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# USE OF INNOVATIVE TECHNOLOGIES IN STUDYING THE HERITAGE OF SCIENTISTS IN EDUCATION LESSONS

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**ABSTRACT**

*This article examines the theoretical and practical potential of innovative educational technologies for teaching the scientific, pedagogical, and spiritual heritage of Eastern scholars. The study aims to identify effective approaches for integrating the ideas of Abu Mansur Maturidi, Abu Nasr al-Farabi, Ibn Sina, Alisher Navoi, and other thinkers into contemporary educational lessons. The analysis draws on historical, comparative, integrative, and pedagogical methods to connect classical views on knowledge, morality, human perfection, and social responsibility with modern learner-centered education. Particular attention is given to interactive techniques, information and communication technologies, project-based learning, problem-based instruction, multimedia resources, discussion, brainstorming, clustering, and visual comparison methods. The findings indicate that these technologies can transform the heritage of scholars from passively received information into an active source of inquiry, reflection, collaboration, and value formation. Their systematic use may strengthen students' independent and critical thinking, creativity, communication skills, national identity, respect for universal values, and social engagement. The article argues that effective integration requires clear learning outcomes, age-appropriate materials, carefully designed activities, and meaningful assessment. It concludes that combining scholarly heritage with innovative pedagogy can improve both the educational and formative dimensions of lessons and contribute to the development of knowledgeable, morally responsible, and socially active learners.*

**ACCEPTED**

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***Keywords:*** *heritage of scholars, educational lesson, innovative pedagogy, interactive methods, spiritual education, competence, pedagogical technology.*

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## INTRODUCTION

In today's globalization environment, the spiritual upbringing of the younger generation, its development based on national values and universal principles, is one of the urgent tasks of the education system. In this regard, the organization of educational lessons based on the heritage of Eastern scholars is of particular importance. The ideas put forward in the works of scholars - humanism, moral purity, the pursuit of knowledge, patriotism and perfection - serve as an important methodological basis for educating young people in the modern education system. By using innovative pedagogical technologies in educational lessons, it is possible to increase the ability of students to think independently, creative thinking and social activity. Therefore, this article scientifically analyzes the issue of integrating innovative pedagogical technologies into educational lessons, based on the heritage of scholars.

## SCHOLARS' HERITAGE AS A PEDAGOGICAL RESOURCE

The importance of the heritage of scholars in the process of education - enlightenment is also mentioned in our ancient historical heritage "Avesta". In it, the manifestation of goodness through enlightenment is interpreted as the implementing power of good thoughts, good ideas and good deeds. In addition, such scholars of the Renaissance period as Imam Bukhari, Imam Maturidi, Hakim Termizi, Ahmad Yassavi, Bahauddin Naqshband made a great contribution to the creation of universal values through their incomparable enlightening works.

The place and merits of Abu Mansur Maturidi in the spiritual heritage of the Uzbek people are incomparable. According to sources, in the year of Imam Bukhari's death, in 870 AD, was born Imam Maturidi, another classic figure in our history. In this story, it seems that Imam Maturidi took up the luminous pen of Imam Bukhari and decided to continue his good deeds. In the 10th century was founded “the Maturidi teaching”, by Samarkand thinker Abu Mansur Maturidi, who became famous as "Imam al-Huda" (Imam of the Path of Guidance), and this teaching is widespread throughout the Islamic world.

Our First President I.A.Karimov, in his work “The Invincible Power of Spirituality”, described this great man who played an important role in the history of the consciousness, thinking, and artistic culture of our people - our grandfather Imam Moturidi, who risked his life in an extremely dangerous situation in the Middle Ages and set an example of spiritual courage that would serve as an example for generations, and who was awarded the high honor of being the corrector of the faith of Muslims in the Islamic world—an assessment that emphasizes Maturidi's intellectual and moral significance (Karimov, 2008). Of course, Imam Moturidi, who has his place in world history, had a great influence on the thinking of all mankind and took a worthy place in the development of moral enlightenment. His ideas and views are of universal importance. Enlightenment is the path leading to spirituality, a means of shaping it. The Enlightenment is an integral part of the history of the nation.

At the seventy-second session of the United Nations General Assembly, President Shavkat Mirziyoyev proposed a resolution entitled “Enlightenment and Religious Tolerance”; the General Assembly subsequently adopted Resolution 73/128 without a vote (Mirziyoyev, 2017; United Nations General Assembly, 2018). The main goal of this document is to ensure the right of everyone to education, to help eliminate illiteracy and ignorance. This resolution is aimed at establishing tolerance and mutual respect, ensuring religious freedom, protecting the rights of believers, and preventing their discrimination. As a result of the formation of etiquette and behavioral norms in human activities, a culture of etiquette is acquired, and at the same time, etiquette requires compliance with this rule and law.

Since ancient times, the main criterion for the formation of a well-rounded person has been the formation of intellectual maturity, sound thinking, high talent, creativity, good character, and enlightenment education. Many of Maturidi's works have served as the basis for the works of many scholars. One of these is the commentary of Alauddin Abu Bakr Muhammad ibn Ahmad Samarkandi. It was called "Ta'wilat ahl as-sunna". Maturidi's teachings, based on the idea of tolerance, pay great attention to the role and importance of human intelligence in the process of acquiring knowledge. This, in turn, played an important role in the wide popularization of this teaching. Today, humanity still needs such ideas. Preserving, studying, and transmitting historical heritage is an important educational responsibility, and culturally responsive and technology-supported approaches can connect inherited knowledge with learners' contemporary experience (Ladson-Billings, 1995; Ott & Pozzi, 2011).

Eastern thinkers in their works have deeply highlighted the inextricable link between human education, spiritual maturity, and social development. Their pedagogical views have not lost their relevance in today's educational process. For example, Abu Nasr Al-Farabi, in his work “The City of Virtuous People,” emphasizes that the spiritual maturity of a person is the basis of social development. According to him, the harmony of upbringing and education is an important factor in the formation of a virtuous and socially responsible person (Al-Farabi, 2016). Ibn Sina, in his pedagogical views, notes the


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need for the upbringing process to be organized in a step-by-step manner and in accordance with age. In his opinion, education and upbringing should serve the mental and physical development of a person (Borhani Nejad et al., 2013). The ideas of spiritual and moral upbringing of young people, encouraging honesty, justice, and hard work are also put forward in the works of Alisher Navoi. Navoi considers the harmony of science and morality to be the main criterion in the upbringing of a perfect person (Navoiy, 2011). Therefore, the use of the heritage of scholars in educational lessons helps students to understand their national identity, respect spiritual values, and feel social responsibility.

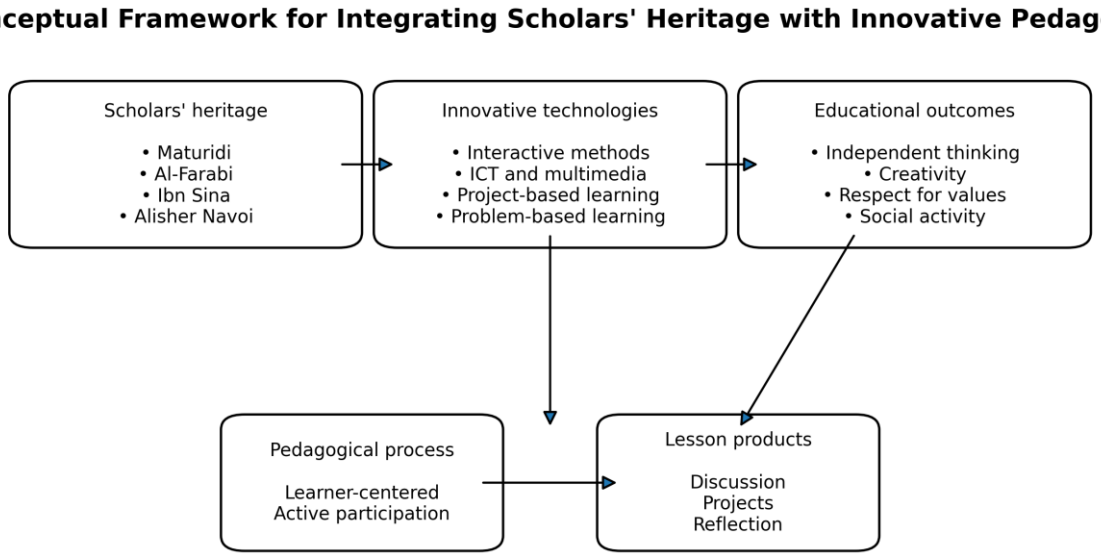



**Figure 1.** Conceptual framework for integrating scholars' heritage with innovative pedagogical technologies in educational lessons.

## INNOVATIVE PEDAGOGICAL TECHNOLOGIES

Innovative pedagogical technologies are a set of modern methods and techniques aimed at effectively organizing the educational process, increasing student activity, and developing independent learning skills. They serve to improve traditional teaching methods and organize the educational process in a person-oriented manner.

Research on technology integration indicates that innovative educational practice should combine sound pedagogy, disciplinary content, active participation, and purposeful use of digital tools (Mishra & Koehler, 2006; Tamim et al., 2011; Schmid et al., 2014):

- orientation to the student's personality;
- interactivity;
- development of independent thinking;
- effective use of information technologies;
- increasing the effectiveness of education.

The use of innovative technologies in educational lessons increases students' interest in the lesson process, encourages them to actively participate, and ensures the effectiveness of spiritual education.

## APPLICATION OF INNOVATIVE TECHNOLOGIES IN EDUCATIONAL LESSONS

In the effective organization of educational lessons based on the heritage of scientists, it is advisable to use the following innovative pedagogical technologies:

1. Interactive methods - encourage students to think actively, develop their communication and cooperation skills. Ideas from the works of scientists can be analyzed using methods such as


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"Brainstorming", "Discussion", "Cluster", "Venn Diagram". For example, a structured group discussion of Al-Farabi's views on the virtuous person can encourage analysis, argumentation, and independent conclusions. Reviews and meta-analyses support active learning approaches that require students to discuss, solve problems, and explain their reasoning (Freeman et al., 2014; Prince, 2004).

2. Information and communication technologies – through multimedia presentations, video lessons, electronic resources, interesting information about the life and work of scientists can be provided. This increases students' interest in the lesson and develops visual perception. For example, presenting selected passages from Navoi's works through carefully designed audio, video, and digital-storytelling activities can support interpretation and learner engagement (Ott & Pozzi, 2011; Robin, 2008).

3. Project-based educational technology – the project method develops students' creative and research activities. A project on “The Heritage of Scholars and Modern Education” can require students to locate sources, evaluate evidence, produce a digital or written product, and present conclusions; these activities correspond to established principles of project-based learning (Bell, 2010).

4. Problem-based educational technology – by creating problem situations, students can develop independent thinking and problem-solving skills. For example, problem scenarios concerning healthy living, ethics, or education based on Ibn Sina's ideas can promote inquiry and reasoned problem solving (Hmelo-Silver, 2004).

**EXPECTED EDUCATIONAL OUTCOMES**

The use of innovative pedagogical technologies in educational lessons leads to the following results:

- develops students' spiritual and moral awareness; forms independent thinking and creative approach;
- increases respect for national values;
- ensures educational effectiveness;
- enhances social activity of students.

Evidence from research reviews and meta-analyses indicates that well-designed active learning generally improves student achievement compared with lecture-dominant instruction, although outcomes depend on implementation quality and context (Freeman et al., 2014; Prince, 2004).

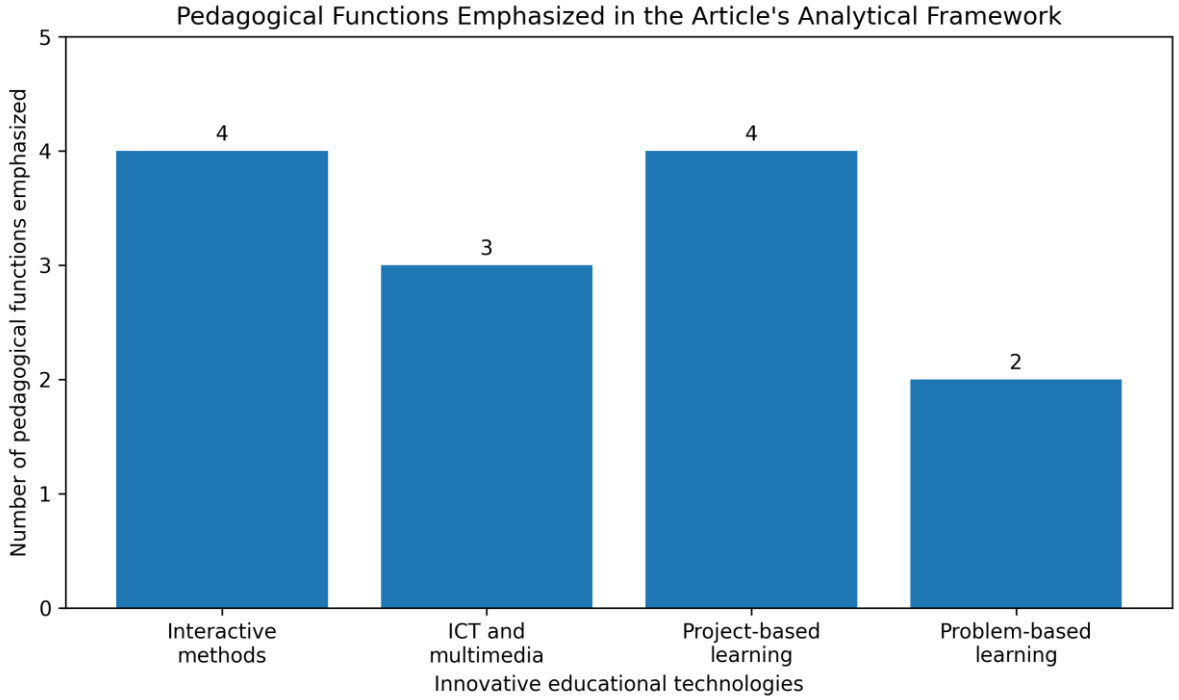



**Chart 1.** Pedagogical functions emphasized for each innovative technology in the article’s analytical framework.



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## CONCLUSION

The use of innovative pedagogical technologies in educational lessons based on the heritage of scholars is an important factor in the spiritually mature upbringing of the younger generation. The effectiveness of the educational process can be increased by combining the pedagogical views of Eastern thinkers with modern educational technologies. Also, the use of interactive methods, information technologies and a project approach develops students' independent thinking, creativity and social activity skills. In the future, the widespread introduction of innovative pedagogical technologies based on the heritage of scholars in the organization of educational lessons will be of important scientific and practical importance.

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