

The Methodological System for Teaching The “History of Pedagogy” Module Based on The Jadid Heritage in The Context of Education Digitalization

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Abstract: This article provides a scientific analysis of the issues related to the development and practical implementation of a methodological system for teaching the “History of Pedagogy” module based on the Jadid heritage in the context of education digitalization. The relevance of the study is determined by the need to integrate national pedagogical heritage with innovative digital technologies within the modern education system. The research employed historical-pedagogical, systemic, constructivist, comparative, and activity-based approaches. The developed methodological system encompasses interrelated components, including objectives, content, instructional methods, digital tools, organizational forms, and expected learning outcomes. The results of the experimental study demonstrate that the instructional process organized on the basis of digital approaches ensures 1.5–2 times higher effectiveness compared to traditional teaching methods. Furthermore, the integration of the Jadid pedagogical heritage in a digital format contributes to the development of students’ historical-pedagogical thinking, deepens their national identity awareness, and enhances their self-directed learning skills. The findings of the study provide a scientific and methodological foundation for improving the “History of Pedagogy” module in accordance with contemporary educational requirements, advancing the digital transformation of the learning process, and effectively implementing a competency-based approach.

Keywords: History of pedagogy, Jadid heritage, digital education, methodological system, modular learning, competency-based approach.

Introduction: In the context of the rapid transformation of the modern education system under the influence of global digitalization processes, there is an increasing need to reconsider the content of traditional academic disciplines and their teaching methodologies in accordance with contemporary educational requirements. In particular, the “History of Pedagogy” module taught in higher education should

not only ensure the acquisition of historical and pedagogical knowledge but also contribute to the development of students’ historical thinking, national identity, conscious attitudes toward cultural heritage, and professional self-identification. Contemporary pedagogical research substantiates the necessity of transitioning from reproductive teaching approaches to constructivist and competency-based models in the instruction of such disciplines [1].

METHODOLOGICAL SYSTEM OF "HISTORY OF PEDAGOGY" MODULE

(Based on Jadid Heritage in Digital Education Context)

and

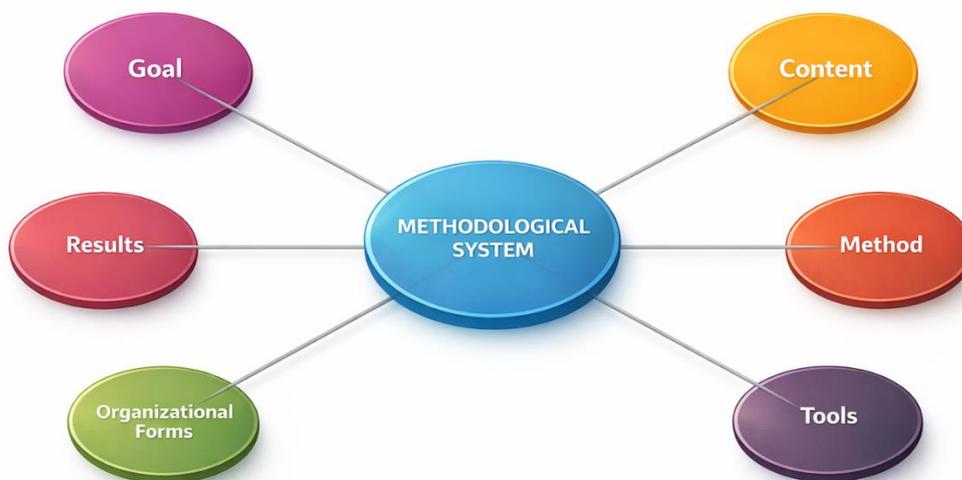


Figure 1. Components of the methodological system for teaching the "History of Pedagogy" module based on Jadid heritage heritage

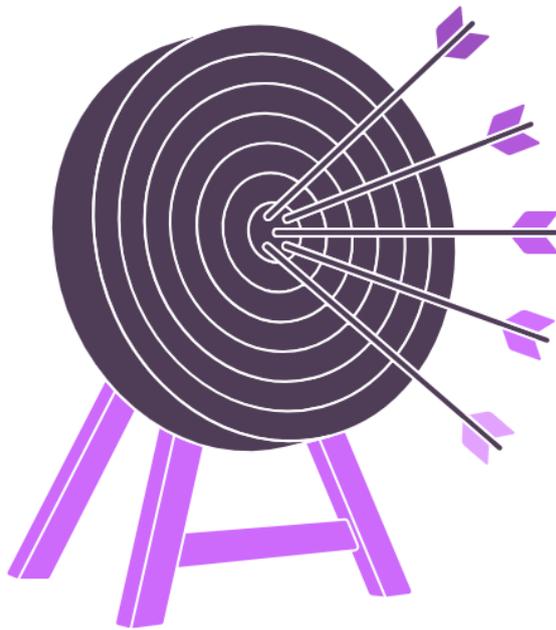
Under the conditions of educational digitalization, it has been observed that traditional methods of teaching historical and pedagogical subjects do not sufficiently ensure students' cognitive engagement. Therefore, organizing the History of Pedagogy course through digital platforms, multimedia resources, virtual archives, and interactive methods has become an important scientific and practical task. Digital technologies make it possible to visualize educational content, facilitate interactive analysis of historical sources, and promote the development of students' independent learning activities.

Representatives of the Jadid movement, in their time, regarded education and upbringing as the key factors of national development and put forward advanced pedagogical ideas aimed at ensuring the intellectual, moral, and civic formation of the individual. Their views on practice-oriented education, the development of independent thinking, and the integration of national and universal values are methodologically consistent with the contemporary paradigm of competency-based

innovative education [2]. In this regard, the integration of Jadid pedagogical heritage into the digital learning environment represents one of the most relevant directions of modern pedagogical research. In recent years, systematic reforms have been implemented in Uzbekistan aimed at studying and promoting the Jadid heritage. In particular, the establishment of the State Museum of Jadid Heritage by Presidential Resolution No. 201 of May 30, 2024, has created broad opportunities for the digitization of historical and pedagogical materials and their introduction into academic circulation. Museum collections, electronic catalogs, virtual exhibitions, and digitized archival documents serve as important didactic resources for enriching the content of the "History of Pedagogy" module on an innovative basis and for developing students' historical-pedagogical thinking [3].

The main purpose of this study is to develop a scientifically grounded methodological system for teaching the "History of Pedagogy" module based on the Jadid heritage in the context of educational digitalization and to implement it in practice.

Research Objectives for Jadid Pedagogy



Effective Jadid Pedagogy

The ultimate goal of the research



Evaluation of Pedagogical Effectiveness

Assessing the impact of the system



Implementation of Methodological System

Putting the system into practice



Development of Methodological System

Creating the framework for teaching



Analysis of Current State

Understanding existing teaching practices

The theoretical and methodological framework of the study is based on systemic, constructivist, competency-based, and activity-oriented approaches within contemporary pedagogy. The effective organization of pedagogical activity in a digital learning environment is directly dependent on the level of teachers' digital competencies, which has become one of the key issues addressed in modern educational research. The digital competence model developed by Milkevich serves as an important theoretical foundation for organizing professional pedagogical activity in digital environments. According to this model, digital competence consists of three levels: technical (skills in using information and communication technologies), pedagogical (the integration of digital tools into the teaching process), and methodological (the design, organization, and management of education in a digital environment). Research indicates that the lack of methodological-level competence remains one of the major challenges in the effective implementation of digital education in higher education institutions [4]. In addition, the study relies on the theoretical principles of modular learning as an important methodological resource. Kachura interprets modular education as an innovative pedagogical system that enables the comprehensive restructuring of the content, structure, and management of the educational process. The

modular approach allows educational content to be organized into logically completed units, enhances students' independent learning activities, and supports the development of individualized learning models [5].

Thus, the development of digital competencies, the application of modular learning technologies, and the integration of Jadid pedagogical heritage constitute the key theoretical foundations for improving the "History of Pedagogy" module in accordance with contemporary educational requirements. These approaches contribute to increasing the effectiveness of the educational process, developing students' historical-pedagogical thinking, and fostering their professional competencies.

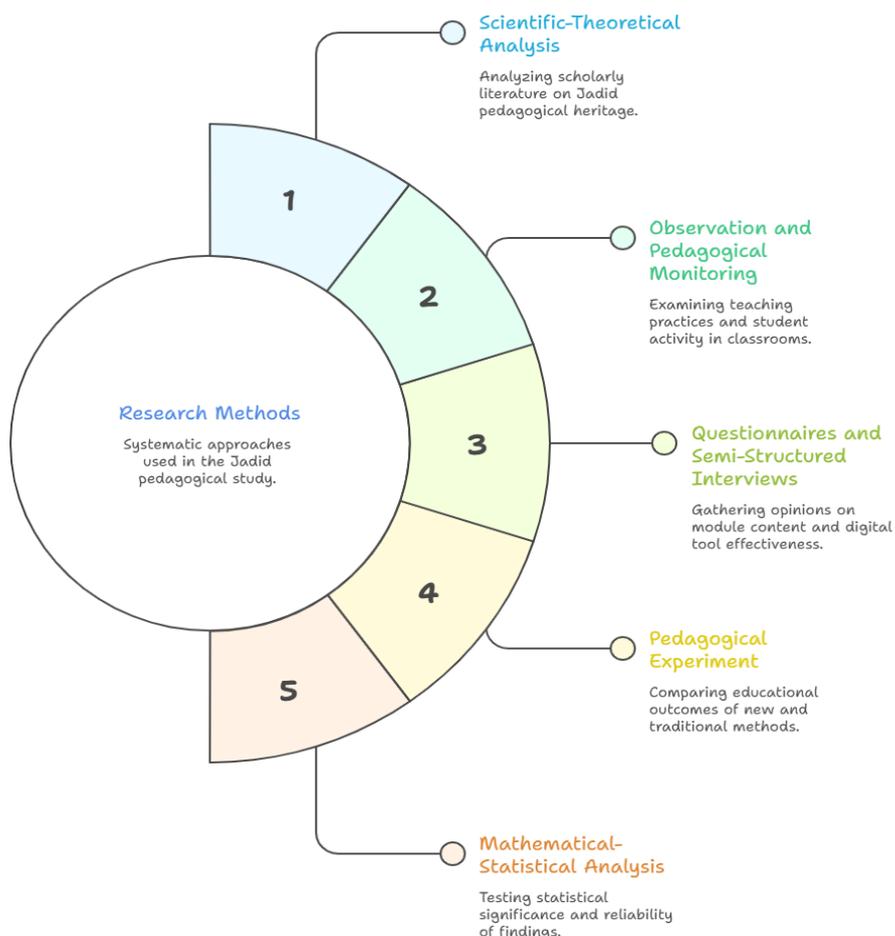
METHODS

This study was conducted on the basis of a comprehensive scientific approach in accordance with the methodological requirements of contemporary pedagogical research. The theoretical and practical framework of the research was grounded in systemic, competency-based, constructivist, and activity-oriented pedagogical approaches. These approaches made it possible to consider the educational process as an interactive, learner-centered, and outcome-oriented pedagogical system focused on the development of the individual. Within the framework

of the systemic approach, the interrelated components of integrating the Jadid heritage into the “History of Pedagogy” module (objectives, content, methods, tools, organizational forms, and outcomes) were analyzed comprehensively. The constructivist approach was aimed at organizing students’ active knowledge

construction, promoting independent inquiry, and developing reflective thinking. The comparative approach was used to examine and evaluate the effectiveness of traditional and digital teaching models. The combination of these methods ensured the scientific validity and reliability of the research results.

Unveiling the Research Methods



The object of the study was defined as the process of teaching the “History of Pedagogy” module under conditions of digital education in higher education institutions. The participants of the study included students from Gulistan State Pedagogical Institute, Urgench State Pedagogical Institute, and Andijan State Pedagogical Institute. A total of 240 students participated in the research (n = 240). The participants were second- and third-year students majoring in pedagogy. They were assigned to experimental and control groups using random sampling procedures, which ensured the objectivity and reliability of the research outcomes. The experimental work was carried out in three stages:

stage, the following indicators were assessed: students’ level of knowledge in the History of Pedagogy; their understanding of the Jadid heritage; learning motivation; value orientations related to national identity; levels of digital competence.

Stage 2 — Formative (experimental stage). During this stage, the developed methodological system was implemented through:

- digital learning materials based on the Jadid heritage;
- interactive teaching methods;
- project-based learning activities;
- virtual excursions and multimedia resources.

Stage 1 — Diagnostic (initial stage). At this

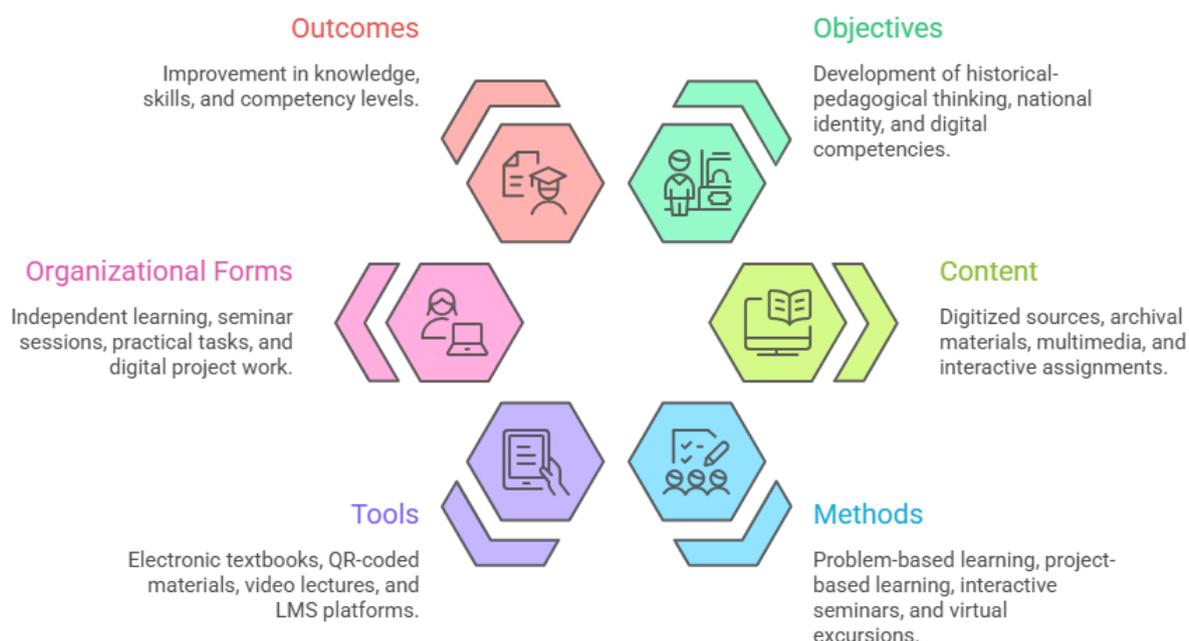
Stage 3 — Final (control and evaluation stage).

At the end of the experiment, changes in students' knowledge levels, independent thinking skills, digital literacy, and learning motivation were identified and compared with the initial indicators.

RESULTS

As a result of the study, an integrative methodological system for teaching the “History of Pedagogy” module based on the Jadid heritage was developed.

Jadid Educational Framework



This system enabled the organization of the educational process within a learner-centered and activity-based model. The pedagogical views of the Jadids constituted the theoretical foundation of the developed methodological system. Their ideas concerning:

- { achieving social development through education;
- { providing practice-oriented knowledge;
- { fostering independent thinking;
- { developing national identity were found to be methodologically consistent with the modern competency-based educational paradigm.

The practical implementation of the methodological system was carried out in four stages:

1. **Diagnostics** — identification of students' individual characteristics and levels of preparedness;
2. **Design** — selection of module content based on the Jadid heritage and appropriate digital tools;
3. **Implementation** — organization of instruction using interactive methods;
4. **Monitoring** — evaluation of learning outcomes, student engagement, and cognitive development.

Comparative analysis demonstrated that the digital approach:

- ✓ increases students' learning motivation;
- ✓ strengthens independent learning activities;
- ✓ contributes to deeper comprehension and mastery of educational content.

According to the survey conducted among students:

72% preferred hybrid and digital learning formats; 85% reported that multimedia tools increased their interest in learning; 68% indicated that the Jadid heritage was insufficiently covered in the curriculum; 78% emphasized that digital tools improve learning effectiveness.

These findings confirm the practical significance and relevance of the developed methodological system. At

the conclusion of the experiment, the following positive changes were observed:

Indicator	Before (%)	After (%)	Change
Knowledge level	62	84	+22%
Independent thinking	45	76	+31%
Digital literacy	38	71	+33%
National identity awareness	58	82	+24%
Interest in learning	55	88	+33%

Statistical analysis demonstrated significance at the level of $p < 0.05$, which scientifically confirms the effectiveness of the proposed methodological system.

DISCUSSION

The obtained results indicate that the methodological system developed on the basis of the Jadid pedagogical heritage demonstrates high pedagogical effectiveness within contemporary higher education. One of the most significant findings of the study is the feasibility of integrating national pedagogical heritage with modern digital technologies. This approach ensures the harmonization of national values and innovative pedagogical tools within the educational process and corresponds to current educational policies aimed at intellectual and cultural development. Such integration is consistent with the concept of the “Third Renaissance,” which emphasizes the modernization of education on a national and cultural foundation [6]. The findings also confirmed the competency-oriented nature of the developed methodological system. The system is focused not only on the acquisition of theoretical knowledge but also on the development of independent thinking, analytical skills, the ability to work with historical sources, and the processing of digital information. This aligns with the outcome-based model of modern education.

Furthermore, the organization of the learning process using digital tools increased students’ cognitive engagement, transforming them from passive recipients into active participants. Interactive tasks, virtual excursions, multimedia resources, and project-based activities enhanced the motivational and reflective components of the learning process.

As emphasized in scholarly research, the effectiveness of digital education directly depends on the level of teachers’ digital competence. According to Milkevich, if

educators limit their use of digital technologies to a purely technical level, the quality of the educational process does not improve and innovative outcomes cannot be achieved [4]. In the present study, this challenge was addressed by strengthening the methodological component of the system and ensuring the pedagogically meaningful integration of digital tools. A comparative analysis of the research findings with international educational frameworks indicates that the proposed methodological system corresponds to global pedagogical trends. According to UNESCO’s digital education strategy, modern education should be based on human-centered learning, inclusivity, equal access, pedagogical innovation, and quality assurance [7]. The developed system meets these principles by supporting individualized learning, encouraging independent study, and creating an interactive educational environment. Moreover, the integration of the Jadid pedagogical heritage into digital learning formats aligns with the internationally recognized direction of **cultural heritage digitization**. In global practice, the digitization of cultural and historical heritage is viewed not only as a means of preservation but also as a tool for integrating heritage into education, research, and public access [8]. In this regard, the use of the Jadid heritage as a digital educational resource creates opportunities for presenting national pedagogical experience within the global educational space. Several limitations were identified during the implementation of the methodological system:

- insufficient technical infrastructure in some higher education institutions;
- varying levels of digital and methodological competence among faculty members;

➤ limited financial resources for the development and implementation of digital educational materials.

At the same time, the study revealed several promising directions for further research and development. These include the broader use of digitized archival materials and museum collections related to the Jadid heritage, the integration of artificial intelligence technologies into the educational process, and the expansion of international cooperation in the fields of cultural heritage digitization and pedagogical innovation.

CONCLUSION

In the modern education system, digital data are not limited to electronic documents or digitized learning materials but function as essential tools for managing, monitoring, and developing the educational process. In teaching theoretical disciplines such as the “History of Pedagogy,” the visual and interactive presentation of historical sources, archival materials, and the Jadid pedagogical heritage in digital formats enhances students’ interest in the subject and deepens their level of understanding.

The digitization of the Jadid heritage not only contributes to the preservation of historical and cultural values but also enables their transmission to the younger generation through modern pedagogical technologies. Contemporary technological and platform-based opportunities make this process not only feasible but also a necessary condition for the modernization of education. The methodological system developed in this study represents an integrated, competency-oriented model adapted to the didactic potential of the digital learning environment. The system is aimed at developing students’ critical thinking, skills in working with historical sources, cultural identification, and competencies related to digital culture and ethics. A step-by-step technological model was proposed for the practical implementation of the system, including the stages of preparation (diagnostics and planning), implementation (interactive and digital instruction), evaluation and reflection (analysis of results), and improvement (optimization of the methodological system). This model ensures the consistent continuation of the fundamental goal of Jadid pedagogy — promoting the development of the

individual and society through education — within the contemporary digital context.

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