

USING INNOVATIVE PEDAGOGICAL TECHNOLOGIES AND INTERACTIVE METHODS IN TEACHING THE SUBJECT "UPBRINGING"

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Abstract

This article presents a comprehensive analysis of the transformation of the axiological foundations of the pedagogical process amid global digitalization and sociocultural uncertainty. The author substantiates the need for a paradigmatic shift from reproductive methods of transmitting moral dogmas to subject-subject interaction, viewing the discipline of "Upbringing" as a dynamic space for the formation of personal identity.

Particular attention is given to innovative learning strategies, including case study methods, Socratic discussion, social project development, and gamification. The paper explores the potential of immersive technologies (VR/AR) as a tool for developing empathetic intelligence and global civic responsibility. It also examines the resulting shift in the professional roles of the educator – a transition towards the functions of a facilitator and mentor. The conclusion emphasizes that the synergy between advanced technology and a humanistic approach is the key condition for realizing the spiritual and moral potential of the Alpha and Gen Z generations, ensuring their effective socialization in a post-industrial society.

Keywords

Educational paradigm, axiological approach, subject-subject interaction, digital transformation of education, innovative pedagogical technologies, social project design.

In the context of continuous socio-cultural metamorphosis and the comprehensive expansion of digital technologies, the modern educational paradigm demands a fundamental reassessment of the axiological determinants of pedagogical interaction. Within the current school curriculum, the subject "Upbringing" is losing its relevance as a tool for the mechanical inculcation of rigid moral and ethical postulates. Instead, this subject is transforming into a heterogeneous, dynamically evolving space for the formation of a student's personal identity. This necessitates a paradigmatic shift: a transition from

reproductive didactic models to innovative, subject-to-subject pedagogical strategies.

The urgency of this pedagogical inversion is conditioned by a state of global ontological uncertainty. In this situation, classical sermonizing and didactic dogmatism in interpreting ethical categories provoke a phenomenon of cognitive resistance in representatives of Generations Alpha and Z. These demographic groups are characterized by a predominance of critical thinking and a tendency to deconstruct any verifiable information, which precludes the application of traditional methods of moral enlightenment. Consequently, the modernization of the educational environment must be based on creating conditions for the conscious value-based self-determination of learners within a multicultural dialogue.

The subject-to-subject interaction model is the conceptual foundation of the modern educational paradigm, marking a radical shift in role-based perspectives: the learner ceases to be a passive recipient of pedagogical influence and acquires the status of a full-fledged, proactive subject in the process of axiological self-determination. The integration of interactive tools such as "case studies" and "Socratic dialogue" into the educational process ensures the transition of descriptive ethical categories like "humanism," "moral duty," and "social responsibility" from the plane of theoretical abstractions to the sphere of personal practice and subjective social experience.

In this methodological system, working with pragmatic case studies that model multifaceted real-life conflicts holds a central place. Such scenarios confront the student with the necessity of resolving complex moral dilemmas that typically lack a single, approved solution. This, in turn, stimulates deep intrapersonal reflection, actualizing the individual's intellectual and emotional resources. As a result of such cognitive exertion, a synergy of analytical and affective levels of perception occurs, leading to the effective internalization of external socio-cultural imperatives. Thus, externally imposed value norms are transformed into the individual's system of stable inner convictions and life-orienting principles.

Along with discursive techniques, the modern pedagogical arsenal is incorporating social project design technology, which ensures the organic synthesis of theoretical and methodological constructs with practice-oriented, socially significant activities. Involving learners in the implementation of volunteer initiatives, environmental strategies, or digital memory media projects serves to shift the educational process from a register of passive reception to a mode of conscious social creation. This paradigm catalyzes the accelerated development of the 4Cs competency cluster (Critical thinking, Communication, Collaboration,

Creativity), which are identified as key predictors of an individual's successful socialization and competitiveness in a post-industrial society.

Project-based activities are significantly complemented by the use of gamification and game-based learning methods. Despite their engaging appearance, these technologies are a valid tool for modeling the architectonics of social relations. Within the framework of game-based modeling, a controlled and psychologically safe educational environment is created, which allows for testing algorithms for non-violent conflict resolution and destructive interaction patterns. Thus, through game simulation, complex social roles are mastered, and constructive facilitation skills are reinforced. This, in turn, reduces the risk of students' maladaptation in the face of the real threats of the socio-cultural environment.

The digital acceleration of the educational environment necessitates the integration of high-tech tools, specifically immersive reality (VR/AR) technologies, into the didactic structure of the "Upbringing" discipline. The use of virtual and augmented visualization methods enables the creation of simulation spaces to recontextualize historical events or to model and predict global ecosystem crises. This depth of exposure serves as a catalyst for fostering empathic intelligence and conscious global civic responsibility, generating an unprecedented level of affective impact. Virtual experience, becoming part of the learner's subjective reality, creates a potent sensory foundation for reinforcing ethical principles that were previously conveyed only at the level of verbal abstractions.

However, the effectiveness of implementing these innovative solutions is directly dependent on the vector of the pedagogical corps' professional transformation. In the context of the new educational reality, the classical image of the teacher as the sole bearer and transmitter of dogmatic truth is being fundamentally deconstructed. The professional role of the educator is becoming significantly diversified: their duties now also include the functions of a facilitator, moderator, and mentor, while their competencies are shifting from the realm of didactic dictation to managing group dynamics and providing support through coaching.

The primary mission of a modern educator is not to directly dictate axiological orientations, but rather to create a diverse (heterogeneous) environment that encourages the student's subjective activity. The main task is to create the conditions for autonomous moral reflection and independent value-based choices. This ultimately ensures the individual's transition from external regulation of behavior in a complexly structured information world to conscious self-cultivation.

Conclusion: Summarizing the comprehensive analysis of innovative vectors within the structure of the educational process, it must be emphasized that the technologization of the educational space cannot be viewed as an end in itself. Innovative changes are primarily defined as a corresponding tool aimed at achieving a qualitatively new level of interpersonal and intersubjective connection within the pedagogical community. The paradigmatic shift toward interactive didactic models is an effective mechanism for bridging the gap between the formalized content of educational programs and objective social reality. This transforms the lesson into a unique "axiological laboratory." Here, through the synergy of constructive dialogue, game-based modeling, and collaborative creativity, the formation of a personality with the potential for conscious, creative activity in conditions of global uncertainty begins.

Thus, the strategic vector for the development of modern pedagogical theory of upbringing lies at the convergence of advanced high-tech achievements and fundamental humanistic imperatives. This synthesis not only provides technological support for the process but also creates the conditions for the harmonious realization of each student's spiritual and moral potential. Ultimately, the goal is to form a holistic individual capable of navigating value orientations in a dynamic socio-cultural environment, which is achieved through an organic combination of digital innovations and a profound ethical, anthropocentric approach to interaction in education.

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