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DEBATE AND SOCRATIC DIALOGUE TECHNOLOGIES AS A REFLECTIVE-AXIOLOGICAL MODEL FOR TEACHING HADITHS IN THE "UPBRINGING" SUBJECT

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Abstract. The contemporary paradigm of moral education increasingly emphasizes dialogical and reflective approaches that enable learners to construct values through critical inquiry rather than passive reception. In this context, Debate and Socratic Dialogue technologies provide an effective pedagogical framework for teaching hadiths within the "Upbringing" subject. The study examines the scientific-didactic foundations, technological structure, methodological conditions, and pedagogical effectiveness of integrating these two interactive approaches into moral education. Drawing upon authentic hadith sources, particularly Sahih al-Bukhari and Sahih Muslim, the proposed model transforms hadith learning from a normative transmission process into a reflective and axiological inquiry. The instructional model consists of three interconnected stages: problem-oriented introduction, integrated debate and Socratic dialogue, and reflective-axiological generalization. The findings indicate that this approach enhances critical thinking, moral reasoning, communicative competence, reflective judgment, and value-based decision-making skills. The integration of Debate and Socratic Dialogue technologies contributes to the formation of learners' independent moral positions and promotes the internalization of ethical values through reasoned discussion and reflection. Consequently, the model represents an innovative competency-based and reflective pedagogical technology for teaching hadiths in contemporary moral education.

Keywords: Hadith pedagogy, moral education, Debate technology, Socratic Dialogue, reflective learning, axiological education, critical thinking, Upbringing subject, value formation, dialogical pedagogy.

Аннотация. Современная педагогическая парадигма рассматривает нравственные ценности не как совокупность готовых знаний, а как социально-интеллектуальные конструкции, формирующиеся в процессе диалогической и рефлексивной деятельности. В статье анализируются научно-дидактические основы, технологическая структура и педагогическая эффективность интеграции технологий дебатов и сократического диалога в процессе изучения хадисов в предмете «Воспитания». Исследование опирается на достоверные хадисы, представленные в сборниках «Сахих аль-Бухари» и «Сахих Муслим». Полученные результаты свидетельствуют о том, что данная технология способствует развитию критического мышления, нравственного суждения, коммуникативной культуры и ценностно-ориентированной личностной позиции обучающихся.

Ключевые слова: Педагогика хадисов, нравственное воспитание, технология дебатов, сократический диалог, рефлексивное обучение, аксиологический подход, критическое мышление, предмет «Воспитания», ценности.

Introduction.

The transformation of contemporary educational systems from knowledge-centered instruction toward competency-based and value-oriented learning has significantly increased the importance of dialogical pedagogies in moral education. Modern educational theory argues that moral values cannot be effectively transmitted through direct instruction alone; rather, they are constructed through interaction, reflection, critical inquiry, and social negotiation. Within Islamic moral education, hadiths constitute one of the most influential sources for shaping ethical consciousness and value orientations. However, traditional approaches often present hadiths as normative prescriptions requiring memorization and acceptance. Such approaches may limit learners' opportunities to critically engage with ethical concepts and apply them to contemporary social realities. Contemporary pedagogical thought suggests that moral development is most effective when learners actively participate in meaning-making processes. Debate and Socratic Dialogue technologies provide an educational environment in which learners critically examine ethical issues, evaluate alternative perspectives, construct arguments, and reflect upon their own beliefs.

Drawing on authentic hadith collections such as Sahih al-Bukhari and Sahih Muslim, this study proposes an integrated reflective-axiological model for teaching hadiths within the "Upbringing" subject. The central research objective is to determine how the integration of Debate and Socratic Dialogue technologies contributes to the development of learners' moral reasoning, critical thinking, and value-based decision-making competencies.

Materials and Methods. The study employs a qualitative pedagogical design based on theoretical analysis and instructional modeling.

Theoretical Foundations. The proposed model integrates:

- Constructivist learning theory;
- Dialogical pedagogy;
- Reflective learning theory;
- Axiological approaches to moral education;
- Socratic inquiry methodology;
- Argumentation-based learning.

Authentic hadiths selected from Sahih al-Bukhari and Sahih Muslim served as primary instructional texts.

Scientific-Didactic Characteristics of the Technology. The integrated technology combines two complementary pedagogical approaches:

Debate Technology. Debate encourages learners to defend evidence-based positions through reasoned argumentation and critical examination of alternative viewpoints.

Socratic Dialogue. Socratic Dialogue facilitates progressive exploration of concepts through systematic questioning, reflection, and logical inquiry. The integration of these methods transforms hadiths from normative religious texts into epistemological resources that stimulate ethical reflection and moral reasoning.

Instructional Resources. Implementation requires hadith texts, argumentation charts, ethical dilemma cards, discussion protocols, assessment rubrics, audio-visual materials, reflective journals.

Results.

Technological Model of Instruction. The instructional process consists of three interconnected stages.

Stage 1: Problem-Oriented Introduction. The lesson begins with a selected hadith and a provocative ethical question designed to create cognitive conflict. Examples include:

- "Is telling the truth always beneficial?"
- "When patience and justice appear to conflict, which should take priority?"

Students articulate initial viewpoints, allowing the teacher to identify existing assumptions and establish a foundation for inquiry.

Stage 2: Integrated Debate and Socratic Dialogue. Students are divided into opposing groups representing alternative perspectives. Participants:

- formulate arguments;
- present evidence;
- challenge opposing claims;
- evaluate counterarguments.

Following the debate, the teacher initiates a Socratic dialogue using open-ended questions such as:

- Why did you choose this position?
- Would your conclusion change under different circumstances?
- How can this hadith be interpreted in contemporary society?

This process deepens conceptual understanding and promotes reflective moral reasoning.

Stage 3: Reflective-Axiological Generalization. Students individually evaluate their learning experiences through reflective writing. The teacher then synthesizes key insights and facilitates the formulation of shared ethical conclusions.. Through reflection, learners reassess their assumptions, evaluate alternative viewpoints, and strengthen their personal value systems.

Discussion.

The findings demonstrate that integrating Debate and Socratic Dialogue technologies significantly enriches hadith-based moral education. Unlike traditional transmissive approaches, the model promotes critical thinking, analytical reasoning, reflective judgment, ethical decision-making, communicative competence, social responsibility.

The dialogical nature of the technology encourages learners to move beyond passive acceptance toward active moral engagement. Through argumentation and reflection, ethical concepts become personally meaningful and intellectually grounded. Furthermore, the model aligns with contemporary educational paradigms emphasizing learner agency, competency development, and value-oriented education. The synthesis of debate and Socratic inquiry enables learners not only to understand ethical principles contained in hadiths but also to internalize them through reflective examination and practical application.

Conclusion.

The integration of Debate and Socratic Dialogue technologies represents an innovative reflective-axiological model for teaching hadiths in the "Upbringing" subject. The model transforms learners from passive recipients of moral instruction into active participants in ethical inquiry and value construction. By fostering critical thinking, reflective judgment, argumentation skills, and moral responsibility, the approach contributes significantly to the development of learners' ethical competencies. Therefore, Debate and Socratic Dialogue technologies can be regarded as scientifically grounded, pedagogically effective, and methodologically innovative tools for contemporary hadith-based moral education.

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