

HADITH-BASED MORAL UPBRINGING IN UPBRINGING SUBJECT : A COMPETENCY APPROACH

Akhmedov Boburjon Vasikovich

Teacher, National Pedagogical University of Uzbekistan named after Nizami

<https://orcid.org/0009-0000-5274-8916>

E-mail: boburjonahmedov993@gmail.com

Abstract. *This study explores the pedagogical potential of hadiths in the process of teaching moral education (“Upbringing”) within the framework of contemporary spiritual and educational reforms in New Uzbekistan. In the context of globalization and digital transformation, increasing demands are placed on individuals’ moral resilience, critical thinking, and social responsibility. The research aims to provide a theoretical and methodological justification for integrating hadith-based moral-axiological principles into a competency-based educational paradigm. The study employs qualitative methods, including content analysis, comparative analysis, and a competency-based framework to examine the cognitive, affective, and conative dimensions of hadiths. The findings demonstrate that hadiths function as a universal ethical-regulatory system that supports holistic personality development, strengthens ideological immunity, and enhances students’ 21st-century competencies. The study concludes that the systematic integration of hadiths with innovative pedagogical technologies significantly contributes to the formation of morally mature, intellectually capable, and socially responsible individuals.*

Keywords: *Hadith pedagogy, moral education, competency-based learning, spiritual development, ideological immunity, critical thinking, third renaissance.*

Annotatsiya. *Mazkur tadqiqot Yangi O‘zbekistonda amalga oshirilayotgan zamonaviy ma’naviy-ma’rifiy islohotlar sharoitida “Tarbiya” fanini o‘qitish jarayonida hadislarning pedagogik potensialini o‘rganishga bag‘ishlangan. Tadqiqotning asosiy maqsadi hadislarda mujassam bo‘lgan axloqiy-aksiologik tamoyillarni kompetensiyaviy yondashuv asosida ta’lim jarayoniga integratsiya qilishning ilmiy-nazariy va metodologik asoslarini ishlab chiqishdan iborat. Tadqiqotda kontent-tahlil, qiyosiy tahlil va kompetensiyaviy yondashuv metodlari qo‘llanildi. Natijalar hadislarning shaxsning kognitiv, affektiv va konativ rivojlanishiga kompleks ta’sir ko‘rsatishini hamda ularning ma’naviy barqarorlik, tanqidiy tafakkur va ijtimoiy mas’uliyatni shakllantirishdagi ahamiyatini ko‘rsatdi. Xulosa sifatida, hadislarni innovatsion pedagogik texnologiyalar bilan uyg‘unlashtirish yosh avlodning ma’naviy-axloqiy kamolotini ta’minlashda muhim omil ekanligi asoslandi.*

Tayanch tushunchalar: *Hadislar, pedagogik potensial, tarbiya, kompetensiyaviy yondashuv, ma’naviy tarbiya, tanqidiy tafakkur, uchinchi renessans.*

Аннотация. *В данной статье посвящено анализу педагогического потенциала хадисов в процессе преподавания предмета «Воспитания» в условиях современных духовно-просветительских реформ в Новом Узбекистане. Целью исследования является научно-теоретическое и методологическое обоснование интеграции*

морально-аксиологических принципов хадисов в компетентностную образовательную модель. В работе использованы методы контент-анализа, сравнительного анализа и компетентностного подхода. Результаты показали, что хадисы оказывают комплексное влияние на когнитивное, аффективное и поведенческое развитие личности, способствуя формированию духовной устойчивости, критического мышления и социальной ответственности. Сделан вывод о высокой эффективности интеграции хадисов с инновационными педагогическими технологиями в формировании гармонично развитой личности.

Ключевые слова: *Хадисы, педагогический потенциал, воспитание, компетентностный подход, духовное развитие, критическое мышление, третий ренессанс.*

Introduction. The ongoing large-scale spiritual and educational reforms in New Uzbekistan are strategically oriented toward establishing the foundations of the Third Renaissance. In this context, the development of a morally mature, intellectually competent, and socially responsible generation has become a priority objective of the national education system. The rapid acceleration of globalization and digital transformation has fundamentally reshaped the socio-cultural and communicative environment, thereby imposing new demands on individuals' intellectual capacity, moral stability, and critical thinking. These challenges necessitate the integration of historically grounded moral resources into modern educational frameworks. Hadiths, as a core component of Islamic spiritual heritage, embody a universal ethical and normative system that promotes values such as honesty, justice, responsibility, tolerance, and the pursuit of knowledge. Their pedagogical relevance lies in their capacity to influence multiple dimensions of personality development. Consequently, incorporating hadith-based principles into the teaching of “Upbringing” offers a promising pathway for aligning traditional values with contemporary competency-based education.

Methods. This research adopts a qualitative and interdisciplinary methodological framework, including:

- *Content analysis* of selected hadiths to identify key moral and pedagogical constructs;
- *Comparative analysis* to examine the compatibility between hadith-based values and modern educational competencies;
- *Competency-based approach* to evaluate the impact of hadiths across three domains:
 - o *Cognitive* (knowledge, reasoning, critical thinking),
 - o *Affective* (values, beliefs, moral attitudes),
 - o *Conative* (behavioral patterns, social practices).

The study also incorporates an axiological perspective to assess the value-oriented dimensions of hadiths within contemporary educational paradigms.

Results. The findings reveal that the pedagogical integration of hadiths significantly enhances the effectiveness of moral education:

- **Cognitive impact:** Hadiths stimulate intellectual inquiry, reflective thinking, and a commitment to lifelong learning.

- **Affective impact:** They contribute to the internalization of moral values, strengthening spiritual resilience and ideological immunity.

- **Conative impact:** Hadiths regulate behavior by establishing ethical norms that guide responsible social interaction and civic engagement.

Furthermore, the application of hadith-based content within interactive and innovative teaching methods promotes:

- *development of critical thinking skills;*

- *formation of responsible information consumption culture;*

- *strengthening of patriotism and social responsibility;*

- *enhancement of professional orientation and intrinsic motivation toward labor.*

Discussion. The results indicate that hadiths serve as an effective bridge between traditional moral heritage and modern competency-based education. Their integration into the “Upbringing” curriculum ensures a holistic approach to personality development, encompassing intellectual, moral, social, and professional dimensions. In the context of increasing information flows and ideological challenges, hadiths provide a reliable moral framework that supports critical thinking and ethical decision-making. Their alignment with contemporary pedagogical technologies—such as interactive learning, problem-based approaches, and digital tools—enhances their relevance and applicability. Moreover, hadiths play a crucial role in fostering key educational outcomes, including ideological resilience, self-awareness, tolerance, and a culture of responsible behavior. This highlights their significance as both a theoretical and practical resource in modern pedagogy.

Conclusion. The study confirms that hadiths possess substantial pedagogical potential in the context of teaching moral education. Their systematic and scientifically grounded integration into the educational process contributes to the development of morally stable, intellectually competent, and socially responsible individuals. Therefore, the incorporation of hadith-based moral principles into competency-based education represents a strategic direction for enhancing the effectiveness of contemporary educational reforms and for strengthening the intellectual and spiritual foundations of the Third Renaissance in New Uzbekistan.

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