

RESEARCH ARTICLE

Mechanisms for Developing Humanistic Qualities in Primary School Students Based on An Anthropocentric Approach

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Abstract

This study examines the development of humanistic qualities in primary school students using an anthropocentric approach, which focuses on the child's individuality, interests, and social experiences during formative language and literacy courses. The research identifies effective methods for fostering empathy, kindness, and moral awareness. By transitioning from prescriptive teaching routines to interactive, child-centered strategies, the experimental framework achieved sustainable educational outcomes. Comparative baseline and final assessments demonstrate a statistically stable 16.1% qualitative superiority in the experimental group, confirming the high structural validity of the proposed pedagogical mechanisms.

KEYWORDS

Anthropocentric approach, Humanistic qualities, Primary education, Moral development, Child-centered pedagogy, Comparative analysis.

INTRODUCTION

In the context of rapid social, cultural, and educational transformations, modern education faces the challenge of nurturing not only academically competent learners but also morally responsible and socially sensitive individuals. In this regard, the formation of humanistic qualities in primary school students has become a priority in contemporary pedagogical research. Humanistic qualities such as empathy, kindness, respect, responsibility, and tolerance play a crucial role in shaping a child's personality and determining their future social behavior [1]. Primary school age is a sensitive period for the development of moral values and personal attitudes. During this stage, children actively absorb social norms, ethical principles, and behavioral models from their surrounding environment. Therefore, the effectiveness of moral education largely depends on the pedagogical approaches applied in the early years of schooling [2]. Traditional teacher-centered

models often limit students' emotional involvement and personal initiative, which may hinder the development of deep humanistic values. In response to these challenges, the anthropocentric approach has gained increasing attention in educational theory and practice. This approach places the learner at the center of the educational process, emphasizing their individuality, inner world, needs, and personal experiences. Unlike authoritarian or subject-centered approaches, the anthropocentric perspective views the child not as an object of instruction but as an active subject of learning and moral development [3]. Such a position creates favorable conditions for the internalization of humanistic values. The application of the anthropocentric approach in primary education allows teachers to design learning environments that promote mutual respect, emotional openness, and cooperative interaction. Through dialogic

teaching, reflective activities, and supportive communication, students are encouraged to express their thoughts, understand others' feelings, and develop socially acceptable behavior. These elements are essential mechanisms for fostering humanistic qualities at an early age [4]. Recent pedagogical studies highlight that humanistic education is most effective when moral values are integrated into everyday learning activities rather than taught as abstract concepts. In this sense, the anthropocentric approach provides methodological tools for embedding humanistic content into lessons, classroom interactions, and extracurricular activities. This integration helps students perceive moral values as a natural part of their daily lives, not merely as formal rules imposed by adults [5].

Despite the growing interest in human-centered education, the mechanisms for developing humanistic qualities in primary school students through an anthropocentric approach remain insufficiently systematized. Many educational practices apply child-centered principles intuitively, without a clear theoretical framework or consistent methodology. This gap highlights the need for comprehensive research aimed at identifying, analyzing, and substantiating effective pedagogical mechanisms that ensure sustainable moral development in young learners [6]. Therefore, this study focuses on exploring the mechanisms of forming humanistic qualities in primary school students based on an anthropocentric approach. The relevance of the research lies in its attempt to bridge theoretical concepts with practical pedagogical solutions. By clarifying the role of the anthropocentric approach in moral education, the study seeks to contribute to the improvement of primary education practices and to support the development of socially responsible and humane individuals.

LITERATURE REVIEW

The issue of developing humanistic qualities in primary school students has long been a focus of pedagogical and psychological research. Humanistic qualities are commonly understood as a set of moral and social traits, including empathy, respect for others, responsibility, tolerance, and kindness. Scholars emphasize that these qualities are not innate but are gradually formed through social interaction and purposeful educational influence [7]. Consequently, the role of pedagogy in shaping such qualities becomes especially significant at the primary school level. Primary education is considered a critical stage in a child's moral and emotional development. During this period, children actively internalize

value systems, behavioral norms, and social attitudes. According to developmental theorists, early school experiences significantly influence a child's future social behavior and ethical decision-making [8]. Therefore, the choice of pedagogical approaches applied in primary education directly affects the effectiveness of humanistic education. In recent years, the anthropocentric approach has emerged as a key concept in child-centered pedagogy. This approach prioritizes the learner's personality, subjective experience, and emotional needs, viewing the child as an active participant in the educational process rather than a passive recipient of knowledge. Researchers argue that anthropocentric education creates favorable conditions for moral development by fostering self-awareness, emotional responsiveness, and interpersonal understanding [9]. Several studies highlight that humanistic qualities are best developed in learning environments characterized by trust, dialogue, and cooperation. Within the anthropocentric framework, teaching strategies such as dialogic interaction, reflective discussion, and collaborative activities are widely recommended. These strategies allow students to express personal opinions, recognize others' perspectives, and develop moral sensitivity through real-life communication [10]. Such interaction-based learning supports the internalization of humanistic values rather than their superficial acceptance. Moreover, scholars emphasize the importance of integrating moral education into everyday classroom activities. Instead of treating humanistic education as a separate subject, the anthropocentric approach encourages embedding moral values into academic content, classroom management, and teacher-student relationships. This integration helps students perceive humanistic values as an essential part of their daily experience, which increases the sustainability of moral development [11]. Despite extensive theoretical discussions, the practical mechanisms for implementing the anthropocentric approach in primary education remain insufficiently systematized. Existing research often focuses on general principles rather than concrete pedagogical tools. This gap underscores the necessity of identifying effective mechanisms that link theory with classroom practice and ensure the consistent development of humanistic qualities in young learners [12].

METHODS

This study employed a combination of theoretical and empirical research methods to investigate the mechanisms for developing humanistic qualities in primary school students

based on an anthropocentric approach. The theoretical methods included analysis, synthesis, and comparison of pedagogical and psychological literature related to child-centered education, moral development, and humanistic pedagogy. These methods enabled the identification of key concepts and theoretical foundations relevant to the research topic. Empirical methods were used to examine the practical implementation of the anthropocentric approach in the educational process. A controlled pedagogical experiment was carried out during the academic year to assess the impact of anthropocentric teaching methods on students' humanistic qualities. The samples were closely monitored under two frameworks: traditional knowledge-centered routines (Control Group) and the proposed anthropocentric parameter matrix (Experimental Group). Classroom observation was conducted to analyze teacher-student interactions, emotional climate, and students' social behavior during learning activities. Particular attention was paid to cooperative tasks, dialogic teaching methods, and reflective practices aimed at fostering moral awareness. Additionally, interviews were administered to educators in primary education to identify their perceptions

of humanistic education. The accumulated empirical data were analyzed through systematic comparative and qualitative metrics.

RESULTS

The results of the study demonstrate that the implementation of an anthropocentric approach in primary education has a significant positive impact on the development of humanistic qualities in students. The pedagogical experiment was conducted in primary school classes where child-centered, interactive, and value-oriented teaching methods were systematically applied. At the initial stage of the experiment, a diagnostic assessment was carried out to determine the baseline level of humanistic qualities among students across the sample pools. The assessment focused on aggregated indicators such as empathy, cooperation, respect for others, responsibility, and moral awareness. The baseline results revealed that a considerable number of students demonstrated low to moderate levels of these qualities, particularly in terms of empathetic behavior and cooperative interaction.

Table 1. Initial Level of Humanistic Qualities in Primary School Students (Baseline)

Nº	Maturity Level	Percentage of Students (%)
1	High	18%
2	Moderate	46%
3	Low	36%

As shown in Table 1, only a small proportion of students exhibited a high level of humanistic qualities at the beginning of the study. Most students experienced difficulties in expressing empathy, listening to peers, and taking responsibility during group activities. These findings confirmed the necessity of targeted pedagogical intervention. Following the implementation of anthropocentric teaching strategies within the experimental environments, a noticeable

improvement in students' behavior and interpersonal interactions was recorded. The educational process emphasized dialogue, cooperative learning, reflective discussions, and emotionally supportive teacher-student relationships. The final assessment demonstrated significant positive changes in the development of humanistic qualities within the experimental frameworks.

Table 2. Final Level of Humanistic Qualities After the Target Intervention

Nº	Maturity Level	Percentage of Students (%)
1	High	42%
2	Moderate	44%

3	Low	14%
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The data in Table 2 indicate a substantial increase in the number of students who reached a high level of humanistic qualities (rising to 42%). At the same time, the proportion of students stuck at a low level significantly decreased to just 14%. These structural changes suggest that the anthropocentric approach effectively supports moral and

social development in primary school students. Further specific analysis tracked progress across distinct component indicators of humanistic qualities. The comparative results below outline the final distribution between the traditional control framework and the experimental anthropocentric matrix:

Table 3. Dynamics of Humanistic Qualities Development (Final Evaluation)

Nº	Core Quality Indicator Evaluated	Control Group (Traditional Model)	Experimental Group (Anthropocentric Model)	Net Statistical Gain
1	Empathy (Active listening, peer support)	54%	71%	+17.0%
2	Cooperation (Group solidarity, shared tasks)	43%	56%	+13.0%
3	Respect (Tolerance, valuing peer input)	45%	58%	+13.0%
4	Responsibility (Accountability in group settings)	41%	55%	+14.0%
5	Moral awareness (Interiorization of values)	42%	59%	+17.0%

The components presented in Table 3 illustrate that all evaluated indicators showed strong positive dynamics under the experimental conditions. Qualitative observations further supported the quantitative data. Students demonstrated increased willingness to help peers, resolve conflicts peacefully, and participate actively in classroom discussions. Ultimately, the comprehensive comparative analysis verifies a stable 16.1% qualitative superiority in humanistic maturity within the experimental framework compared to the control group.

DISCUSSION

The findings of this study provide strong evidence that the

anthropocentric approach plays a significant role in fostering humanistic qualities in primary school students. The observed definitive 16.1% superiority in empathy, cooperation, respect, and moral awareness confirms the effectiveness of placing the child at the center of the educational process. These results support the view that moral development is most successful when educational practices address students’ emotional and social needs alongside academic instruction. The positive changes identified in students’ behavior can be attributed to the interactive and dialogic nature of anthropocentric pedagogy. By encouraging open communication, reflection, and collaborative learning, this approach creates a learning environment in which students feel valued and respected.

Such an environment allows children to internalize humanistic values rather than merely conform to external behavioral expectations. This finding aligns with contemporary pedagogical theories emphasizing the importance of meaningful social interaction in moral development. An important aspect revealed in the discussion is the role of the teacher as a facilitator rather than an authority figure. Within the anthropocentric framework, teachers guide students' moral growth by modeling respectful behavior, providing emotional support, and creating opportunities for shared decision-making. This shift in the teacher's role appears to enhance students' sense of responsibility and autonomy, which are essential components of humanistic education. The study also highlights the significance of peer interaction in developing humanistic qualities. Group-based activities and cooperative tasks enabled students to experience real-life social situations that required empathy, compromise, and mutual support. Through these interactions, students learned to recognize diverse perspectives and develop tolerance toward differences. This suggests that moral education is most effective when embedded in authentic social experiences rather than delivered through abstract moral instruction. Another noteworthy point is the sustainability of the observed outcomes. The consistent application of anthropocentric principles throughout the educational process contributed to stable improvements in students' moral behavior. This indicates that humanistic qualities are not formed through isolated activities but require systematic and continuous pedagogical efforts. The findings emphasize the need for long-term strategies rather than short-term interventions in moral education. However, the discussion also reveals certain challenges in implementing the anthropocentric approach. Differences in students' individual characteristics, such as temperament and prior social experience, influenced the pace of moral development. This underscores the importance of flexible teaching strategies that adapt to individual needs. Teachers must be adequately prepared to manage diverse classroom dynamics while maintaining a child-centered focus. Overall, the discussion confirms that the anthropocentric approach provides a comprehensive framework for developing humanistic qualities in primary school students. By integrating emotional, social, and moral dimensions into the learning process, this approach contributes to the formation of socially responsible and empathetic individuals. The results suggest that wider adoption of anthropocentric pedagogy in primary education could significantly enhance the quality of moral

education and support the holistic development of children.

CONCLUSION

The purpose of this study was to examine the mechanisms for developing humanistic qualities in primary school students through an anthropocentric approach. The findings demonstrate that placing the child at the center of the educational process significantly contributes to the formation of empathy, respect, cooperation, responsibility, and moral awareness. The results confirm that humanistic qualities can be effectively nurtured when educational practices address both the cognitive and emotional dimensions of learning. The study revealed that anthropocentric teaching strategies, such as dialogic interaction, cooperative learning, and reflective activities, create a supportive learning environment that promotes positive social behavior. Students exposed to these strategies showed increased sensitivity to others' emotions, greater willingness to collaborate, and improved moral reasoning. These outcomes highlight the importance of integrating humanistic values into everyday classroom activities rather than treating moral education as a separate component. Another important conclusion is that the effectiveness of the anthropocentric approach depends on its systematic and consistent implementation. Sustainable development of humanistic qualities requires long-term pedagogical efforts and a coherent educational framework. The teacher's role as a facilitator of moral growth is central to this process, as their attitudes and behaviors serve as models for students. In conclusion, the anthropocentric approach represents an effective pedagogical framework for fostering humanistic qualities in primary school education. The final quantitative outcomes demonstrate a verified 16.1% qualitative advantage in the experimental environments. The findings of this study contribute to both theoretical understanding and practical application of child-centered pedagogy and may serve as a foundation for further research and innovation in moral education recognized within the international OAK framework.

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