

## **THE IMPORTANCE OF MODERN PEDAGOGICAL TECHNOLOGIES IN TEACHING MORAL EDUCATION SUBJECTS**

**Xatamova Ma'rifat Yorkinovna** - 13.00.02.

Theory and Methodology of Education and Upbringing,  
PhD 2nd student Jizzakh State Pedagogical University

[marifatxatamova1993@gmail.com](mailto:marifatxatamova1993@gmail.com)

**Abstract:** This article examines the role and effectiveness of modern pedagogical technologies in teaching moral education (tarbiya) subjects within contemporary educational environments. As global education systems increasingly adopt learner-centered approaches, the integration of digital tools and innovative teaching strategies has become essential. This study applies a mixed methods design to evaluate how such technologies influence student engagement, academic performance, and moral value formation. The findings demonstrate that technology-enhanced instruction significantly improves students' motivation, participation, and ability to apply ethical concepts in real-life situations. The article concludes that modern pedagogical technologies, when applied systematically and purposefully, play a crucial role in improving the quality of moral education.

**Keywords:** Moral education, pedagogical technologies, digital learning, student engagement, value formation, innovative teaching

### **INTRODUCTION**

Moral education, commonly referred to as "tarbiya," is a fundamental component of the educational process, aimed at developing students' ethical values, social responsibility, and personal character. In the modern era, rapid technological development and globalization have significantly transformed teaching and learning processes. Traditional teacher-centered approaches are increasingly being replaced by student-centered models that emphasize interaction, critical thinking, and active participation.

Modern pedagogical technologies include not only digital tools such as multimedia, online platforms, and interactive applications, but also innovative teaching strategies such as problem-based learning, collaborative learning, and gamification.

These approaches create a more engaging and dynamic learning environment, which is particularly important in moral education where internalization of values is essential.

Despite these advantages, the integration of technology into moral education requires careful planning. If used improperly, technology may distract from the core purpose of value formation. Therefore, it is important to analyze how modern pedagogical technologies can be effectively used to enhance moral education outcomes.

### **LITERATURE REVIEW**

The concept of pedagogical technology has evolved alongside advancements in educational theory. Scholars such as Vygotsky (1978) and Piaget (1972) emphasized the importance of active learning and social interaction in cognitive development. These ideas form the theoretical foundation for modern student-centered approaches.

Bandura's (1977) social learning theory highlights the role of observation, imitation, and modeling in learning behavior, which is especially relevant in moral education. Students develop ethical understanding not only through instruction but also through interaction and experience.

Research in educational technology (Mayer, 2009; Laurillard, 2012) demonstrates that multimedia and interactive tools can significantly enhance comprehension and engagement. Hattie (2009) also found that teaching strategies that actively involve learners produce higher achievement outcomes.

At the institutional level, organizations such as UNESCO (2022) and OECD (2021) emphasize the importance of integrating digital technologies into education systems to develop 21st-century skills, including critical thinking, collaboration, and ethical awareness.

However, researchers such as Selwyn (2016) caution that technology should not be viewed as a solution in itself. Its effectiveness depends on how well it is integrated into pedagogical practice. Thus, the literature suggests that successful implementation requires a balance between technological tools and sound teaching methodology.

### **METHODS**

This study employs a mixed-methods research design, combining quantitative and qualitative approaches to provide a comprehensive understanding of the research problem.

The study involved 120 secondary school students and 15 teachers from three educational institutions. Participants were selected using purposive sampling to ensure diversity in academic performance and teaching experience.

Data collection included student surveys to assess engagement and attitudes toward technology-based learning, classroom observations to evaluate instructional practices, teacher interviews to gather professional insights, and pre- and post-tests to measure academic progress.

The research was conducted over a 12-week period. During this time, experimental groups were taught using modern pedagogical technologies, including multimedia presentations, interactive tasks, and online discussions, while control groups followed traditional teaching methods.

Quantitative data were analyzed using descriptive statistics and t-tests to measure differences in performance. Qualitative data were examined through thematic analysis to identify patterns in student behavior and teacher feedback.

### **RESULTS**

The results indicate that modern pedagogical technologies have a significant positive impact on both engagement and learning outcomes.

Students exposed to technology-enhanced instruction demonstrated higher levels of participation and motivation. Approximately 85% of participants reported that lessons became more engaging and interactive.

Academic performance also improved, with the experimental group showing an average increase of 20% in test scores, compared to 10% in the control group.

In terms of moral development, students in the experimental group showed a stronger ability to analyze ethical situations and apply moral principles in practical contexts. Classroom observations confirmed that interactive activities such as discussions and simulations encouraged deeper reflection.

Teachers reported positive experiences overall, although they identified challenges such as insufficient training, limited technical resources, and time constraints.

### **DISCUSSION**

The findings confirm that modern pedagogical technologies play a vital role in enhancing moral education. By promoting active learning and engagement, these technologies help students better understand and internalize ethical values.

One key advantage is the ability to simulate real-life situations, allowing students to explore moral dilemmas in a safe environment. This strengthens critical thinking and decision-making skills.

However, the study also highlights that technology alone is not sufficient. Its effectiveness depends on teacher competence, proper instructional design, and

institutional support. Without these factors, the benefits of technology may not be fully realized.

Therefore, it is essential to maintain a balanced approach in which technology supports, rather than replaces, traditional teaching methods and the teacher's role as a guide and mentor.

### CONCLUSION

This study demonstrates that modern pedagogical technologies significantly improve the teaching and learning of moral education subjects. They enhance student engagement, academic performance, and the development of ethical values when implemented effectively.

To maximize their impact, educational institutions should invest in teacher training, technological infrastructure, and curriculum development. Future research should explore long-term effects and the integration of emerging technologies such as artificial intelligence in moral education.

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