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DEVELOPING STUDENTS' AESTHETIC EDUCATION BASED ON TEXTBOOKS OF THE UPBRINGING SUBJECT

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Abstract. This thesis analyzes the use of interactive methods in assessing students' knowledge, skills, and competencies during the teaching of the "Tarbiya" (Upbringing) subject in general secondary schools. The study examines interactive approaches — including group work, project-based learning, role-playing, debates, problem-solving tasks, and seminars — as effective tools to develop practical skills, increase student engagement, and conduct assessment efficiently. The research also highlights how these methods allow teachers to personalize the learning process, consider individual student characteristics, and achieve educational and upbringing objectives effectively. The findings demonstrate that using interactive methods in assessment contributes to comprehensive evaluation of students' knowledge and skills while promoting their personal, moral, and social development.

Keywords: Tarbiya subject, general secondary school, interactive methods, group work, project-based learning, role-playing, assessment, students' knowledge and skills, personal development, social responsibility.

In the modern educational environment, interactive methods are considered one of the most effective approaches for developing students' comprehensive competencies. The subject "Upbringing" has a special role in forming not only students' theoretical knowledge but also their moral qualities, social behavior, communication culture, and ability to make responsible decisions. Therefore, the implementation of interactive teaching strategies creates favorable conditions for developing a well-rounded personality. One of the main advantages of interactive methods is their focus on student-centered learning. Unlike traditional teaching approaches, where students mainly receive information from the teacher, interactive learning encourages learners to actively participate, express their opinions, analyze different situations, and independently search for solutions. This process helps students develop self-confidence, leadership qualities, emotional intelligence, and social responsibility.

Interactive methods used in the Upbringing subject also contribute to the development of students' aesthetic and ethical values. Through discussions, creative projects, case studies, and collaborative activities, students learn to appreciate national and universal values, respect cultural diversity, understand social norms, and develop positive attitudes toward society. These methods help transform theoretical concepts into practical life experiences. Another important aspect of interactive assessment is the possibility of evaluating not only academic achievements but also personal growth. Traditional assessment methods mainly focus on knowledge acquisition, while interactive assessment allows teachers to evaluate students' communication abilities, teamwork skills, creativity, problem-solving strategies, and moral decision-making processes. This ensures a more comprehensive and objective evaluation of students' development.

The integration of digital technologies into interactive learning further expands educational opportunities. Modern platforms, multimedia resources, virtual discussions, and digital assessment tools increase students' motivation and make lessons more engaging. Digital technologies also provide teachers with opportunities to analyze students' progress, organize individualized learning activities, and improve the effectiveness of the educational process. Furthermore, the successful application of

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interactive methods requires teachers to continuously improve their professional competencies. Teachers should be able to select appropriate methods according to lesson objectives, students' age characteristics, interests, and educational needs. A properly organized interactive learning environment supports cooperation between teachers and students and creates conditions for achieving high educational outcomes. Thus, the application of interactive methods in teaching the Upbringing subject serves as an innovative approach that enhances the quality of education, improves assessment effectiveness, and supports students' intellectual, moral, social, and cultural development. The widespread use of these methods in general education schools contributes to preparing active, responsible, creative, and socially competent individuals for modern society.

In general education schools, the subject "Upbringing" is considered one of the main educational disciplines aimed at developing students' personal, moral, spiritual, and social qualities. Through this subject, students develop educational values such as morality, responsibility, patriotism, cooperation, and intercultural understanding. In the educational process, it is important not only to provide theoretical knowledge but also to develop students' practical skills and competencies. Therefore, assessing students' knowledge through interactive methods and ensuring their personal development have become an integral part of the modern pedagogical process.

Interactive methods increase students' activity, actively engage them in the learning process, and contribute to the development of critical thinking, problem-solving abilities, creativity, and collaboration skills. The use of interactive methods in teaching the subject of Upbringing enables continuous assessment of students' knowledge, skills, and competencies, while also allowing teachers to plan and manage the educational process more effectively. Furthermore, the assessment process carried out through interactive methods becomes more interesting and motivating for students. For example, group work, role-playing activities, problem-based tasks, and project work are effective tools that contribute to the development of students' practical skills. This approach is important not only for assessing students' ability to remember information but also for developing their capacity to apply acquired knowledge in practice.

The modern education system requires a student-centered approach; therefore, assessment through interactive methods is conducted by taking into account students' individual characteristics. This improves the quality of the pedagogical process, supports students' personal and social development, and helps achieve educational objectives at the highest level. From this perspective, the use of interactive methods in teaching the subject of Upbringing in general education schools serves as an effective tool for assessing students' knowledge, skills, and competencies.

The use of interactive methods in teaching the subject "Upbringing" in general education schools is an important tool for increasing the effectiveness of the pedagogical process. Interactive methods encourage students to be active, provide opportunities to apply their knowledge in practice, solve problems, and develop a creative approach. At the same time, conducting the assessment process through interactive methods helps take into account students' individual characteristics and support their personal development.

"The main forms of interactive methods include group work, project activities, role-playing games, problem-based tasks, debates, and seminars. Through group work, students develop cooperation skills, exchange ideas, and gain experience in achieving common results" [1, p. 24]. Project activities, in turn, enhance students' independent thinking, responsibility, and creativity, as well as provide opportunities to achieve educational objectives in practice. Role-playing games and problem-based tasks improve students' ability to understand real-life situations and encourage them to comprehend moral and social values. "The use of interactive methods in the assessment process enables teachers to comprehensively identify students' level of knowledge, skills, and competencies"

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[2, p. 76]. For example, through group and project activities, students demonstrate their ability to apply knowledge in practice, work collaboratively, and think critically. “Debates and seminars contribute to the development of communication and argumentation skills. In this way, interactive methods increase students’ activity, involve them in the learning process through cooperation with teachers, and make assessment more objective and effective” [3, p. 127].

In addition, interactive methods allow teachers to adapt the educational process and implement a student-centered approach. “Students’ individual abilities, interests, and social characteristics are taken into consideration, which improves the quality of education and helps achieve educational outcomes at the highest possible level” [4, p. 83]. From this perspective, the use of interactive methods not only increases the effectiveness of the assessment process but also contributes to students’ personal, moral, social, and cultural development.

Today, the integration of technologies into the pedagogical process is also of great importance. Organizing interactive activities through digital tools and using tests, quizzes, and online projects provide opportunities to assess students’ knowledge quickly and accurately. At the same time, teachers can monitor students’ results in real time, identify their weaknesses, and provide individual support. As a result, the use of interactive methods in teaching the subject “Upbringing” in general education schools serves as an important tool for improving pedagogical effectiveness, comprehensively assessing students’ knowledge, skills, and competencies, and ensuring their personal development. This approach not only increases students’ activity but also enables teachers to systematically plan lessons, enrich the methodological process, and effectively achieve educational goals.

In conclusion, the use of interactive methods in teaching the subject “Upbringing” in general education schools plays an important role as an effective tool for assessing students’ knowledge, skills, and competencies. The results of the research indicate that interactive methods — including group work, project activities, role-playing games, debates, problem-based tasks, and seminars — increase students’ engagement, actively involve them in the learning process, and contribute to the development of practical skills. At the same time, these methods make the assessment process more objective and effective while ensuring students’ personal development by taking into account their individual characteristics. Through interactive methods, students have the opportunity to apply their knowledge in practice, solve problems, develop creative approaches, and form teamwork skills. In the assessment process, these methods allow teachers to identify students’ weaknesses, provide individual support, and plan lessons more effectively. Thus, interactive methods improve the quality of the pedagogical process and contribute to achieving educational objectives at the highest level.

Moreover, through the application of modern technologies, the process of interactive assessment can be organized more effectively. With the help of digital tools, tests, quizzes, online projects, and other interactive activities provide opportunities to assess students’ knowledge levels quickly and accurately. At the same time, teachers can monitor students’ achievements in real time and, when necessary, improve educational outcomes by providing individual guidance.

The use of interactive methods in teaching the subject “Upbringing” in general education schools not only ensures the effective organization of assessing students’ knowledge, skills, and competencies but also contributes to their personal, moral, social, and cultural development. This approach increases the effectiveness of the pedagogical process, helps achieve educational goals, and develops students’ abilities for self-expression, cooperation, and creative thinking. Thus, interactive methods play a central role in improving the quality of the educational process and enhancing the overall quality of education in general schools.

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