

A COMPARATIVE ANALYSIS OF PRIMARY EDUCATION SUBJECTS IN UZBEKISTAN AND TURKEY (A CASE STUDY OF MORAL EDUCATION AND MATHEMATICS)

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Abstract

This scientific study presents a comparative pedagogical analysis of the primary education systems of Uzbekistan and Turkey, focusing on their organizational structures, state educational curricula, and subjects taught at the primary school level. The research examines the content, objectives, weekly lesson hours, textbook analysis, and teaching methods of mathematics and moral education subjects across grades 1–4 through practical examples. Based on an analysis of scientific literature, dissertations, and regulatory and legal documents, the study identifies both commonalities and methodological as well as content-related differences in the primary education systems of the two countries.

Keywords

primary education, education system, mathematics, moral education, textbooks, teaching methods, comparative pedagogy.

Primary education is the most important component of the modern education system, forming the foundation of personal development. In pedagogical and psychological sciences, primary school age is interpreted as a period during which a child's social and moral development is most actively formed. It is at this stage that literacy skills, mathematical thinking, communication culture, social relations, and positive learning motivation are developed in students. Therefore, the quality of primary education is considered one of the key factors determining the effectiveness of the entire education system.

Although the primary education systems of Uzbekistan and Turkey are historically and culturally close, there are certain differences in their development trajectories, governance mechanisms, and pedagogical approaches. In both

countries, primary education is compulsory and covers grades 1–4. At this stage, the knowledge and skills provided to students create a necessary foundation for successful learning at subsequent educational levels, independent thinking, and active participation in social life.

In Uzbekistan, the primary education system is organized on the basis of the Law “On Education,” the State Educational Standards, and the National Curriculum for Primary Education. These documents define the main goal of primary education as the formation of key competencies in students, including literacy, communication skills, mathematical thinking, social activity, and moral qualities. As a result of recent reforms, curricula have been revised, and the content of subjects has been adapted to students’ age characteristics and psychological needs.

In Uzbekistan, primary school students study subjects such as mother tongue and reading literacy, mathematics, natural science, moral education, visual arts, music, technology, and physical education. These subjects are organized as separate disciplines, each with a clearly defined number of weekly instructional hours. This system ensures the consistent and systematic development of subject-based knowledge. The educational process is centralized, and all general education schools follow a unified state curriculum.

The introduction of the subject “Moral Education” In Turkey, first-grade mathematics lessons also focus on the concept of numbers and basic operations; however, the lesson content is more closely connected to real-life situations. For example, addition and subtraction are explained through contexts such as “shopping at a store” or “sharing toys.” During the learning process, students often work in groups, and concrete teaching aids, cards, and game elements are widely used.

In Uzbekistan, second-grade mathematics lessons expand the number range, introducing operations with two-digit numbers and solving simple problems. The lesson content is largely focused on practice and reinforcement, and problems are mainly presented in textual form. Among the teaching methods, explanation, question-and-answer activities, and independent work occupy a leading position.

In Turkey, second-grade mathematics problems are frequently linked to real-life contexts. Concepts such as measuring time, monetary units, and distance are explained through examples from everyday activities. Teaching methods such as creating problem situations, encouraging students to think critically, and group discussions are commonly applied.

In grades 3–4, the content of mathematics becomes more complex in both countries. In Uzbekistan, emphasis is placed on multiplication and division,

geometric shapes, and solving more complex problems. Lessons are mostly conducted in a traditional format, following the sequence of explanation, reinforcement, and assessment. Instruction is mainly organized through written and oral exercises.

In Turkey, similar topics are taught in grades 3–4; however, project-based and research-oriented elements are more frequently incorporated. For instance, students may be given practical tasks such as “calculating household expenses” or “measuring classroom dimensions.” These activities help develop students’ skills in applying mathematical knowledge to real-life situations.

With regard to moral education, in Uzbekistan it is taught as an independent subject in primary grades, typically allocated one hour per week. In first-grade moral education lessons, simple concepts such as “school rules,” “personal cleanliness,” and “friendship” are introduced. Lesson content is presented through stories, illustrations, and question-and-answer activities, and classes are mainly conducted in the form of discussions and conversations.

In second-grade moral education lessons, topics are expanded to include concepts such as “respect for parents,” “diligence,” and “appropriate behavior in a group.” During the instructional process, the analysis of real-life situations, role-playing, and short dramatization activities are used. These methods contribute to a deeper understanding of moral concepts among students.

In grades 3–4, moral education lessons address more complex concepts such as patriotism, national values, and civic duty. Lessons are organized through debates, problem-based questions, and collaborative activities. In this process, the teacher plays a guiding role, while students participate as active contributors.

In Turkey, moral education is not taught as a separate subject but is integrated into “Life Studies” and social studies courses. In the first grade, life studies lessons cover topics such as “family,” “school,” and “environment.” Instruction is conducted through illustrations, observations, and discussions.

In grades 2–3, concepts such as rules of living in society, healthy lifestyles, and respect for others are taught through role-playing activities and group discussions. In the fourth grade, issues such as civic responsibility, social relations, and one’s role in society are discussed. Lessons often include project-based activities, such as small projects titled “My Family” or “My School.”

The comparative analysis shows that although the number of instructional hours allocated to mathematics is nearly the same in both countries, teaching in Uzbekistan tends to be more traditional, whereas in Turkey it is more interactive and practice-oriented. In the field of moral education, Uzbekistan provides systematic moral instruction through a separate subject, while Turkey adopts an

integrated approach that connects moral content with everyday life. These differences highlight the distinctive pedagogical characteristics of the primary education systems in the two countries.

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