



METHODOLOGICAL APPROACHES TO IMPLEMENTING THE IMPROVEMENT OF DIDACTIC MECHANISMS OF NATIONAL UPBRINGING IN “TARBIYA” LESSONS

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Abstract: *This article analyzes the issues of improving the didactic mechanisms for implementing national education in “Tarbiya” lessons. It highlights the theoretical and methodological foundations for organizing the content of the “Tarbiya” subject on the basis of innovative pedagogical technologies in the context of modern educational reforms, globalization, and digital transformation. In addition, the article reveals the possibilities of developing students’ moral and ethical qualities, civic responsibility, critical thinking, and commitment to national values through the integration of lesson formats, interactive methods, and digital tools.*

Keywords: *Tarbiya subject, national education, didactic mechanisms, innovative pedagogical technologies, interactive methods, service-learning, reflection, ICT.*

Introduction. The primary goal of the reforms being carried out in the field of education in our country is to raise the younger generation – the decisive factor of social development – as spiritually mature, morally well-rounded, and socially responsible individuals. In the Address of the President to the Oliy Majlis on December 29, 2020, it was emphasized that ensuring the healthy and harmonious development of the younger generation, which guarantees the future progress of society, plays a decisive role, while modernization of the education system, increasing its effectiveness, and developing modern competencies were identified as priority directions[1]. This approach requires interpreting the “Tarbiya” subject not merely as a discipline that conveys moral and educational concepts, but as a

pedagogical platform that systematically forms national education. From this perspective, scientifically determining the forms, methods, and tools for improving the didactic mechanisms of implementing national education in “Tarbiya” lessons is considered one of the important tasks of modern pedagogy.

Main Part

In the context of globalization and the information society, a student should no longer be viewed merely as a subject who acquires educational content, but as an individual who understands values, critically analyzes information, actively participates in social relations, and is capable of making independent decisions. Therefore, “Tarbiya” lessons should be redesigned on the basis of learner-centeredness, activity-based learning, and integration with information and communication technologies. Within such an approach, the lesson content introduces students to national and universal values, interactive activities transform these values into practical behavior, and reflection converts them into internal beliefs and personal positions. Thus, the main direction for improving the didactic mechanisms of implementing national education in “Tarbiya” lessons is determined by harmonizing content, activity, and outcomes within a unified pedagogical system.

In this process, the integration of forms, methods, and tools is of particular importance. Effective forms of “Tarbiya” lessons include project-based lessons, training sessions, seminar-practical classes, webinars, social projects, service-learning activities, extracurricular educational events, and integrated activities based on school–family–community cooperation. These forms make it possible to demonstrate the content of national education not only within the classroom but also in real social environments. In particular, social projects and service-learning activities help develop students’ civic responsibility, sense of belonging to the community, initiative in socially beneficial activities, and the ability to demonstrate national values through practical actions. Therefore, the proper selection of lesson forms creates an important pedagogical opportunity to connect the theoretical content of national education with real-life experience.

Didactic methods also play a decisive role in improving the mechanisms for implementing national education in “Tarbiya” lessons. Approaches such as problem-based dialogue, case study, hypothetical problem situations, the PRES formula, debates, role-playing games, video discussions, reflective analysis, discussions of moral dilemmas, simulations, and project-based learning transform students from passive recipients of ready-made conclusions into active participants who analyze problems, reason with evidence, and make ethical decisions. For example, through case studies students analyze real or simulated social situations; through role-playing they understand different social positions; while debates and the PRES formula help them justify their opinions, respect opposing viewpoints, and develop a culture of reasoning. The pedagogical value of these methods lies in the fact that they help students assimilate the content of national education not as an abstract concept, but in connection with personal choice, social evaluation, and practical behavior.

In addition, the system of educational tools plays an important role in increasing the effectiveness of didactic mechanisms. LMS platforms, multimedia presentations, interactive whiteboards, video scenarios, e-portfolios, digital forums, online reflection tools, mobile applications, and VR/AR-based mini-scenarios enhance the impact of “Tarbiya” lessons. Such tools simultaneously fulfill several pedagogical functions: first, they make educational content visually and emotionally engaging; second, they provide opportunities to monitor students’ individual developmental trajectories; third, they foster a culture of reflection and self-assessment; and fourth, they serve to interpret national values in modern digital forms. For example, through e-portfolios, students’ value-based growth, social initiatives, and reflective writings are systematically accumulated, transforming assessment from a final control mechanism into a developmental monitoring tool.

Within the framework of the study, the implementation of innovative technologies enables the operationalization of a number of specific educational objectives. In particular, humanitarian education can be fostered through activities aimed at kindness, empathy, and a friendly environment; commitment to national

values can be strengthened through topics that harmonize customs, traditions, and national identity with universal human values; personal potential can be developed through self-diagnosis, personal development maps, and individualized assignments; spirituality and loyalty to the national idea can be reinforced through analytical activities focused on the ideas of independence, devotion to the Motherland, and the development of ideological immunity; national pride and patriotism can be enhanced through creative tasks devoted to historical memory and heritage; social thinking and critical analysis can be developed through self-assessment, argumentation, and reflective discussions; while social cooperation and communicative competence can be formed through communication, projects, and social campaigns based on school–family–community collaboration. Thus, forms, methods, and tools transform the content of national education into practical outcomes in a purposeful manner.

The effectiveness of this system also depends on the scientific validity of assessment and monitoring mechanisms. In “Tarbiya” lessons, it is advisable to evaluate students’ development based on motivational-value, cognitive-activity, and reflective self-management criteria. In this process, reproductive, productive, and creative levels allow the step-by-step identification of students’ educational achievements. Pedagogical validity is ensured on conceptual, criterion-based, and quantitative grounds, while assessment sources include e-portfolios, social project reports, video scenarios, reflective journals, and teacher observations. Such an approach transforms assessment from a mere control mechanism into an active tool for improving didactic mechanisms.

Therefore, the forms, methods, and tools for improving the didactic mechanisms of implementing national education in “Tarbiya” lessons should be considered as an interconnected and holistic pedagogical system. Within this system, forms define the organizational framework of educational activities, methods determine the content-logical direction of students’ activities, while tools ensure the effectiveness and efficiency of the process. As a result of their scientifically

grounded integration, “Tarbiya” lessons become not merely a means of teaching the content of national education, but an effective didactic environment that develops students’ spiritual positions, moral choices, civic responsibility, and social activity. In this regard, designing “Tarbiya” lessons on the basis of innovative approaches and ensuring the harmony of forms, methods, and tools constitute an important pedagogical condition for educating a well-rounded, patriotic, and competitive generation in the context of New Uzbekistan.

The reforms being implemented in the field of education in our country are substantively aimed at the comprehensive development of the individual, fostering loyalty to national and universal values, independent thinking, and awareness of social responsibility. Therefore, organizing the “Tarbiya” subject on the basis of innovative technologies is no longer merely a methodological issue, but has become a strategic direction of educational policy. The effective implementation of this process primarily requires the scientific determination of the forms, methods, and tools for improving the didactic mechanisms of implementing national education in “Tarbiya” lessons. In this regard, the harmony between the content of values, methods of organizing activities, digital and traditional tools, as well as assessment mechanisms, emerges as a key pedagogical condition.

In the context of globalization and digital transformation, the content of the “Tarbiya” subject is being redesigned on the basis of a learner-centered, activity-based, and value-oriented paradigm. According to this approach, the lesson conveys national and universal values, activities transform these values into behavior, while reflection turns them into the student’s personal position. Therefore, in “Tarbiya” lessons, forms, methods, and tools should not be considered separately, but rather as an integrated didactic system that ensures the value–practice–reflection chain. Recent reforms in Uzbekistan’s educational policy, particularly the introduction of the “Tarbiya” subject, have established the practical foundation of this approach by strengthening the necessity of integrating interactive, project-based, reflective, and digital technologies into the educational process.

In improving the didactic mechanisms of implementing national education in “Tarbiya” lessons, the system of instructional forms acquires special significance. Training sessions develop students’ communicative competence, empathy, and conflict-resolution culture, while dialogic lectures facilitate the conscious assimilation of value-oriented content through question-and-answer activities, mini-discussions, and free exchange of opinions. Thematic meetings, ethical forums, and interactions with community leaders and creative figures connect the content of national education with real social experience. Case-study lessons, service-learning, webinars, and hybrid formats extend the “Tarbiya” subject beyond the classroom and transform it into an educational space integrated with society, online environments, and social practice. The pedagogical value of these forms lies in the fact that they transform students from passive recipients of ready-made conclusions into active subjects capable of acting on the basis of values in social situations.

Within this process, the system of methods determines the internal mechanism of educational influence. Clustering helps visually systematize the relationship between values and behavior, while brainstorming and brainwriting involve even less active students in discussions. Problem-based dialogue enables students to move from the question “What is right?” to deeper levels such as “Why?” and “How?”. Case-study methods prepare students for ethical decision-making through the analysis of real situations, decision matrices, and stakeholder mapping. Interactive simulations model dilemma-based situations within a safe pedagogical environment and train students in decision-making processes. Reflection-analysis, e-portfolios, reflective journals, and “one-minute essays” strengthen students’ internal positions. Thus, the system of methods functions as a didactic bridge that transfers the content of national education from the level of theoretical understanding to the stages of personal reflection, practical choice, and ethical behavior.

The system of tools ensures the effectiveness and impact of educational content. ICT tools, particularly LMS platforms such as Google Classroom or Moodle, interactive whiteboards, digital forums, and test rubrics, make it possible to

systematically manage and monitor lessons. Multimedia tools – such as video scenarios, podcasts, infographics, and digital storytelling – make the content of national education more vivid and emotionally engaging. VR/AR mini-scenes, simulation tools that animate ethical situations, decision matrices, ethical scales, and visual cards integrate students' cognitive, emotional, and evaluative activities. Didactic packages based on cultural sources such as the teachings of Alisher Navoi, the Jadids, and Amir Temur make it possible to connect national spirituality with modern technologies. Thus, educational tools not only enhance the visual representation of educational content, but also transform it into a value that is internalized through individual experience, communication, and reflection.

The views of local scholars strengthen the scientific foundation of this system. O. Musurmonova interprets conscience[2], duty, and responsibility as internal mechanisms for regulating the educational process and substantiates the need to strengthen the reflective component. N. M. Egamberdiyeva identifies a personalized, psychologically safe, and supportive environment as an important condition for the effectiveness of education[3]. N. A. Muslimov emphasizes the importance of individualization and differentiation[4], while A. Begmatov highlights the harmony between personal and social interests[5]. M. Quronov, in turn, advances the necessity of developing ideological immunity and critical thinking[6]. These approaches demonstrate that the selection of forms, methods, and tools in “Tarbiya” lessons should not be random, but rather should be the product of a scientifically grounded didactic design aimed at shaping the student's inner world, social role, and civic position.

The reinterpretation of the roles of teachers and students within the innovative process also carries particular pedagogical significance. Today, the teacher no longer appears merely as a controller, but rather as a designer, facilitator, and mentor, while the student is formed not as a passive listener, but as an active subject, collaborator, and creator. For example, organizing the topic “Honesty as a Personal and Social Value” through a motivational video, a case study on online trade situations, a debate

based on the PRES formula, mini-service activities, and reflection ensures the transformation of values into behavior. This model demonstrates that, through the integration of the triad of forms, methods, and tools into a unified system, values do not remain only at the level of knowledge, but evolve into civic initiative and personal position. Precisely this aspect represents one of the most important pedagogical opportunities for improving the didactic mechanisms of implementing national education in “Tarbiya” lessons.

Conclusion

Thus, the forms, methods, and tools for improving the didactic mechanisms of implementing national education in “Tarbiya” lessons constitute an interconnected, multi-layered, and scientifically grounded pedagogical system. Within this system, forms such as training sessions, service-learning, webinars, and projects; methods such as case studies, simulations, debates, problem-based dialogue, and reflection; and tools such as ICT, multimedia, VR/AR, e-portfolios, and cultural sources, when harmonized with national spirituality, make lessons interactive, learner-centered, and creative. As a result, students develop spiritual awareness, ethical behavior, civic responsibility, critical thinking, and communicative culture. Therefore, organizing the “Tarbiya” subject on the basis of innovative technologies creates an effective didactic model for educating a well-rounded, initiative-driven generation committed to national values through the harmony of forms, methods, and tools.

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