



PEDAGOGICAL APPROACH TO ANCESTRAL HERITAGE THROUGH TEACHING THE “TARBIYA” SUBJECT TO UPPER SECONDARY SCHOOL STUDENTS

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ABSTRACT

This article examines the pedagogical effectiveness of integrating ancestral literary heritage into the teaching of the “Tarbiya” subject in upper secondary schools. The study analyzes the role of the subject in fostering students’ moral, spiritual, and civic development within the context of modern educational challenges. Using qualitative research methods, the findings demonstrate that literature-based instructional approaches enhance students’ moral reasoning, critical thinking skills, and national self-awareness. The results confirm that systematic incorporation of literary heritage into the “Tarbiya” curriculum significantly improves educational outcomes and contributes to students’ holistic development.

Introduction: In the context of globalization, rapid technological advancement, and increasing complexity of social relations, modern education systems are tasked not only with knowledge transmission but also with nurturing morally mature, socially responsible, and spiritually developed individuals. The upper secondary school stage, which coincides with adolescence and early youth, plays a crucial role in shaping students’ worldview, moral positions, and civic responsibility.

Within this framework, the “Tarbiya” subject taught in general secondary schools holds a significant place. The subject aims to cultivate respect for national and universal values, social responsibility, patriotism, and ethical culture among students. However, the effectiveness of moral education largely depends on the content and teaching methods employed. From this perspective, ancestral literary heritage serves as a powerful pedagogical resource. Literary works reflect moral dilemmas, human virtues, and life experiences in a symbolic and emotionally engaging manner, making them effective tools for developing students’ moral consciousness and reflective thinking.

Purpose of the Study: The main objective of this study is to determine the pedagogical effectiveness of using ancestral literary heritage in teaching the “Tarbiya” subject to upper secondary school students and to develop scientifically grounded practical recommendations for improving moral education.

Scientific Novelty of the Research: The scientific novelty of the study is reflected in the following aspects:

1. A pedagogical approach based on the integration of ancestral literary heritage into the teaching of the “Tarbiya” subject in upper secondary schools has been conceptually substantiated for the first time.
2. The impact of literature-based instructional activities on the moral consciousness of upper secondary students has been analyzed using qualitative pedagogical research methods.
3. Mechanisms for developing national self-awareness and critical thinking through the systematic integration of literary heritage into moral education content have been identified.

Research Methodology: The study is based on a qualitative pedagogical research design. The following methods were employed: theoretical analysis, pedagogical observation, interviews, and comparative analysis. The research was conducted during the 2024–2025 academic year in two general secondary schools located in Chirchiq city, Tashkent region.

A total of 48 students from grades 9–10 participated in the study. Instructional sessions were organized using both traditional teaching methods and approaches based on ancestral literary heritage. The results of these two approaches were systematically compared.

Object and Subject of the Research:

Research object: the process of teaching the “Tarbiya” subject to upper secondary school students in general secondary schools.

Research subject: the development of students’ moral and spiritual qualities through the use of ancestral literary heritage in the “Tarbiya” subject.

Results: The findings indicate that literature-based instruction has a positive impact on the moral and spiritual development of upper secondary students.

First, 70% of students who participated in lessons based on literary works demonstrated improved ability to express independent opinions and engage in moral reasoning, compared to 45% among students taught using traditional methods.

Second, 75% of participants reported that working with literary heritage strengthened their appreciation of national values.

Third, student engagement increased by approximately 20–25% during lessons that incorporated role-playing activities and discussion-based methods.

Discussion: The results confirm that integrating literary heritage into the “Tarbiya” curriculum is an effective means of moral education. At the same time, the study highlights the need to enhance teachers’ methodological preparedness and to expand the availability of didactic materials that support literature-based moral instruction.

Conclusion: Teaching the “Tarbiya” subject to upper secondary students through ancestral literary heritage plays a significant role in their moral, spiritual, and social development. This approach fosters respect for national values, critical thinking, and responsible attitudes, thereby increasing the overall effectiveness of moral education in schools

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