



## NON-TRADITIONAL FORMS OF TEACHING THE SUBJECT OF «UPBRINGING» IN PRIMARY SCHOOL

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**Annotation:** This article analyzes the significance and effectiveness of non-traditional teaching methods in the subject of “Upbringing” within the primary education system. Modern educational processes are not limited to the transmission of knowledge alone, but also require the development of students’ independent thinking, moral awareness, and social consciousness. From this perspective, unlike traditional methods based on rote learning and passive instruction, non-traditional approaches-such as role-playing, project-based learning, discussions on moral dilemmas, storytelling, simulations, and community-related practical activities-ensure active student participation and contribute to their moral and personal development.

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### 1. Introduction

Upbringing is a pedagogical process aimed at developing specific physical, intellectual, emotional, moral, and spiritual qualities in a person. It consists of a set of measures used to ensure that an individual acquires the traits necessary for living in society.

Upbringing is the most ancient and eternal value that ensures a person’s humanity. Without upbringing, neither an individual nor human society can exist, because the values that sustain both individuals and society are passed from one generation to the next only through upbringing. In pedagogical literature, the term "upbringing" is used in both broad and narrow senses. In a broad sense, upbringing refers to all influences, activities, actions, and efforts aimed at shaping a person’s personality and ensuring their active participation in the social, cultural, educational, and productive life of society.

Upbringing plays a decisive role in the life of any society and any country. A nation that does not give sufficient attention to the upbringing of the younger generation-and to that of its citizens in general-faces stagnation and crisis. This is because, alongside material and spiritual wealth, upbringing must also develop continuously in any society seeking growth and progress. The general

characteristics of the theory of upbringing are defined by the following components:

- the theoretical foundations of upbringing;
- the didactics of upbringing;
- the practice of upbringing.

At the initiative of the President of the Republic of Uzbekistan, a new subject titled «Upbringing» was developed for the first time in the history of Uzbek pedagogy in 2020. In this regard, the Cabinet of Ministers of the Republic of Uzbekistan adopted Resolution No. 422 dated July 6, 2020, «On Measures for the Phased Implementation of the Subject 'Upbringing' in General Secondary Education Institutions».

### 2. Materials and Methods.

According to this resolution, the «Concept of the Subject 'Upbringing' for Students of General Secondary Education Institutions» was approved. Based on the resolution, the subject "Upbringing" was formed by integrating the following existing subjects:

- in primary grades: «Etiquette» and «Sense of Homeland»;
- in upper grades: «The Idea of National Independence and the Foundations of Spirituality» and «History of World Religions».

In the current system of higher pedagogical education, innovative teaching technologies are being

actively implemented. Therefore, when selecting teaching technologies for the subject of “Upbringing,” it is advisable to focus on choosing modern educational and upbringing technologies.

This is because today’s upbringing process gains importance by being based on evolving technical tools. In this context, when teaching the subject using technology-based methods, special attention should be paid to developing the following skills in students:

- helping students understand that computers and mobile communication tools can serve as fundamental means for learning and receiving upbringing;
- teaching students how to use technical tools to acquire knowledge;
- fostering a culture of evaluating information sources when assessing the capabilities of technical tools.

As a result, students and teachers will develop the skills to effectively and wisely use technology-based tools in the teaching of the “Upbringing” subject. Such an approach is considered one of the non-traditional methods of teaching the subject “Upbringing”. It should be emphasized that non-traditional teaching methods are valuable due to their practical orientation. Therefore, in the process of higher pedagogical education, it is essential to provide future primary school teachers with sufficient theoretical knowledge and skills regarding the

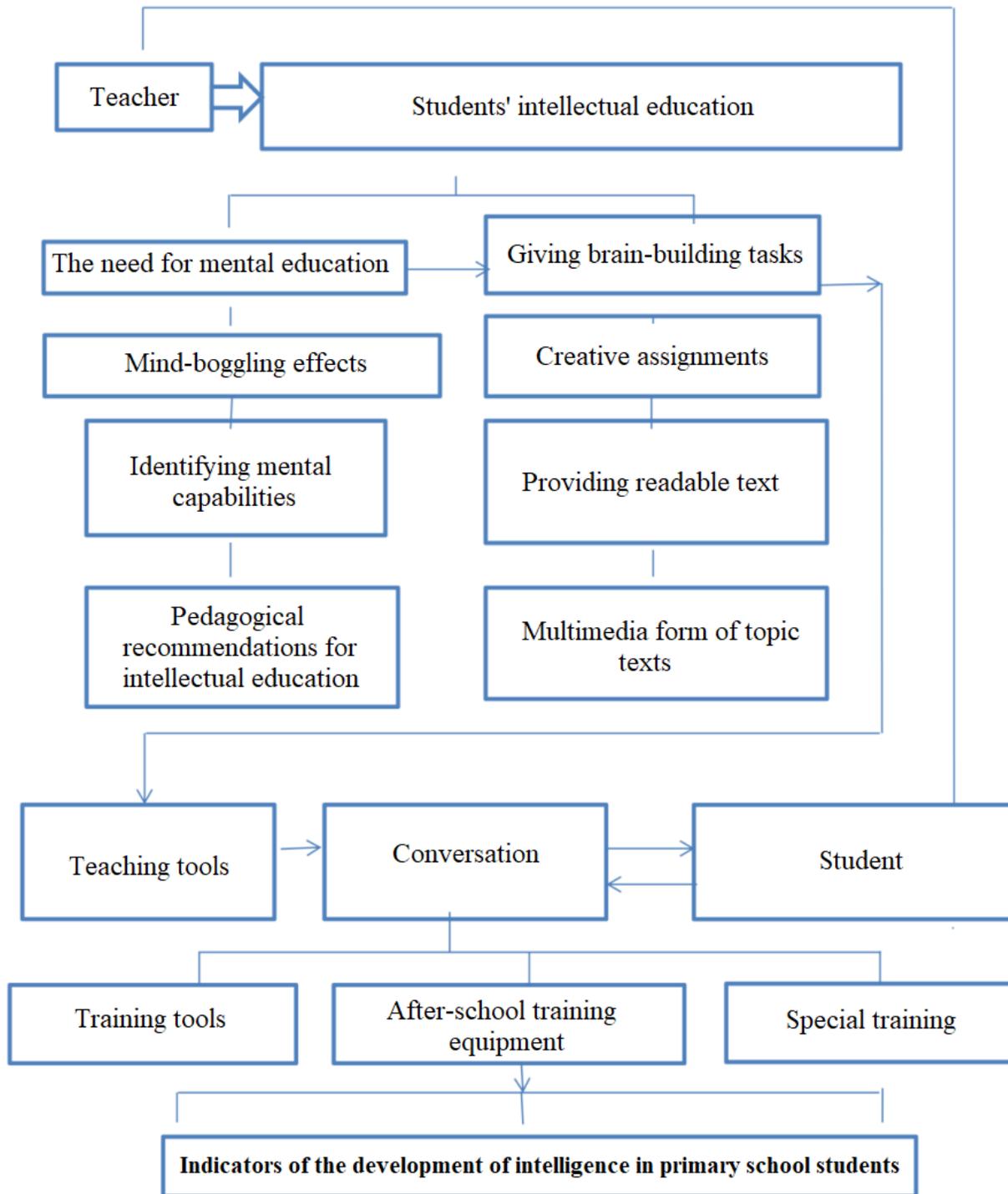
fundamentals of teaching this subject through non-traditional forms.

According to our approach, under the conditions of an electronic modular system, it is advisable to organize non-traditional lesson formats through practical training sessions. In general, conducting practical activities in a non-traditional manner—that is, outside the classroom environment—is considered effective. From this perspective, explaining the subject of “Upbringing” to students through non-traditional methods, developing their related skills, and preparing them for real-world educational activities will yield practically beneficial results.

It should be noted that the state educational standards for the subject «Education» are clearly defined. Therefore, it is necessary to base them on the preparation of electronic-modular educational materials for this subject. For example, in the electronic-modular educational material prepared on the concept of «spiritually perfect», it is necessary to prepare multimedia, animated and illustrated information about spirituality, perfection and their role in personal life. Therefore, it is worth noting that the possibilities of the electronic-modular form in teaching the subject «Education» are wide. Here, as an example, we will cite the technology of passing the topics of the subject «Education» in electronic-modular form (1-picture).

1-picture.

**Electronic modular development on the topic «Mental education of primary school students»**



Mental education lays the foundation for the personal development, social adaptability, and civic identity of primary school students. Innovative, interactive, and non-traditional methods enhance the

effectiveness of this process and help prepare students to be responsible members of society.

**3. Discussion.**

In conclusion, implementing non-traditional forms of teaching the subject “Upbringing” in primary

school plays a crucial role in nurturing well-rounded, morally responsible, and socially active individuals. Unlike traditional methods, non-traditional approaches-such as role-playing, project-based learning, storytelling, simulations, and integrated lessons-make the learning process more engaging, meaningful, and relevant to real life.

These methods help develop critical 21st-century skills, including moral reasoning, collaboration, empathy, independent thinking, and digital literacy. Furthermore, out-of-classroom activities and the use of modern educational technologies enhance students practical understanding and real-world application of ethical concepts. To ensure the effectiveness of such methods, it is essential to equip future primary school teachers with appropriate theoretical knowledge, digital competence, and practical experience. Therefore, non-traditional teaching of “Upbringing” is not only an innovation in pedagogy but also a strategic necessity for shaping the ethical and civic consciousness of the younger generation.

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