



MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC SOLUTIONS

ISSUES OF USING THE SCIENTIFIC HERITAGE OF MUHADDITHS IN THE “UPBRINGING” SUBJECT

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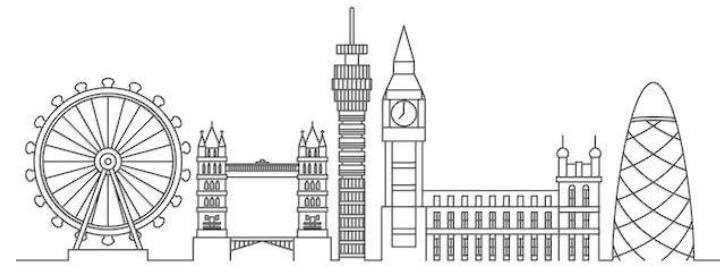
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Annotation. This paper examines the pedagogical significance of the hadiths of Imam al-Bukhari and Imam at-Tirmidhi in shaping moral and spiritual education within the framework of the “upbringing” subject. The study substantiates the role of hadiths in fostering humanitarian values, justice, honesty, patriotism, and social responsibility among students. It identifies methodological limitations in current educational practices and emphasizes the need for a systematic integration of hadiths into the content of the upbringing curriculum. Analyzing the scholarly heritage of prominent hadith scholars in a historical and cultural context contributes to the development of students’ national identity, historical awareness, and critical thinking. The findings demonstrate that the effective pedagogical use of hadiths enriches the content of moral education and enhances the overall effectiveness of the educational process.

Keywords. Upbringing subject, hadiths, Imam al-Bukhari, Imam at-Tirmidhi, moral upbringing, pedagogical potential, national values, folk pedagogy, ethical development, social competence, upbringingional process, scholarly heritage.

ПРОБЛЕМЫ ИСПОЛЬЗОВАНИЯ НАУЧНОГО НАСЛЕДИЯ МУХАДДИСОВ В ДИСЦИПЛИНЕ «ВОСПИТАНИЯ»

Аннотация. В статье анализируется педагогическое значение хадисов Имама аль-Бухари и Имама ат-Термизи в формировании духовно-нравственного воспитания в рамках предмета «Воспитания». Обосновывается роль хадисов в развитии у учащихся гуманизма, справедливости, честности, патриотизма и социальной ответственности. Выявляются ограничения существующих методических подходов к использованию хадисов в учебно-воспитательном процессе и подчеркивается необходимость их системной интеграции в содержание предмета «Воспитания». Рассмотрение научного наследия великих мухаддисов в историко-культурном контексте способствует формированию национального самосознания, исторического мышления и ценностных ориентиров молодежи. Результаты исследования направлены на обогащение содержания предмета «Воспитания» и повышение эффективности духовно-нравственного воспитания.





Ключевые слова. Воспитания, хадисы, Имам аль-Бухари, Имам ат-Термизи, духовно-нравственное воспитание, педагогический потенциал, национальные ценности, народная педагогика, нравственные качества, социальная компетентность, воспитательный процесс, научное наследие.

“TARBIYA” FANIDA MUHADDISLAR ILMIY MEROSIDAN FOYDALANISH MASALALARI

Annotatsiya. Mazkur ilmiy tezisda Imam al-Buxoriy va Imam at-Termiziy hadislarining Tarbiya fanida ma’naviy-axloqiy tarbiyani shakllantirishdagi pedagogik ahamiyati tahlil qilinadi. Tadqiqotda hadislarning yosh avlodda insonparvarlik, adolat, halollik, vatanparvarlik va ijtimoiy mas’uliyat kabi axloqiy fazilatlarni rivojlantirishdagi o’rni asoslab beriladi. Shuningdek, allomalarning ilmiy merosidan foydalanishda mavjud metodik yondashuvlarning cheklangan jihatlari aniqlanib, ularni Tarbiya faniga tizimli integratsiyalash zarurati ko’rsatib o’tiladi. Hadislarni tarixiy-madaniy kontekstda o’rganish orqali o‘quvchilarda milliy o’zlikni anglash, tarixiy ong va ilmiy tafakkurni rivojlantirish imkoniyatlari yoritiladi. Tadqiqot natijalari Tarbiya fanining mazmunini boyitish va tarbiyaviy jarayon samaradorligini oshirishga xizmat qiladi.

Tayanch so‘zlar. Tarbiya fani, hadislar, Imam al-Buxoriy, Imam at-Termiziy, ma’naviy-axloqiy tarbiya, pedagogik salohiyat, milliy qadriyatlar, xalq pedagogikasi, axloqiy fazilatlar, ijtimoiy kompetensiya, tarbiyaviy jarayon, ilmiy meros.

Introduction. Under the conditions of contemporary societal development, one of the strategic tasks of the education and upbringing system is the formation of a spiritually and morally mature individual who is capable of independent thinking and deeply aware of social responsibility. These aspects of personal development are directly related not only to the accumulation of knowledge but also to a system of values, moral norms, and spiritual maturity. From this perspective, the role and significance of the subject “Upbringing” (Moral and Civic Education) within the general secondary education system have been steadily increasing. Enriching the content of the Upbringing subject on the basis of national and universal values, and fostering such qualities as humanism, patriotism, honesty, justice, and social responsibility in the consciousness of the younger generation, has emerged as an important pedagogical task. In his address at the opening ceremony of the 43rd session of the UNESCO General Conference, the President of the Republic of Uzbekistan, Shavkat Mirziyoyev, particularly emphasized that in today’s complex global environment, where interreligious tensions are intensifying worldwide, the broad promotion of universal values such as tolerance, mutual understanding, and harmony has become more important than ever. The Head of State acknowledged that this approach represents one of the key factors in strengthening peace and stability in society. Furthermore, the President stressed that the international promotion of Islamic



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culture and enlightenment serves as an effective and constructive means of combating negative phenomena such as radicalism and Islamophobia. In this regard, he highlighted the importance of making effective use, within the framework of international cooperation, of the potential of unique scientific and educational initiatives implemented in Uzbekistan, including the Center of Islamic Civilization and the research centers named after Imam al-Bukhari, Imam al-Maturidi, Imam at-Tirmidhi, and Bahauddin Naqshband, and called for the intensification of joint efforts in this direction.¹ Within this process, Islamic sources, particularly Hadiths, possess special scientific and practical significance due to their educational potential. Hadiths embody moral and normative guidelines as well as rules of personal and social behavior, which necessitates their pedagogical analysis and adaptation to the educational process. The scholarly heritage of great Hadith scholars such as Imam al-Bukhari and Imam at-Tirmidhi is characterized by profound moral and philosophical content and demonstrates a close alignment with the aims and objectives of the Upbringing subject. The ideas articulated in their Hadith collections are evaluated as important pedagogical resources that serve the upbringing of youth in the spirit of the ideal, morally complete individual. Therefore, the systematic and scientifically grounded integration of this scholarly heritage into the educational and upbringing process constitutes one of the most pressing scientific and pedagogical challenges facing contemporary pedagogical science.

Main Part. Imam al-Bukhari and Imam at-Tirmidhi, who are among the most distinguished representatives of the Uzbek people, are eminent figures in Islamic sciences, particularly in the science of Hadith, and have made an invaluable contribution to the development of global scholarship. Their scholarly legacy is of high significance not only in religious and academic terms but also from pedagogical and educational perspectives. The scientific activities and Hadith collections of these scholars may serve as an important source for enriching the content of the Upbringing subject today. At the same time, a number of methodological and theoretical problems remain in relation to the use of their scholarly heritage within the education and upbringing process. In particular, some existing textbooks and lesson materials developed on the basis of Hadiths have largely been limited to using Hadiths as exemplary materials for developing certain areas of education or for illustrating the content of moral upbringing. Such approaches are primarily aimed at strengthening general methodological recommendations and do not sufficiently reveal the comprehensive influence of Hadiths on personal development. From the perspective of the present research, the use of the scholarly heritage of Imam al-Bukhari and Imam at-Tirmidhi first and foremost requires a deep and systematic analysis of the scholar whose personality lies at the center of the studied topic. In current textbooks and methodological sources, the figures of Imam al-Bukhari or Imam at-Tirmidhi are, in most cases, limited to brief information regarding their place of birth,

¹ Address by the President of the Republic of Uzbekistan Shavkat Mirziyoyev at the opening ceremony of the 43rd session of the UNESCO General Conference. 30.10.2025 <https://president.uz/en/lists/view/8610>

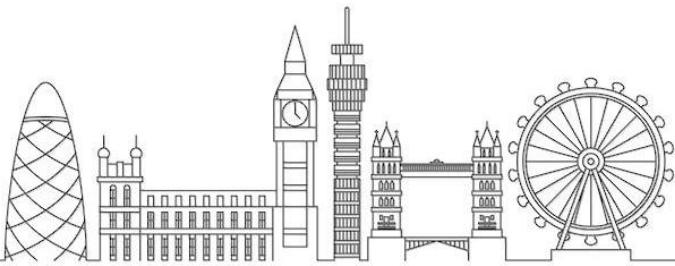
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period of life, and the titles of their works. This is insufficient for enabling the younger generation to form a comprehensive and holistic understanding of these great compatriots. From the standpoint of shaping historical consciousness and strengthening national identity among youth, it is necessary that not only the scholarly heritage of these figures but also their life paths, scientific pursuits, activities within the socio-cultural environment, and their status as internationally recognized scholars be systematically presented within the content of the Upbringing subject. This process contributes to the formation of respect for knowledge, historical memory, and a sense of national pride among students. Moreover, it is important to analyze the conditions of state governance, attitudes toward science, the circumstances of scientific development, and the early forms of information and communication that existed during the lifetimes of Imam al-Bukhari and Imam at-Tirmidhi. Despite complex socio-political conditions, their devoted pursuit of knowledge, their scholarly debates with other scholars, and their firm stance in addressing religious and educational issues may be interpreted as exemplary educational factors within the Upbringing subject. From this perspective, integrating the scholarly heritage of Imam al-Bukhari and Imam at-Tirmidhi into the Upbringing subject expands the opportunities for developing independent thinking, spiritual maturity, and moral stability among students.

Conclusion. In conclusion, the systematic and scientifically grounded integration of the Hadiths of Imam al-Bukhari and Imam at-Tirmidhi into the Upbringing subject constitutes an important pedagogical factor in ensuring the moral and ethical development of the younger generation. The comprehensive use of the educational potential of Hadiths enriches the content of the Upbringing subject and creates opportunities for fostering moral consciousness, national pride, and social activity among students. On this basis, it becomes possible to enhance the methodological effectiveness of the Upbringing subject.

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