



HADITH-BASED PEDAGOGY IN UPBRINGING: A FRAMEWORK FOR 21ST-CENTURY COMPETENCIES

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Abstract. *This study examines the pedagogical potential of hadiths in developing 21st-century competencies within the framework of moral education (“Upbringing”) in contemporary educational contexts. The modern educational paradigm emphasizes the formation of universal competencies such as critical thinking, creativity, communication, and collaboration (4C model), alongside moral responsibility and ideological resilience. The research aims to provide a theoretical and methodological foundation for integrating hadith-based axiological principles into competency-based education. A qualitative methodological approach was employed, including content analysis of selected hadiths, comparative analysis of their alignment with 21st-century competencies, and a competency-based framework focusing on cognitive, affective, and conative dimensions. The findings reveal that hadiths function as a comprehensive ethical-regulatory system that fosters analytical reasoning, creative problem-solving, communicative culture, and collaborative behavior. Furthermore, hadiths contribute to the development of media literacy, ideological immunity, civic responsibility, and psychological resilience. The study concludes that the integration of hadith-based moral principles with innovative pedagogical technologies significantly enhances holistic personality development, ensuring the formation of morally responsible, intellectually independent, and socially active individuals.*

Keywords: *Hadith pedagogy, moral education, 21st-century competencies, critical thinking, creativity, communication, collaboration, ideological immunity, spiritual development.*

Annotatsiya. Mazkur tadqiqot “Tarbiya” fanini o‘qitishda hadislarining pedagogik potensialini XXI asr kompetensiyalarini shakllantirish kontekstida o‘rganishga bag‘ishlangan. Zamonaviy ta’lim paradigmasi tanqidiy tafakkur, kreativlik, kommunikativlik va hamkorlik kabi universal kompetensiyalarni rivojlantirishni talab etadi. Tadqiqotning maqsadi hadisiy qadriyatlarni kompetensiyaviy yondashuv asosida ta’lim tizimiga integratsiya qilishning ilmiy-nazariy asoslarini ishlab chiqishdan iborat. Tadqiqotda kontent-tahlil, qiyosiy tahlil va kompetensiyaviy yondashuv metodlari qo‘llanildi. Natijalar hadislarining shaxsning kognitiv, affektiv va konativ rivojlanishiga kompleks ta’sir ko‘rsatishini hamda tanqidiy tafakkur, kreativ fikrlash, kommunikativ madaniyat va ijtimoiy hamkorlik ko‘nikmalarini shakllantirishini ko‘rsatdi. Shuningdek, hadislar media savodxonlik, mafkuraviy immunitet, fuqarolik mas’uliyati va psixologik barqarorlikni rivojlantirishda muhim omil ekanligi aniqlandi. Xulosa sifatida, hadislarini zamonaviy pedagogik texnologiyalar bilan integratsiya qilish shaxsning har tomonlama rivojlanishini ta’minlovchi samarali metodologik asos ekanligi asoslandi.

Tayanch so‘zlar: Hadislar, axloqiy tarbiya, XXI asr kompetensiyalari, tanqidiy tafakkur, kreativlik, kommunikativlik, hamkorlik, mafkuraviy immunitet.

Аннотация. Данная статья посвящена исследованию педагогического потенциала хадисов в формировании компетенций XXI века в процессе преподавания предмета «Воспитание». Современная образовательная парадигма ориентирована на развитие универсальных компетенций, таких как критическое мышление, креативность, коммуникация и сотрудничество (модель 4C), а также моральная ответственность и идеологическая устойчивость. В исследовании 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 аналитического мышления, креативного подхода, коммуникативной культуры и навыков сотрудничества. Кроме того, хадисы играют важную роль в развитии медиаграмотности, идеологического иммунитета, гражданской ответственности и психологической устойчивости. Сделан вывод о том, что интеграция хадисов с современными педагогическими технологиями является эффективной методологической основой формирования гармонично развитой личности.

Ключевые слова: *Хадисы, воспитание, компетенции XXI века, критическое мышление, креативность, коммуникация, сотрудничество, идеологический иммунитет.*

Introduction. The 21st-century educational paradigm is increasingly oriented toward the development of universal competencies, including critical thinking, creativity, communication, and collaboration, commonly conceptualized as the “4C model.” These competencies extend beyond cognitive skills and encompass moral responsibility, ethical awareness, and social engagement. In the context of globalization and digital transformation, individuals are exposed to vast information flows, ideological challenges, and complex socio-cultural dynamics. This necessitates the integration of value-based educational resources that can support both intellectual and moral development. Hadiths, as a fundamental component of Islamic intellectual heritage, represent a comprehensive ethical system grounded in principles such as truthfulness, justice, patience, and responsibility. Their pedagogical significance lies in their ability to simultaneously influence cognitive, affective, and behavioral domains. Consequently, integrating hadith-based principles into moral education provides a culturally relevant and theoretically robust framework for developing 21st-century competencies.

Methods. This study adopts a qualitative and interdisciplinary methodological approach, incorporating:

- **Content analysis** of selected hadiths to identify key moral and pedagogical constructs;

- **Comparative analysis** to evaluate the alignment between hadith-based values and 4C competencies;

- **Competency-based framework** focusing on three dimensions of personality development:

- Cognitive (analytical thinking, reasoning, media literacy),
- Affective (values, attitudes, moral responsibility),
- Conative (behavioral patterns, social practices).

Additionally, an **axiological perspective** was applied to examine the value-oriented nature of hadiths in shaping ethical and social competencies.

Results. The findings indicate that hadiths significantly contribute to the development of 21st-century competencies:

Critical Thinking. Hadiths emphasizing verification of information and avoidance of hasty judgments foster analytical reasoning, evidence-based thinking, and the ability to distinguish facts from opinions.

Creativity. The promotion of wisdom and reflective decision-making in hadiths supports divergent thinking, problem-solving, and innovative approaches to ethical dilemmas.

Communication. Hadith-based principles of respectful dialogue, honesty, and empathy enhance communicative competence, including discourse culture and dialogical thinking.

Collaboration. Concepts such as consultation (*shura*) and collective responsibility encourage teamwork, cooperation, and social cohesion.

Additional Competencies

- **Media literacy and ideological immunity** through critical evaluation of information;

- **Civic responsibility and patriotism** as components of social engagement;

- **Psychological resilience** through values such as patience and perseverance;
- **Moral integrity** through internalization of ethical norms.

Discussion. The results demonstrate that hadiths serve as an integrative pedagogical resource that bridges traditional moral values with contemporary competency-based education. Their multidimensional impact enables the simultaneous development of intellectual, emotional, and behavioral competencies. In the digital age, characterized by misinformation and ideological challenges, hadiths provide a reliable ethical framework that supports critical thinking and responsible decision-making. Their compatibility with modern pedagogical approaches-such as problem-based learning, interactive methods, and digital technologies-enhances their applicability in contemporary education. Moreover, hadiths play a crucial role in strengthening internal moral regulation, fostering self-awareness, and promoting socially responsible behavior. This highlights their significance as both a theoretical and practical foundation for modern moral education.

Conclusion. The study confirms that hadiths possess substantial pedagogical potential in developing 21st-century competencies within moral education. Their systematic integration into competency-based educational frameworks contributes to:

- holistic personality development,
- strengthening ideological and moral resilience,
- fostering critical, creative, and socially responsible individuals.

Therefore, hadith-based pedagogy represents a scientifically grounded and culturally relevant approach to enhancing the effectiveness of contemporary education.

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