

PERSONALITY FORMATION IN THE “UPBRINGING” SUBJECT BASED ON HADITHS AND HISTORICAL SOURCES

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 scientific thesis is dedicated to examining the methodological and pedagogical significance of using historical and religious sources, particularly Hadiths and the scholarly heritage of prominent Islamic scholars, in the teaching of the “Upbringing” subject. The thesis analyzes the scholarly legacy of Imam al-Bukhari and Imam at-Tirmidhi, their life paths, and educational views in terms of developing students’ moral and ethical qualities, national identity, social responsibility, and humanitarian values. The study demonstrates the pedagogical potential of Hadiths and historical sources in fostering historical thinking, moral consciousness, and personal and social competencies within the “Upbringing” curriculum. Moreover, the thesis explores methodological approaches and integration mechanisms, theoretical and practical aspects of using historical heritage, as well as its role in preparing youth for spiritual maturity and active civic engagement.*

Keywords: *Upbringing, Hadiths, Imam al-Bukhari, Imam at-Tirmidhi, historical heritage, moral-ethical upbringing, pedagogical integration, personal development, national values, social responsibility, humanitarian values, ethical qualities.*

ВОСПИТАНИЕ ЛИЧНОСТИ В УЧЕБНОМ ПРЕДМЕТЕ «ВОСПИТАНИЯ» НА ОСНОВЕ ХАДИСОВ И ИСТОРИЧЕСКИХ ИСТОЧНИКОВ

Аннотация. *Данный научный тезис посвящен изучению методического и педагогического значения использования исторических и религиозных источников, в частности хадисов и научного наследия великих учёных, в преподавании предмета «Воспитание». В тезисе анализируется научное наследие Имама аль-Бухари и Имама ат-Термизи, их жизненный путь и воспитательные взгляды с точки зрения формирования у учащихся духовно-нравственных качеств, национальной идентичности, социальной ответственности и гуманизма. Исследование демонстрирует педагогический потенциал хадисов и исторических источников для развития исторического мышления, нравственного сознания и личных, социальных компетенций в процессе преподавания предмета «Воспитание». Также тезис рассматривает методические подходы и механизмы интеграции, теоретические и практические аспекты использования*

исторического наследия, а также значение этих процессов для подготовки молодежи к духовной зрелости и активной гражданской позиции.

Ключевые слова. Предмет «Воспитание», хадисы, Имам аль-Бухари, Имам ат-Термизи, историческое наследие, духовно-нравственное воспитание, педагогическая интеграция, личностное развитие, национальные ценности, социальная ответственность, гуманизм, нравственные качества.

“TARBIYA” FANIDA HADIS VA TARIXIY MANBALAR ASOSIDA SHAXS TARBIYASI

Annotatsiya. Ushbu ilmiy tezis Tarbiya fanida tarixiy va diniy manbalardan, xususan hadislar va buyuk allomalar ilmiy merosidan foydalanishning metodik va pedagogik ahamiyatini o'rganishga bag'ishlangan. Tezisdan Imom al-Buxoriy va Imom at-Termiziyning ilmiy merosi, ularning hayot yo'li va tarbiyaviy qarashlari asosida o'quvchilarda ma'naviy-axloqiy fazilatlar, milliy o'zlik, ijtimoiy mas'uliyat va insonparvarlikni shakllantirish masalalari tahlil qilingan. Tadqiqot Tarbiya fanida tarixiy tafakkur, axloqiy ong va shaxsiy hamda ijtimoiy kompetensiyalarni rivojlantirishda hadislar va tarixiy manbalarning pedagogik salohiyatini ko'rsatadi. Shuningdek, ilmiy tezisdan o'quv jarayonida metodik yondashuvlar va integratsiya mexanizmlari, tarixiy merosdan foydalanishning nazariy va amaliy jihatlari, shuningdek, yosh avlodni ma'naviy yetuk va faol fuqarolik pozitsiyasiga tayyorlashdagi ahamiyati bayon qilingan.

Tayanch so'zlar: Tarbiya fani, hadislar, Imom al-Buxoriy, Imom at-Termiziy, tarixiy meros, ma'naviy-axloqiy tarbiya, pedagogik integratsiya, shaxs kamoloti, milliy qadriyatlar, ijtimoiy mas'uliyat, insonparvarlik, axloqiy fazilatlar.

Introduction. One of the most important criteria of human development is the moral and ethical maturity of the individual, the ability for independent thinking, and a deep awareness of social responsibility. The education and upbringing system plays a strategic role in achieving this objective, setting as its primary goal the upbringing of the younger generation in the spirit of national and universal values. The subject “Upbringing” occupies a central place in shaping an individual's moral development, ethical stability, and civic consciousness. From this perspective, the enrichment of the content of the Upbringing subject through historical and religious sources-particularly the educational potential of hadiths-holds special significance. Hadiths embody moral and normative guidelines that regulate both personal and social behavior, and their systematic integration into the pedagogical process creates opportunities to cultivate such qualities as humanism, honesty, justice, patriotism, and social responsibility among students. In his speech at the conference on “Ensuring Social Stability and Preserving the Purity of Our Sacred Religion - A Demand of the Era,” the President of the Republic of

Uzbekistan, Shavkat Mirziyoyev, emphasized that the Holy Qur'an contains clear guidance calling Muslims not to divide into sects. This demonstrates that any fragmentation of the religion into various currents, which could mislead people from the right path, is completely unacceptable. Another critical issue highlighted by the Head of State is the morality, behavior, and worldview of young people. In today's rapidly changing world, this process is most profoundly felt by the youth. Naturally, young people must keep pace with the demands of their time. At the same time, however, they should not forget their national and spiritual identity. The call, "Who are we, and which great ancestors are we descendants of?" should constantly resonate in their hearts, encouraging them to remain faithful to their identity. The most fundamental and effective means to achieve these goals is upbringing. Upbringing, upbringing, and yet again upbringing. Moreover, it was specifically emphasized that the concept of upbringing should not be limited solely to schools. Unfortunately, today we have become accustomed to placing all responsibility exclusively on educational institutions. In reality, the role of the community, family, and broader society in this process is invaluable. It is now time to deeply understand the true meaning of the saying, "One child has seven neighborhoods as both father and mother", and to apply it in practice. It is not enough to simply comprehend these wise words; one must live in accordance with their essence.¹ Furthermore, teaching the Upbringing subject on the basis of historical heritage contributes to the development of historical thinking, national self-awareness, and social responsibility in the minds of young people. Integrating historical and religious sources into the educational process on a scientific and pedagogical basis expands the methodological potential of the Upbringing subject and strengthens students' moral, cultural, and social competencies. Therefore, the scientific and pedagogical application of hadiths and historical heritage represents one of the most pressing academic and pedagogical challenges facing today's education system.

Main Part. It is well known that the theoretical and methodological foundations of the Upbringing subject are based on a system of national and universal values. In the formation of these values, two sacred sources that constitute the foundation of Islamic worldview, spirituality, and moral norms-the Holy Qur'an and the hadiths that reflect the life, practical activities, and teachings of the Prophet Muhammad (peace be upon him)-occupy a significant place. These sources have served for centuries as pedagogical resources regulating personal development, moral education, and social relations. In the educational process, understanding historical memory and spiritual heritage carries important pedagogical significance. History represents the collective social memory of a people, and it is difficult to raise a morally mature individual without a developed historical consciousness. Within the content of the Upbringing subject, fostering national identity, social responsibility, and civic position through reliance on historical heritage

¹President made a speech at a conference dedicated to issues of ensuring social stability, preserving true essence and content of Islamic religion. <https://president.uz/oz/lists/view/649>

constitutes a crucial educational task. Pedagogical experience and academic research confirm that a nation that does not know or honor its history cannot ensure a stable future. The past is not merely a collection of historical periods that have passed, but rather a spiritual foundation that serves as an essential pillar in personal development. By turning to the past within the Upbringing subject, it becomes possible to cultivate historical thinking, respect for values, and moral stability among students. In societies that lack reliance on historical continuity, moral cohesion and spiritual continuity cannot be ensured. Therefore, within the Upbringing subject, the principle that “there is no future without the past” is regarded as a fundamental pedagogical idea. Loving history, preserving it, and drawing lessons from it constitute essential criteria of personal maturity. Respect for history signifies not only cultural literacy but also moral maturity. Through historical sources, the Upbringing subject expands opportunities to foster respect for ancestors, national pride, and social engagement among learners. Historical knowledge enriches individual thinking and ensures a conscious attitude toward social reality. Additionally, developing a culture of working with academic sources within the Upbringing subject is considered one of the key methodological objectives. Enhancing skills related to identifying, selecting, and scientifically analyzing historical and religious sources strengthens students’ critical thinking and independent reasoning abilities. Emphasizing that the accurate interpretation of a research problem largely depends on the quality, completeness, and content richness of the sources used reinforces the scientific orientation of the Upbringing subject. Rather than relying on a single source, the Upbringing subject emphasizes the importance of comprehensive use of official documents, historical chronicles, biographical, religious, and literary works. For example, while official documents play a significant role in addressing socio-economic education, hadiths, historical works, and the life paths of great scholars emerge as essential pedagogical sources in shaping moral and spiritual education. Long-term academic research demonstrates that historical and religious sources serve as valuable evidentiary foundations not only for moral and ethical education but also for the formation of social consciousness. Systematic and scientifically grounded use of these sources within the Upbringing subject contributes to the development of historical thinking, moral stability, and commitment to national values among students.

Conclusion. In conclusion, the systematic and scientifically grounded integration of historical and religious sources into the Upbringing subject holds strategic pedagogical significance in ensuring the moral and ethical development of the younger generation. This approach not only facilitates the formation of moral and spiritual values but also promotes national self-awareness, historical thinking, and social engagement among students. Hadiths and historical sources enrich the methodological and theoretical foundations of the Upbringing subject, enabling the reinforcement of such personal qualities as moral consciousness, humanism, justice, and responsibility within the educational process. Moreover, the scientific integration of these sources ensures the

comprehensive development of the Upbringing subject's content, enhances the continuity and systematic nature of curricular and extracurricular educational activities, and expands opportunities for nurturing a generation that is spiritually mature, independently thinking, and deeply aware of national values. Through the study of historical sources, students not only become acquainted with their people's historical heritage but also gain practical understanding of folk pedagogy and cultural values. Furthermore, the systematic integration of hadiths and historical works into the Upbringing subject creates opportunities to develop new approaches within academic-pedagogical research and methodological frameworks. This, in turn, enriches the content of the Upbringing subject and serves as an effective mechanism for fostering the moral and spiritual maturity, social activity, and civic responsibility of the younger generation. In this regard, integrating historical and religious sources into the pedagogical process constitutes a pressing academic issue in contemporary pedagogical research and represents a vital tool for educating not only knowledgeable but also morally mature and socially active individuals.

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