

# Effectiveness of using project-based educational technology in teaching moral education

Amir Jumabaev Darmanbaevich  
3rd year PhD student at the National University of Uzbekistan

**Received:** 24 December 2024; **Accepted:** 26 January 2025; **Published:** 28 February 2025

**Abstract:** This article analyzes the effectiveness of teaching pedagogy based on project-based learning (PBL). Unlike traditional teaching methods, the PBL methodology serves to increase student activity, encourage independent thinking, a creative approach, and the formation of skills in solving life problems.

**Keywords:** Project-based learning, PBL, educational science, interactive learning, student activity, independent thinking, creative approach, effectiveness.

**Introduction:** The spiritual reforms being carried out in our country are aimed at renewing the thinking of society, restoring and studying national values, as well as harmonizing and elevating them with universal values. In the new Uzbekistan, the development of the spiritual sphere is one of the priority areas of state policy, including the system of moral education at a new qualitative stage of its development - the stage of modernization, the main directions of which are defined in the Law of the Republic of Uzbekistan "On Education", the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan "On Approving the Concept of Continuous Spiritual Education and Measures for its Implementation" and "On measures for the phased implementation of the subject "Upbringing" in practice in general secondary educational institutions" are defined in regulatory documents such as resolutions.

Upbringing and education cannot be separated from each other; only when these two processes are organized in harmony and on a continuous basis can they produce patriotic youth who are well-mannered, possess moral qualities, have high spirituality, and at the same time are knowledgeable, intelligent, mentally and physically healthy, with a broad worldview and thinking, and possess modern professions. In particular, spiritual and educational work in schools was organized on a new basis, and a single subject "Upbringing" was introduced based on such subjects as "National Idea", "Etiquette", "History of Religions",

"Sense of Homeland".

The main feature of this process is that we can consider the introduction of the new subject "Upbringing" into the State Educational Program as the beginning of a new stage in civic education in Uzbekistan. In general, the history of civil education in independent Uzbekistan can be divided into 3 periods:

- 1) from the years of independence to 2000.
- 2) from 2000 to 2020.
- 3) from 2020 to the present.

**1st stage** - the first years of independence. Therefore, in a certain sense, this period was a kind of "transition". In education, the simplest elements of civic education are mainly taught.

**Stage 2.** The beginning of this period was personally connected with the initiative of the first President of our country, Islam Karimov. On June 8, 2000, in his answers to questions from a correspondent of the newspaper "Fidokor", he emphasized that one cannot be indifferent to the issue of ideology. He also touched upon some negative situations occurring due to ideological vacuum. It introduced the concept of the national idea into civil education and was introduced into the country's education system on January 18, 2001, based on the Decree of the First President of the Republic of Uzbekistan, Islam Abduganievich Karimov, "On the Creation and Implementation in the Republic's Education System of the Educational Program on the Subject 'National Ideology of Independence: Basic

Concepts and Principles”.

Education is a product of consciousness, but at the same time, it is the most important factor that determines the level of consciousness and its development, that is, the formation and enrichment of the spirituality of the people. Consequently, without changing the education system and, on this basis, consciousness, it is impossible to develop spirituality. At the beginning of the nineties of the last century, our new young state faced the task of preserving social and economic stability in the country, peace and harmony in society, interethnic accord, determining the path of socio-political development of independence for many years, protecting our independence from internal and external threats, educating young people capable of independent thinking, possessing high spirituality, and at the same time, well-versed in the history of the country and nation, and benefiting from the scientific and spiritual heritage left by our great ancestors. It was absolutely impossible to delay this task. Because even in those years, a fierce struggle began to fill the gap that had arisen in ideological propaganda, especially in the field of education, alien, malicious movements were entering our country under various guises.

**Stage 3.** In the modern world, the need to create new models for preparing schoolchildren and youth for social life and working with youth has led to the introduction of a new subject “Upbringing” into the school curriculum, starting in 2020. The Decree “On Additional Measures to Increase the Effectiveness of Spiritual and Educational Work” sets a number of tasks for the sphere.

Also, the introduction of a new science reflects differences in the state social order in the field of moral education. That is, first of all, based on the principle “From National Revival to National Ascent”, at a new stage of development, the state is tasked with “educating patriotic youth who are knowledgeable, intelligent, mentally and physically healthy, possess a broad worldview and thinking, and possess modern professions”, “forming the upbringing of our youth based on scientifically based basic competencies and qualities” based on the demands of the rapid globalization of the world and the labor market, and providing teachers with educational materials that provide modern methodological support for their activities.

That is, today's education poses the issue of forming 21st-century skills in the student's personality, along with acquiring professional or academic knowledge in a certain field. Considering that these skills have undergone structural changes in recent years, according to its 2021 Assessment and Teaching of 21st

Century Skills interpretation, there are currently 12 main areas: Methods of thinking, Methods of working, tools for working, ICT literacy, skills for living in the world. In this context, PBL (Project-Based Learning) is seen as an effective teaching method for increasing motivation, developing teamwork and collaboration skills. PBL is defined as teaching students academic content through real projects that are highly motivated and based on engaging questions, tasks, or problems, involving collaborative work to solve a specific problem.

PBL is an effective teaching method for the subject “Upbringing” in the formation of 21st-century skills. The PBL has a number of its:

- Thinking about ways to solve possible problems,
- Identify a specific category of topics that will help in gathering information,
- Distribution of responsibility for information collection,
- Development of a timetable for data collection,
- Search for information on a problem or question,
- Synthesis of collected data,
- Collaborative decision-making on how to move forward from this point.
- Identifying what additional information may be important and unique features such as the development of a product or multiple products or artifacts that allow students to report the results of their work.

Work on teaching upbringing subjects based on PBL has already begun, which is reflected in the calendar plans provided by the Republican Education Center. That is, it is often planned to cover the last topics of each quarter based on PBL. In particular, in the 11th grade “The Path I Have Chosen”, in the 9th grade “The Gallery of Famous People Who Changed the Lives of Humanity” and others.

Teachers may have questions about applying PBL in the subject of Education: How is 45 minutes of lesson time allocated? What are the stages of organizing the lesson process? How are students assessed?

Let's look at sample lesson plans to answer these questions:

**Project name: Persistence: Conquer yourself, conquer the world!**

**Project duration: 2 weeks**

**The main question: How does persistence turn dreams into reality?**

**Project Objective:**

Increasing students' ability to overcome difficulties in their lives, showing the path from small achievements to great success through perseverance.

**Approach:**

This project allows students to feel a sense of perseverance based on real-life experiences and mutual creativity.

**Project stages:**

**1. Project launch: "Bridge of Difficulties" activity**

- Students conduct a small "bridge" (a route filled with difficulty cards on the table) in the classroom.
- Each card is likened to a difficulty or problem. For example: laziness, time management, fear.
- To overcome each difficulty, students suggest a solution (for example, making plans, sharing responsibilities).

**2. Goal setting: "My determination map"**

- Each student identifies a difficult goal in their life (for example, engaging in sports, finishing a book, forming a habit).
- Draw a step-by-step action plan to achieve this goal. On the map:
  - Barriers (problems).
  - Solutions (how to overcome).
  - Motivational words (phrases encouraging continuation of action).

**3. Research Stage: "The Path of Heroes"**

- Groups are assigned to study "persistent people". Groups:

They study stories about perseverance (about famous athletes, scientists who made scientific discoveries, or ordinary people who improved their lives).

They prepare a short scene about what difficulties these people overcame.

**4. Practice: "Week of Struggling with Difficulties"**

- Students will hold a weekly challenge competition:
  - Every day they choose a small difficulty for themselves and try to overcome it (for example, getting up early, learning something new, completing a frightening task).
  - They record this process in a diary and document it in pictures, graphics, or other creative ways.

**5. Creation of the project:**

- Groups choose a creative way to present their results:

- Scene: "The Story of Determined Heroes"
- Drawing an animation or character comic: Describe their own difficulties and paths to success.
- "Wall of Resistance": Groups prepare a wall newspaper for the class with a motivational slogan and advice on overcoming difficulties.

**6. Presentation: "Festival of Persistence"**

- At the end of the project, a small classroom festival will be held, in which:
  - Stage appearances and presentations will be shown.
  - Students share their achievements with the group.
  - Create a small "booklet" with advice on perseverance.

**Evaluation criteria:**

1. Creativity and approach to the project.
2. Active participation in highlighting perseverance.
3. Quality of presentations and active participation in the festival.
4. Documentation of changes and analysis of results.

**CONCLUSION**

In conclusion, it should be noted that although the subject "Upbringing" is taught in grades 1-11 in the school education system, currently a team of authors led by Z.Zamonov has a methodological guide for teachers only for the textbook "Upbringing" for the 1st grade. However, according to the Resolution of the Cabinet of Ministers No. 187 of April 6, 2017, it is planned to provide methodological instructions on the methodology of effective teaching of each topic in the textbook, additional test tasks and other methodological instructions for the teacher's interesting organization of the lesson, the purpose of each lesson, the means used in the lesson and methods of their use, the content of the lesson, practical exercises, additional tasks, etc .

In these conditions, the creation of literature for subject teachers that provides modern pedagogical technologies and methodological recommendations for teaching the subject is one of the important tasks facing the industry.

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