



## DEALING WITH PEDAGOGICAL CASE STUDIES IN TEACHING THE MODULE “EDUCATIONAL AND ETHICAL VIEWS IN EASTERN PEDAGOGICAL INSTRUCTION”

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### ABSTRACT

This article focuses on teaching students to work with various pedagogical tools, interactive methods, and pedagogical situations when instructing the topic “Educational and ethical Views in Eastern Pedagogical Instruction” within the module of the history of pedagogy. We have studied the innovative educational technologies and pedagogical case studies used in teaching the topic, and developed an educational-methodical support for instructing this module based on novel technologies.

### KEYWORDS

Eastern Renaissance, education, upbringing, morality, innovation, technology, method, pedagogical case.

### INTRODUCTION

The concept of building a civil society is directly linked to the evolution of the educational system, the design of novel technologies, and their application in pedagogical practice. Article 36 of the Law of the Republic of Uzbekistan “On Education,” approved on September 23, 2020, is titled “Experimental and

Innovative Activity in Education,” that states: “Experimental and innovative activities in education are carried out to modernize education, and they aim to develop, test, and implement new educational technologies and resources in the educational process.”



Additionally, the state has also concentrated on establishing the prerequisites for the application of scientific research findings in the manufacturing process, and on empowering universities to gradually adopt increasingly sophisticated forms of the teaching methods.

Teaching young people to think independently requires educators to implement and comprehend innovations in education to a deep level. Creating useful frameworks for integrating cutting-edge pedagogy and innovative technologies into the classroom and figuring out how best to use them are urgent problems that educational institutions are facing. In particular, it is crucial to teach students pedagogy courses and the module “Educational and Ethical Views in Eastern Pedagogical Instruction” so they can work with pedagogical situations.

## LITERATURE REVIEW

At the current stage of our society, many scholars have made significant contributions to the development of pedagogy. Academics specialized in pedagogy e.g., Kh.I.Ibragimov (6), R. Mavlonova (8), B.Kh.Khodjaev (11), and Kh.A. Muslimov (9) have written numerous textbooks and study guides.

Efforts to clarify the fundamentals of contemporary pedagogical technologies started in our republic in the 1990s. Scholars such as B.L.Farberman (12), N.S. Sayidakhmedov (10), and N.I.Azizkhojaeva (4) were among the first scholars to acknowledge pedagogical technology as a science and to apply it in the educational process. The works by scholars like J.G.Yuldoshev, S.A.Usmonov, U. Tolibov, B. Khodjaev, M. Usmanboyeva, N. Muslimov, and R. Ishmukhamedov have extensively studied pedagogical innovations and technologies, modular approaches to teaching, and interactive methods. R. Ishmukhamedov

and A. Abdukodirov focused on cutting-edge educational technologies.

The experience of preparing teachers for innovative activities is summarized in scientific-pedagogical literature by authors such as L.S.Podimova, T.K. Klimenko, V.F.Lekhtman etc. Russian scholars A.I.Prigozhin, B.V. Sazonov, V.S. Tolstoy, and N.P.Stepanov have also focused on examining the innovation process and its components.

One of the most important demands of the present day is to achieve educational effectiveness through the integration of modern pedagogical and new technologies throughout the educational system, including the teaching process of pedagogy. In an effort to find solutions to the issue we have created educational-methodical support for teaching the module “Educational and Ethical Views in Eastern Pedagogical Instruction” using innovative pedagogical and information technologies, interactive methods, and pedagogical case studies.

## METHODS

In analyzing and highlighting this topic, we have used the valuable insights on enhancing the effectiveness and quality of education that were stated in the works of the President of the Republic of Uzbekistan, Shavkat Mirziyoev, as well as the “Law on Education,” the decrees of the Cabinet of Ministers of the Republic of Uzbekistan regarding the field of education, and regulatory documents pertaining to higher education. Additionally, we have studied the theoretical framework in Eastern pedagogy and educational and parenting experiences. In our investigation we have widely used a variety of methods including systematic observation, interviews, oral and written questionnaires; analyses of pedagogical experience and their findings, and the examination of moral-didactic, pedagogical-methodological literature.



We have addressed the following tasks:

1. Analyzing the current priorities of the “General pedagogy”, its significance, and unique characteristics in higher education at this stage of educational development.
2. Outlining the ways to use innovative pedagogical technologies and case studies in teaching the topic “Educational and Ethical Views in Eastern Pedagogical Instruction” and developing some teaching aids, as well as drawing conclusions and recommendations for further improvement.

## RESULTS AND DISCUSSION

The 21st century is the century of intellect, spirituality, and knowledge. Therefore, the socio-economic, spiritual, and educational development of society must undergo significant fundamental changes in this century. The primary focus of these significant reforms is on the nurturing of youth and their eventual development as a perfect generation. Pedagogy plays a unique role in achieving all these tasks.

Without the contributions of pedagogical science, it would be very difficult to improve society. It is essential for everyone, but notably those who have made teaching their career, to thoroughly study pedagogy both theoretically and practically. Lack of pedagogical knowledge can cause teachers to unintentionally suppress children's potential, stunt their progress, and contribute to the development of their flaws and inadequacies.

Studying pedagogy provides future teachers with the opportunity to think independently, master pedagogical skills, oversee the educational process using modern teaching methods, and easily solve problematic situations. Furthermore, pedagogy informs future educators in educational institutions about the latest innovations in the field of pedagogy.

In the module “History of pedagogy” within the general pedagogy subject, the topic “Educational and Ethical Views in Eastern Pedagogical Instruction” has a unique position. Using innovative educational tools and pedagogical scenarios in teaching this topic enhances the effectiveness of student learning.

It is clear that there is a compelling need to familiarize aspiring educators with the spirit and content of innovative pedagogical technologies in higher education classrooms, and to provide them with the hands-on training they need to put these technologies to use.

The most efficient way to improve the teaching of pedagogical subjects, including the topic “Educational and Ethical Views in Eastern Pedagogical Instruction,” is to conduct lessons using innovative pedagogical and information technologies as well as interactive methods.

Yusuf Khos Khojib's "Qutadg'u Bilig," Kaykaus's "Qabus-nama," Ahmad Yugnaki's "Hibbatul-haqoyiq," Abdurakhman Jami's "Gulistan" and "Bustan," Jalaluddin Davani's "Akhlaiq-i Jalali," Husayn Vaiz Kashifi's "Akhlaiq-i Muhsini," and Alisher Navoi's "Mahbub ul-Qulub" are examples of pure pedagogical, educational, and moral works that address the formation of spiritual and moral personality. These books on education and morality propose that achieving spiritual perfection and possessing high morals can only be realized through the acquisition of knowledge and science.

Many interactive techniques can be used in teaching the topic. For instance, the method called “When numbers speak or working with terminology” is useful for reviewing previously covered topics and involves students conducting independent study in groups. This method also enables students to acquire knowledge and skills on the topics. The advantage of this method



is that, during the lesson, students work collaboratively in small groups to accomplish assignments, carry out research, and review the material taught during the lessons.

The method “Guess who (or what)!” can also be used to teach students creative thinking and autonomous reasoning, helping them acquire new knowledge and skills. This strategy can be conducted individually or in groups. Students are divided into two groups and are tasked with creating various riddles from the topics covered in the lesson using their textbooks or notes.

While creating riddles, students research, review, and develop specific skills.

In teaching the topic, FSMU technology and SWOT analysis methods are also used. FSMU technology is applied to solve contentious problems and to conduct the educational process through debates. This technology helps students defend their opinions, express their thoughts freely, convey their ideas to others, debate openly, and develop proper debating etiquette. Students are invited to provide supporting evidence or counterarguments by stating their thoughts clearly and concisely on a sheet of paper.

Question	Yusuf Khos Khojib's work "Qutadgu Bilik" is as a didactic poem
(F) Express your opinion	
(S) State reasons for your opinion	
(M) Provide evidence to support your reasoning	
(U) Summarize your opinion	

Analyzing the topic “The Current Use of the Educational and Ethical Views in Eastern Pedagogical Instruction” through the SWOT analysis framework:

Strengths	Opportunities
Weaknesses	Threats

We can apply the method of “creating subtopics within the main topic” when studying Kaykavus's “Qabus-nama.”



### The method of “creating subtopics within the main topic”

1. The place of Unsurul-Ma'ali Kaykavus and his work “Qabus-nama” in the history of the development of pedagogical ideas.
2. The exposition of the principles and etiquette of being a perfect human in “Qabus-nama.”
3. The expression of attitudes towards acquiring knowledge in “Qabus-nama.”
4. The evaluation of the social status of various professions in “Qabus-nama.”
5. The exposition of the principles of moral education in the work “Qabus-nama.”
6. The analysis of the role of parents in the family and the etiquette of making friends in “Qabus-nama.”

When presenting the topic “Educational and Ethical Views in Eastern Pedagogical Instruction” teachers can use various case studies.

#### Case study 1

##### 1. Description of the Case (problem):

On the occasion of the 29th anniversary of the independence of our beloved homeland, the Republic of Uzbekistan, President Shavkat Mirziyoev, in his ceremonial congratulatory speech, emphasized that the goal of our development should be the Third Renaissance. This extremely appealing strategic idea demonstrates its grandeur and indicates what overall goal should be pursued by the national advancement in all domains. In practice, the head of state expressed the updated and improved content of Uzbekistan's national concept at the current stage of its development.

In his speech at the ceremonial event dedicated to the 1st of October, Teachers' Day, our President clarified this idea. After achieving independence, the first quarter-century was dedicated to national revival. The president of state has designated accomplishing the Third Renaissance as a

strategic goal, as we have already transitioned from national revival to national advancement.

1-2. Justify the essence of the 1st and 2nd Renaissances and the necessity of the 3rd Renaissance.

##### 2. Case study or question:

1. How is the 1st Renaissance (9th-12th centuries) identified?
2. In what directions did the development of science and technology occur during the Eastern Renaissance?
3. Justify the need for a 3rd Renaissance.

##### 3. Sources for use:

1. President Shavkat Mirziyoev's congratulatory speech on the occasion of the 29th anniversary of the independence of the Republic of Uzbekistan. - Tashkent, August 2020
2. Uzbekistan khalklari tarixi (History of the Peoples of Uzbekistan): Volume 1. - Tashkent: Fan, 1994. p 256
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##### 4. Methodological guidelines for students





Stages of work	Advice and recommendations
1. Getting to know the case and its information provision	First, learn as much as you can about the case. Study the features of the socio-political system in Turkestan during the IX-XII centuries, the works and legacy of Eastern thinkers. Recall the facts you have learned about the history of Uzbekistan. Take your time to analyze the situation while reading.
2. Getting to know the case	Read the case information carefully once again. Highlight the lines that are important to you. Underline key points in the case. Pay attention to the main concepts and phrases given in the description of the case.
3. Analyze the case study	Focus on the main problem and the minor problems. <b>Main problem:</b> How is the 1st Renaissance (9th-12th centuries) identified? Try to answer the following questions: 1. Who were the prominent figures of the 1st Renaissance? 1. What can you say about the 2nd Renaissance? 2. What was your activity during the 1st Renaissance period?
4. Select and justify the methods and tools for solving the case study	To find answers to the questions below, start filling out the table with the case study. Review all the situations to solve the problem, create alternative scenarios. Select the exact solution for the problem from specific options and find the precise solution to the problem. Complete the table. Attach the results you gained in written form.

### 5. Teacher's (case maker's) solution

For the first 25 years after gaining independence, we had to concentrate on national revival. As we have transitioned from national revival to national development, the head of the state has set the realization of the Third Renaissance as a strategic goal. Historically, we have experienced two Renaissances: The First took place during the years of the IX and XII centuries, and the second occurred from the last quarter of the XIV century and the first quarter of the XVI century. During the first Renaissance period, our country gave rise to great geniuses such as al-Farghani,

al-Khwarizmi, al-Farabi, al-Biruni, Ibn Sina, Yusuf Khass Khajib, Mahmud al-Kashgari, and Mahmud az-Zamakhshari, as well as great hadith scholars like al-Bukhari and at-Tirmidhi, theologians like al-Maturidi, Abul Muin al-Nasafi, and other notable secular and religious scholars who enlightened the world.

The Second Renaissance experienced the figures such as Ulugbek, Giyas al-Din Jamshid al-Kashi, Qadi Zada al-Rumi, Ali Qushji, Lutfi, Jami, Navoi, and Behzad, alongside great architects, composers, painters, and historians who created works that still astound people.



During both Renaissance periods, we were one of the most developed and forward-thinking nations. If we want to achieve that level again, we must realize the Third Renaissance.

In the IX-XII centuries, the Central Asia had a rebirth. Around this period, our country had experienced the first Renaissance which gave rise to renowned intellectuals. Particularly, the scientific and creative discoveries of our great scholars such as Mukhammad al-Khwarizmi, Ahmad al-Farghani, Abu Raykhan al-Biruni, Abu Ali ibn Sina, and Makhmud az-Zamakhshari had an unequaled impact on the development of humanity.

Known as the “Golden age of Islamic culture,” this period produced eminent scholars like Imam al-Bukhari, Imam at-Tirmidhi, Imam al-Maturidi, Burhanuddin al-Marghinani, and Abul Muin al-Nasafi, who have been the pride and honor of the entire Muslim world.

In the fifteenth century, our country experienced its Second Renaissance thanks to the great empire founded by our great leader Amir Timur and continued by his worthy descendants. During this period, remarkable scientists like Qadi Zada al-Rumi, Mirza Ulugh Beg, Giyas al-Din al-Kashi, and Ali Qushji appeared, along with classical poets and intellectuals such as Lutfi, Sakkaki, Hafiz Khwarizmi, Abdurakhman Jami, Alisher Navoi, and Babur Mirza. Historians like Sharaf al-Din Ali Yazdi, Mirkhwand, and Khwandamir, as well as painters such as Mahmud Muzahhib and Kamoliddin Behzad, along with many other calligraphers, musicians, musicologists, and architects, gained worldwide fame.

As our President declares: “Our wise people being among the most advanced and developed nations during both Renaissance periods fills us all with immense pride and honor,”

Today's development in Uzbekistan demands a Third Renaissance. To honorably present ourselves to the world, we must make great strides in education, science, and technology.

## CONCLUSION

As our goal of development is to achieve the Third Renaissance, it necessitates profound changes in the social-economic, spiritual, and educational advancement of society. These profound changes must be primarily centered on the upbringing of youth and their development into perfect individuals. In accomplishing these goals, the science of pedagogy and its various topics play a vital role.

Innovative teaching strategies applied by educators in the teaching process stimulate students' interest in learning and help activate their cognitive and learning activities. Moreover, it creates the prerequisites that enable students to actively acquire creative qualities, skills, and competencies as specialists. This, in turn, can be achieved through innovations in education. One of the key demands for teachers and educators is to deeply understand and apply innovations in education to teach young people to think independently.

Using innovative technologies, interactive methods, and pedagogical case studies in instructing the topic “Educational and Ethical Views in Eastern Pedagogy Instruction” enhances student engagement and fosters their creativity and pedagogical skills. To support the didactic provision of the topic, it is necessary to develop a technological map of the module, practical lesson plans, and a collection of cases, control assignments, and guidelines for independent learning, as well as a glossary and presentations based on the requirements of innovative pedagogical and information technologies. Additionally, it is crucial to appropriately utilize the educational and developmental potentials of



interactive methods and games and to develop methodological recommendations on the use of innovative pedagogical and information technologies in teaching the discussed topic.

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