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HISTORICAL KNOWLEDGE AS A CORE COMPONENT OF PATRIOTIC CULTURE IN PRIMARY SCHOOL PUPILS

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Abstract. The article substantiates the decisive role of historical knowledge in shaping patriotic culture in primary school pupils. The author notes that between the ages of 6 and 10 children's interest in the past intensifies and this interest creates a foundation for the development of their worldview, historical consciousness, national identity and civic position. Through historical events, historical figures and examples of literature and art children comprehend their own self, gain social experience and shape their relationships with society. The paper particularly emphasizes the significance of museums as a unique pedagogical environment for acquiring historical knowledge. The museum space enables children to perceive historical facts not only at a cognitive level, but also at an emotional-value level influencing their feelings and allowing them to "experience" history. As institutions of social memory museums establish a link between the past and the present, serve the preservation and transmission of national cultural heritage. The author demonstrates that historical knowledge fulfills the educational, communicative and practical functions of patriotic culture by fostering respect for national values, attachment to the Motherland, civic responsibility and an active stance in children. In conclusion the historical learning process built on the cooperation between school and museum is evaluated as the most effective means for shaping historical consciousness, national identity and patriotic culture in primary school pupils.

Key words: historical knowledge, patriotic culture, primary school pupils, historical consciousness, social memory, cultural heritage, emotional-value relations, civic upbringing.

Introduction. A child's fascination with the past manifests itself from a very early age. A child aged 6–8 perceives the past as a magical world, and 9–10-year-olds also look at the past with wonder, but they no longer perceive past events as fairy tales. At this age, children begin to make valuable judgments based on analysis of what they read or heard. Developing historical knowledge in children of this age expands and shapes their scientific understanding of the past. By studying the history of their homeland and becoming familiar with its history, a child's historical knowledge expands not only spatially but also temporally, developing the child's ability to understand the past of all humanity beyond their own lives and the lives of those around them. Through historical events, historical figures, and images created by literature and art, young schoolchildren, as representatives of the younger generation, strive to understand their own self, the people around them, develop a unique behavioral pattern, and gain life experience. Drawing on the prism of historical knowledge and the social experience of previous generations, students immerse themselves in the social world of past years, studying not only history but also the system of social relations of past years, and through them, thanks to the active participation of the younger generation in the social environment, they come into contact with the relations of our changing modern era. Most of the republic's museums have accumulated significant experience in using various technologies to organize patriotic education for elementary school students. We believe that traditional culture, preserved in museums, is also of great importance in developing the foundations of patriotic culture. Museums, as a unique institution, provide an opportunity to showcase the country's history, accumulated over centuries, for educational and educative

purposes, and become the foundation for developing the foundations of patriotic culture in elementary school students.

The purpose of the article is to study the theoretical and pedagogical foundations of the formation of historical knowledge in young schoolchildren and the role of the museum environment in this process, as well as to determine the possibilities of the influence of historical knowledge on the development of patriotic culture and to substantiate effective ways of forming national identity, historical consciousness and civic position in children based on cooperation between the school and the museum.

Material and methods of research. To achieve the article's goal, the following research methods were used:

- Comparative analysis – comparing the approaches of various scholars and systematizing their conceptual views;
- Synthesis and generalization – formulating key conclusions based on the theoretical data obtained;
- Observation – monitoring children's behavior and activities in the museum environment from a pedagogical perspective;
- Pedagogical analysis – evaluating educational events held at the museum and their impact on patriotic culture.

Results and discussion. In the era of globalization and digital transformation, the preservation and development of national identity has become a strategic focus of education. From an early age, children are exposed to global information flows and are exposed to diverse cultural codes. Under these conditions, the systematic acquisition of historical knowledge is one of the key mechanisms for ensuring the sustainability of national and spiritual values.

French sociologist Maurice Halbwachs (1992, p. 244) noted that “collective memory is the fundamental condition for a society's self-understanding.” This idea demonstrates that historical knowledge is not only information about the past but also a vehicle for social memory and national identity. Developing historical memory is especially important for young schoolchildren, as it is at this stage that the moral and emotional foundation of the individual is laid.

One of the main goals of the modern education system is to develop individuals as socially responsible and patriotic citizens with a sense of national identity. In the context of globalization and the rapid development of the information society, children are exposed to various cultural influences and are exposed to different value systems from an early age. This necessitates the targeted instillation of national and moral values and the systematic transmission of historical memory. In this context, historical knowledge acquires particular significance not only as a component of educational content but also as a moral and educational resource.

Historical knowledge is a mechanism of social memory, reflecting a nation's past, the stages of its formation, its cultural heritage, and the traditions of statehood. Social memory, in turn, is the foundation for self-awareness, resilience, and the determination of future directions for societal development. Developing this memory is especially important for young schoolchildren, as the period from ages 6 to 10 is the period when the moral and emotional foundations of personality are laid. During this period, children exhibit a strong interest in the past, empathize with heroes, and are receptive to national symbols.

Psychological research shows that primary school age is a stage in which concrete, figurative thinking predominates. Children perceive events with emotional resonance and connect facts they see and hear with sensory experiences. Therefore, the proper selection and presentation of historical material at this stage directly influences the development of their historical awareness, worldview, and civic stance. Through historical events and personalities, children not only acquire information but also develop moral criteria for choice, understanding the concepts of “good” and “evil,” “justice” and “injustice” in a social context (Aliyeva, 2021, 168 p.).

Acquiring historical knowledge fosters the structural components of patriotic culture – national identity, a sense of belonging, a commitment to values, and social responsibility. Through literary and artistic examples, historical facts, and heroic stories, children better understand their own selves and establish an emotional connection with the past of their nation. This connection guides their relationships with society, laying the foundation for collective consciousness and civic engagement.

Enriching historical knowledge acquired in school with a practical and emotional environment is particularly important. In this regard, museums serve as a unique pedagogical space. The museum environment introduces children to historical facts through live exhibits, visual materials, and interactive presentations, allowing them to “live” the past. The museum experience is not limited to cognitive knowledge but also shapes emotional and value-based relationships. When a child sees, examines, and discusses a historical exhibit, they establish a connection between the past and the present, becoming a bearer of social memory (Bruner, 1996, 229 p.).

Thus, the comprehensive presentation of historical knowledge in school and museum settings has significant scientific and pedagogical significance for developing historical awareness, national identity, and patriotic culture in schoolchildren. This approach is strategically important not only for the transmission of knowledge, but also for preserving national and spiritual values, passing them on to future generations, and cultivating socially responsible citizens.

The theoretical analysis and pedagogical approaches demonstrate that the role of historical knowledge in developing patriotic culture in primary school students is complex and multifaceted. The key issue under discussion is that at this stage, patriotism develops not as an abstract ideological concept, but as an emotional and value-based attitude. Therefore, the presentation of historical knowledge is the primary factor determining its impact. According to psychological theories, primary school students prefer concrete images and a visual environment. From this perspective, the museum environment can be considered one of the most favorable pedagogical platforms for developing historical awareness. Direct observation of a museum exhibit, visual contact with a historical object, and the process of interactive explanation create not only cognitive interest but also emotional attachment in children. This emotional attachment serves as the primary psychological mechanism in the development of patriotic culture.

One important aspect to consider during discussion is the presentation of historical knowledge not only as factual information but also as a vehicle of values. If the learning process is limited to the transmission of chronological information, children may fail to develop a strong historical consciousness and national identity. Conversely, explaining the cause-and-effect relationships of historical events, emphasizing the moral qualities of historical figures, and connecting these qualities to contemporary life yields more effective results. On the other hand, the application of museum pedagogy requires specialized methodological training from the teacher. It is essential to purposefully plan the museum visit, link it to the curriculum, and organize a reflection phase after the excursion. Otherwise, the museum visit will be merely informative and will not fully realize its educational potential. Therefore, systematic and ongoing collaboration between the school and the museum is essential.

In the context of the issues discussed, it can be concluded that teaching historical knowledge within a museum setting is one of the most effective means of fostering a culture of patriotism. This approach strengthens children's sense of national identity, fosters social memory, and develops a sense of civic responsibility. At the same time, this model enhances students' cognitive activity, stimulating their analytical and creative thinking (Mehdiyev, 2012, p. 248).

Therefore, the discussion shows that a comprehensive presentation of historical knowledge, taking into account emotional value and practical activities, creates a real basis for a sustainable and conscious formation of a culture of patriotism in young schoolchildren.

From a psychological perspective, the age between 6 and 10 years corresponds to the stage of concrete operations. Swiss psychologist Jean Piaget demonstrated that at this age, children more easily grasp concrete and tangible facts than abstract concepts. Therefore, presenting historical know-

ledge through concreteness, visualization, and hands-on activities allows for a deeper understanding (Piaget, 1970, 182 p.).

American educator John Dewey (1938, p. 96) wrote, "Education is life itself." His concept of experiential learning underlies the theoretical model of museum pedagogy. In a museum, children not only hear history but also observe it, feel it, and experience it. This leads to more lasting knowledge acquisition.

Museums are socio-cultural institutions that act as a bridge between the past and the present. They preserve material and spiritual heritage and pass it on to future generations.

For example, the National History Museum of Azerbaijan visually presents to students the stages of Azerbaijan's development from ancient times to the present day. The archaeological finds, ethnographic materials, and historical documents presented here spark a keen interest in the past in children (Guliyeva, 2018, p. 156).

At the same time, the Azerbaijan Carpet Museum showcases the richness of national ornamental art and cultural heritage, fostering children's aesthetic taste and sense of national pride.

Direct observation of a museum exhibit stimulates an emotional response in children. They perceive historical facts not simply as information, but as a sensory experience. This contributes to the development of the emotional and value-based component of patriotic culture.

The pedagogical model of school-museum collaboration envisions collaboration in the following areas:

1. Thematic excursions – planned visits in accordance with the curriculum;
2. Museum lessons – interactive learning based on exhibits;
3. Project-based activities – student research and presentation preparation;
4. Creative activities – performance, drawing, and essay competitions.

This model enhances students' cognitive activity, shapes their attitudes toward historical events, and provides social experience (Abbasov, 2010, 176 p.)

Conclusions. Theoretical and pedagogical analysis shows that historical knowledge plays a system-forming and guiding role in the development of patriotic culture in primary school children. The period from 6 to 10 years is a sensitive stage during which the spiritual and emotional foundation of the individual is laid and the initial contours of national self-awareness are formed. Historical knowledge acquired during this stage becomes part of the child's worldview, defining their value system, social relationships, and future civic stance.

The development of historical awareness is not limited to the memorization of factual information. This process is characterized by the interpretation of past events, their understanding in a national and universal context, the evaluation of the actions of historical figures, and the transformation of these values into personal behavior patterns. For younger students, this transformation occurs primarily at the emotional and value level. They develop their own self-concept by figuratively perceiving examples of heroism, national traditions, and cultural heritage (Alizade, Makhmudova, 2013, 368 p.)

In this regard, the museum space has a special pedagogical significance. By presenting historical facts in a lively, visual, and interactive form, the museum environment awakens both cognitive interest and emotional attachment in children. Direct observation of exhibits, visual contact with historical objects, and explanations create a sense of "lived past" in children. This leads to a more sustained and conscious acquisition of historical knowledge and the strengthening of social memory in the individual consciousness.

An integrated learning model, built on collaboration between schools and museums, comprehensively develops all the key components of patriotic culture: national identity, a sense of belonging, respect for values, social responsibility, and active citizenship. Within this model, historical knowledge serves not only educational but also communicative (establishing a dialogue with the past), educational (developing moral qualities), and active (stimulating civic behavior) functions. At the same time, the use of museum pedagogy develops students' research skills, observation skills, ana-

lytical and creative thinking. They discuss exhibits, ask questions, develop hypotheses, and attempt to connect historical events with contemporary life. This process strengthens their social engagement and independent thinking skills (Ismailov, 2016, 190 p.).

Thus, teaching historical knowledge in a museum setting can be considered one of the most effective and promising approaches to fostering patriotic culture in primary school students. This approach promotes the preservation of national moral values, the continuity of public memory, and the education of future generations as responsible and conscientious citizens committed to national identity.

Similar forms of transfer of knowledge and experience are the subject of pedagogical studies, in the process of which the factors, mechanisms and regularities of the effective formation of the student's personality are studied. Historical knowledge of schoolchildren is one of the most important issues in the process of optimizing the formation of the foundations of patriotic culture and combines the following functions:

- educational – includes the accumulation of knowledge about the history, culture and religion of the country, the formation of value-oriented institutions and the experience of patriotic activity.
- communicative – familiarizing students with the communicative space with the aim of inculcating historical examples and helping them understand their role in forming an idea about the future.
- business – inclusion of historical knowledge in the active patriotic activity of schoolchildren (on the basis of historical knowledge, traditions, feelings of attachment to the Motherland, pride in its past, feelings of citizenship, preservation of the glory of the Motherland and its further strengthening).

Thus, historical knowledge obtained in the museum is especially important for the formation of the foundations of patriotic culture. Historical memories of heroic events in the history of the country, outstanding personalities and remarkable achievements of the country are imprinted in the memory of schoolchildren. In this format, the forms of patriotic activity of the personality are clearly shown. In this context, the desire to protect patriotic beliefs, feelings and behavior is formed among schoolchildren, the structural components of which are patriotic qualities and feelings.

In conclusion, we note that systematic and continuous collaboration between schools and museums in educational policy, the inclusion of museum lessons in the curriculum, and advanced training of teachers in museum pedagogy can improve the quality of patriotic education and have a long-term positive impact on the development of historical consciousness.

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