THE IMPORTANCE OF LEARNER-CENTERED EDUCATIONAL TECHNOLOGIES IN TEACHING THE SUBJECT "TARBIYA"

Ibrohimova Sunbula Asilbek qizi
Lecturer, Asia International University

Abstract. This conceptual paper explores how learner-centered instruction can connect knowledge of ethical principles with responsible conduct in Uzbekistan's school subject "Tarbiya." It compares motivation theory, social-emotional learning, and inclusive pedagogy, and proposes a model based on informed choice, reasoned dialogue, cooperation, and shared responsibility. A school-based initiative illustrates its classroom use. No original experimental or statistical findings are claimed.

Keywords: Tarbiya; learner-centered education; moral agency; autonomy-supportive teaching; social-emotional learning; responsible decision-making.

Introduction. The need to develop students' moral maturity together with social responsibility prompted the establishment of "Tarbiya" as an integrated subject in Uzbekistan's schools. Under Resolution No. 422 of the Cabinet of Ministers of the Republic of Uzbekistan, dated July 6, 2020, "Etiquette" (Odobnoma), "Sense of Homeland" (Vatan tuyg'usi), "Ideology of National Independence and Foundations of Spirituality," and "History of World Religions" were combined. The subject was introduced in Grades 1–9 in the 2020/2021 academic year and Grades 10–11 in 2021/2022 [1]. However, knowing an ethical principle does not ensure its application in daily life. Learner-centered educational technologies are methods that account for students' ages, experiences, and needs while engaging them in reflection, choice, and justification. The research problem is therefore to identify the classroom conditions that connect moral learning with personal conviction and responsible action.

Methodological approach. The study uses qualitative literature analysis, comparison of theoretical perspectives, and synthesis. Sources were examined in terms of student motivation, social-emotional development, and adaptation of instruction to individual capabilities. This approach informs practical recommendations for "Tarbiya" lessons. The paper reports no original experimental or statistical results.

Theoretical foundations and international research. According to the self-determination theory advanced by R. Ryan and E. Deci, engagement is shaped by the psychological needs for autonomy, competence, and relatedness [2]. For "Tarbiya," this underscores the value of understanding a rule rather than merely memorizing it. Autonomy means making informed choices within ethical boundaries, not rejecting those boundaries. Competence enables students to act on their decisions, while relatedness encourages concern for others.

J. Reeve and S. Cheon emphasize that autonomy-supportive teaching requires sensitivity to students' perspectives, a clear rationale for tasks, and meaningful choices [3, 4]. Ryan and Deci explain the psychological basis of motivation; Reeve and Cheon clarify its implications for classroom interaction. Thus, before presenting a definitive judgment in a moral discussion, teachers should explore the reasons behind a student's viewpoint.

R. Jagers, D. Rivas-Drake, and B. Williams link social-emotional learning not only to emotion regulation but also to identity, belonging, and fair relationships [5]. The synthesis by C. Cipriano and colleagues supports the potential of school-based social-emotional learning while noting that outcomes depend on program content and implementation [6]. Cooperation is therefore educationally meaningful when students listen, justify their views, and share responsibility—not simply when they work in groups.

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OECD analyses identify associations between social-emotional skills, student well-being, and educational experiences [7]. These relationships cannot establish that any single teaching method directly causes an outcome. CAST's Universal Design for Learning framework recognizes that students may engage with material and demonstrate learning in different ways while pursuing common objectives [8]. Thus, learner-centered instruction does not lower standards; it creates equitable ways to meet them. Together, these perspectives support balancing personal choice with collective responsibility in "Tarbiya."

A didactic model for teaching "Tarbiya." The theoretical comparison informs a four-stage model: understanding, choice, cooperation, and responsibility. First, the teacher presents a familiar real-life issue and identifies its ethical boundaries. Students consider several acceptable responses and their likely social consequences. Group discussion enables them to hear different perspectives and develop a reasoned solution. Assessment addresses not only task completion but also the strength of students' arguments, respect for others, and fulfillment of assumed responsibilities.

An activity called "A Useful Initiative for Our School" illustrates the model. Students compare creating a book-exchange corner, organizing storytelling sessions for younger pupils, and caring for school green spaces. Groups identify who needs support and select an initiative suited to available resources; members take roles according to their strengths. They justify the proposed benefits, anticipate obstacles, and explain how responsibilities will be shared. Moral values thereby acquire practical meaning.

Respect for students' views does not make ethical norms relative: human dignity, mutual respect, and legal rights remain firm boundaries for discussion. Students may pursue the same educational goals through oral debate, written arguments, or small projects. As the proposed model remains theoretical, its effects in real classrooms require further empirical evaluation.

Conclusion. Learner-centered education can strengthen the connection between moral knowledge and deliberate action in "Tarbiya." Supporting motivation, appreciating others' perspectives, and adapting tasks to individual abilities are mutually reinforcing teaching conditions. Lessons should therefore integrate realistic situations, reasoned choices, collaborative solutions, and transparent assessment criteria. The effectiveness of the proposed model must ultimately be determined through future empirical research.

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