



International Conference on Education, Psychology and Humanities

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Introduction

The principal advantage of the value-based approach in mother tongue education lies in its ability to connect the language learning process with learners' personal experiences, cultural environment, and spiritual needs. Language is not merely a means of communication; it is also a medium through which individuals express their ways of thinking, worldview, and social relationships. It embodies the historical experience, national identity, cultural traditions, and spiritual heritage of a people.

First and foremost, the value-based approach contributes to the development of learners' speech culture in mother tongue education. Speech culture extends beyond accurate pronunciation and adherence to grammatical norms. It also encompasses the ability to express ideas clearly, coherently, logically, and in accordance with ethical and social norms. Therefore, integrating such values as respect, responsibility, and communication etiquette into language learning activities contributes significantly to the development of learners' communicative behavior and value-oriented interaction. This pedagogical approach enables students not only to master linguistic knowledge but also to internalize moral values and apply them appropriately in everyday communication.

Secondly, mother tongue education provides significant opportunities for fostering learners' respect for national values. Texts written in the native language, samples of folklore, and literary works with historical and cultural significance introduce learners to the spiritual heritage of their nation. As a result of this approach, students begin to perceive their mother tongue not merely as a means of communication but also as an essential instrument for developing national identity and preserving cultural heritage.

Thirdly, the value-based approach enhances learners' ability to draw moral and social conclusions through the process of text comprehension. Working with texts



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in mother tongue lessons requires students not only to understand the content but also to express their attitudes toward events, evaluate the actions of characters, and formulate their own reasoned conclusions. Consequently, this approach promotes the development of analytical thinking, evaluative judgment, and value-based decision-making skills.

Fourthly, the value-based approach serves as a key factor in developing communicative competence within mother tongue education. Effective communication requires not only knowledge of linguistic rules but also the ability to express ideas appropriately according to context, understand the interlocutor's perspective, and adhere to the ethical norms of social interaction. In this regard, value-oriented language education enables learners to participate actively, responsibly, and respectfully in the communication process.

Fifthly, this approach creates favorable conditions for developing learners' ability to express their own opinions and personal attitudes. One of the major objectives of contemporary education is to cultivate learners as independent thinkers rather than passive recipients of information. Learning activities organized through controversial questions, creative tasks, free expression of opinions, and text analysis during mother tongue lessons contribute to strengthening students' ability to justify and defend their own viewpoints.

Analysis and Results

The effective implementation of the pedagogical potential of the value-based approach in mother tongue education requires the integration of curriculum content, teaching methods, and pedagogical technologies into a coherent instructional system. Such an approach necessitates the development of a methodological framework aimed not only at improving learners' language



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proficiency but also at fostering speech-related personal qualities grounded in national and universal values.

Accordingly, there is a growing need to improve pedagogical mechanisms that promote not only learners' linguistic competencies but also their speech-related personal qualities based on national and universal values.

In contemporary education, teaching the mother tongue should not be limited to developing grammatical knowledge, mastering linguistic rules, and improving language skills. It should also contribute to the development of learners' personal and social characteristics, moral values, and ethical outlook. In the context of globalization, the rapid expansion of information flows, and the increasing diversity of communication channels, fostering learners' speech culture, positive attitudes toward their native language, and value-based communication norms has become one of the most pressing pedagogical challenges.

An analysis of current educational practice indicates that although considerable attention is devoted to developing learners' linguistic competencies, insufficient emphasis is placed on systematically fostering personal qualities through language instruction, including value-based attitudes, moral responsibility, speech etiquette, and communication culture. Consequently, alongside linguistic knowledge and practical language skills, learners may not fully develop the ability to express personal attitudes toward speech content, evaluate ideas based on value-oriented criteria, or observe social and ethical norms in communicative situations.

The integration of a value-based approach into the content of mother tongue education creates the need to improve pedagogical mechanisms that promote learners' speech activities in harmony with their personal development, national identity, and social relationships. Therefore, identifying value-oriented educational content, instructional methods, and pedagogical technologies, as well



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as providing a scientific justification for their pedagogical effectiveness, constitutes an important area of contemporary educational research.

The pedagogical opportunities of the value-based approach in mother tongue education are extensive, as it contributes not only to language instruction but also to the creation of an integrated educational environment aimed at learners' moral and ethical development.

The value-based approach introduces the principles of humanism and learner-centered education into the process of teaching the mother tongue. A pedagogical environment organized in accordance with learners' developmental needs promotes their personal growth, spiritual enrichment, and the formation of a worldview grounded in universal human values. Consequently, mother tongue lessons become not merely a means of teaching grammar but also an educational space that fosters learners' moral and spiritual development.

This approach provides a solid theoretical foundation for integrating national and universal values into mother tongue education. Within this framework, values are regarded as universal principles that regulate individuals' social and moral behavior. From this perspective, instructional materials used in mother tongue classes serve not only as tools for developing language skills but also as educational resources that cultivate learners' moral reasoning, ethical decision-making, and social responsibility.

The implementation of values as universal principles in mother tongue instruction enables learners to appreciate national values, respect cultural heritage, and comprehend universal concepts such as truth, justice, compassion, and human dignity. Furthermore, integrating values into classroom activities through activity-based and learner-centered instruction connects educational content with learners' personal experiences and practical activities. Such an approach enhances



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the effectiveness of moral and ethical education within the process of mother tongue teaching.

Therefore, mother tongue education should be viewed not only as a means of developing linguistic competence but also as an important theoretical and pedagogical foundation for the systematic formation and reinforcement of national and universal values among learners.

Conclusion

The findings of this study demonstrate that the pedagogical potential of the value-based approach in mother tongue education can be effectively realized through the purposeful use of literary texts, instructional exercises, problem-solving tasks, discussion questions, dialogues, debates, role-playing activities, and problem-based learning situations. These instructional strategies contribute not only to the development of learners' linguistic and communicative competencies but also to the enhancement of their value-oriented thinking, communication culture, and ability to make responsible life decisions.

Furthermore, the study concludes that strengthening the educational content of instructional materials, actively engaging learners in meaningful communication, and facilitating the acquisition of values through practical learning activities constitute essential pedagogical conditions for the effective integration of values into mother tongue education. Implementing these pedagogical conditions contributes to the formation of morally mature, socially responsible, and culturally aware individuals capable of applying national and universal values in both educational settings and everyday life.



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