significantly influenced the formation of migration concepts in fields such as demography and sociology. Although he did not coin the term "migration," his research on the causes, forms, and consequences of migration encouraged the broad adoption of the term in academic circles. Hence, Ravenstein can be regarded as one of the founders of scientific research in the field of migration. The concept of a migrant is complex and multifaceted, encompassing economic, social, political, and demographic aspects, making it impossible to limit the term to a single definition. Various sources provide different definitions of a migrant. According to the International Organization for Migration (IOM), "A migrant (from the Latin 'migrans' meaning 'moving') is a person who voluntarily or involuntarily leaves their permanent residence to move to another geographical area, usually another country (international migrant) or within their own country (internal migrant). This movement is generally long-term (more than one year)

or intended for permanent residence" [1].

According to the United Nations data, the global number of migrants reached 281 million people in 2022, accounting for 3.6% of the world population. International migration has expanded significantly in recent years. Preliminary data from the State Committee of the Republic of Uzbekistan on Statistics (UzStat) indicate that as of October 2023, the country's population was 36.6 million. From January to September 2023, the registered migration inflow was 168.7 thousand people, of which the majority (58.5%) were women (98,600), and the remaining (41.5%) were men (70,100). This figure increased by two percent compared to the same period last year (166,909 people) [2].

The issue of migrant children is globally significant, involving concerns related to their right to education, social integration, and personal development. Although children who migrate with their parents are often considered to be in safer conditions compared to those migrating independently, this is not always the case in practice.

The Concept of Values: The concept of value appeared in specialized philosophical dictionaries in the 1860s. In the fifth volume of the Philosophical Dictionary, value is defined as follows: "Value is a philosophical and sociological concept. Firstly, it represents the positive and negative worth of an object; secondly, it expresses the normative-evaluative aspect of social consciousness (subjective values or consciousness values)" [3]. In his book titled "Pedagogical Axiology," Sh. Mardonov classified values into eleven groups, some of which are presented below: Spiritual values play an essential role in an individual's moral development. They manifest in scientific and technological achievements, education, healthcare, national heritage, cultural treasures, language, literature, art, folk crafts, unique historical and cultural architecture, and more. National traditions, holidays, customs, the spiritual heritage of thinkers in Uzbekistan, written works, legends, sacred places, historical monuments, music, songs, musical instruments, games, agriculture, and crafts constitute the foundation of spiritual values. These values are reflected in people's moral behavior towards one another, the homeland, and family, as well as in manners and actions.

National values: find expression in the language, history, customs, and traditions of every nation's individuals. The concept of "nation" occupies an important place in Uzbek national values. Derived from the Arabic word "Millat," which means sect, community, people, or tribe, it is also used in the

Qur'an. The Qur'an emphasizes that every nation's representative should develop their national values and that abandoning one's nation for another is considered a sin. The European term "Nation" also refers to a tribe or people, denoting the uniqueness of an ethnic group. National values are part of universal laws of progress, encompassing feelings of pride in one's nation and homeland, as well as pride in being a citizen of the Republic of Uzbekistan.

Universal human values: serve to develop activities related to the adoption of national consciousness, culture, heritage, values, customs, and traditions by individuals who constitute a nation or people. They act as the subject of national consciousness and identity. Based on universal values, it is important to use virtues such as patriotism, philanthropy, diligence, high humanity, compassion, faith, honor, and justice in the moral formation of individuals. Respect for parents and relatives, appreciation of family sanctity, and consideration of the interests of those living side by side also hold significance. Universal values reflect a person's general moral, intellectual, volitional, and emotional characteristics.

Interactive Methods Used in Shaping Values Among Children of Migrant Families The interactive methods used for shaping values among children of migrant families are diverse, and their effectiveness depends on students' age, interests, and cultural characteristics. Below are some of the most widely used and effective interactive methods:

1. **Problem Situations (Case Study):** Students are presented with real-life problem situations related to values. In groups, they analyze the situation and try to find solutions. This method develops critical thinking, problem-solving skills, and moral decision-making abilities. P.A. Ertmer and T.J. Newby highlight the benefits of problem-based learning, emphasizing its role in developing high-level cognitive skills in students [4]. For example, discussions may focus on migrants' adaptation to local schools, language barriers, and cultural differences.
2. **Debates:** Debates help students freely express their opinions, respect different viewpoints, and develop logical and evidence-based argumentation skills. Topics might include the harmony of migrant and local cultures, tolerance, interethnic harmony, family values, and time management.
3. **Role-Playing Games:** These allow students to experience different roles, helping them feel values, empathize with others, and develop a sense of empathy. Role plays may depict the life of migrant family members, their behavior at school, and relationships with friends [5].

4. Project Methods: Students independently study, research, present, and apply knowledge on specific topics. Projects can focus on the life, culture, traditions, problems, and solutions of migrant families.

5. Interactive Games: These make learning values engaging and fun. Examples include "Who Knows More Values?", "Find the Correct Answer," and "Identify Values through Pictures."

6. Brainstorming: Students are asked questions related to values and encouraged to express ideas freely. This develops creative thinking and idea generation.

7. Presentations and Video Materials: Showing presentations, films, cartoons, and video clips reflecting values, followed by discussions.

8. Cultural Events: Organizing national holidays, culture days, traditional games, and folklore festivals.

CONCLUSION

In conclusion, shaping values among children of migrant families is a pedagogical issue of current importance. In the context of migration processes, preserving the identity of young generations and nurturing them in the spirit of national and universal human values is an essential task. The interactive methods discussed in this article, including problem situations, debates, role-playing games, and project methods, help students deeply understand values, accept diverse perspectives, think critically, solve problems, and collaborate. Interactive methods make the learning process engaging and effective, increase student activity, and support personal development. Furthermore, exploring the role of parents in preserving and developing the values of migrant families is of great importance. These efforts contribute to the successful integration of children from migrant families into society, help them maintain their values, and grow into beneficial members of the community in the future.

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