

PEDAGOGICAL FOUNDATIONS OF FAMILY UPBRINGING: SHAPING CHILDREN'S MORAL AND COMMUNICATIVE CULTURE THROUGH HADITH-BASED ETHICAL GUIDANCE

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Abstract. This article explores the pedagogical principles of family upbringing based on the seminal works of Shaykh Muhammad Sadiq Muhammad Yusuf, particularly in his treatise *Happy Family*. The study emphasizes children's education as a sacred responsibility of parents, integrating moral, intellectual, and physical development. The research highlights the relevance of Hadith guidance, specifically: "Respect your children and refine their manners," as a foundational ethical framework. Furthermore, the article connects traditional Islamic educational wisdom with modern pedagogical theories, particularly Howard Gardner's Multiple Intelligences, demonstrating their applicability in cultivating children's holistic potential. The findings underscore that moral upbringing, combined with intellectual and physical development, fosters well-rounded individuals who contribute positively to society.

Keywords: Family upbringing, moral education, Hadith, children's development, Gardner's multiple intelligences, pedagogical integration, ethical formation.

Introduction. Shaykh Muhammad Sadiq Muhammad Yusuf highlights the sacred responsibility of child-rearing in his influential work *Happy Family*. He asserts:

"Upbringing is both the duty of parents and the right of children. The beginning of upbringing is teaching manners, followed by education, and then ensuring physical health."¹

This approach represents an integrative model of science and pedagogy, aligning parental responsibility with children's rights. Islamic teachings, particularly Hadiths, provide ethical guidance in fostering moral character and social conduct. For instance, the Prophet Muhammad (peace be upon him) stated:

"Respect your children and refine their manners."

¹ Shayx Muhammad Sadiq Muhammad Yusuf. Baxtiyor oila: Farzand tarbiyasi rukni. 355-366 betlar. "Hilol nashr". Toshkent-2023.

These principles indicate that moral refinement (*adab*) forms the foundation of a child's personality and, by extension, the fabric of a thriving society. Children look to parents for examples rather than mere instructions, emphasizing the importance of parental modeling in character formation.

Methods. The study employs a theoretical-pedagogical approach, combining textual analysis of Shaykh Muhammad Sadiq Muhammad Yusuf's writings with Hadith sources. Additionally, contemporary educational theory, specifically Howard Gardner's Multiple Intelligences framework, is integrated to provide a structured understanding of children's cognitive, emotional, and social capacities. The methodology involves:

1. *Moral foundation (adab): Establishing a spiritual and ethical base in early upbringing.*
2. *Intellectual development (ta'lim): Reinforcing moral education with knowledge acquisition.*
3. *Physical cultivation: Ensuring children's bodily health alongside ethical and intellectual growth.*

Gardner's framework identifies eight distinct intelligences-linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic-that are addressed in the educational design.

Results. Applying Hadith-based ethical principles in conjunction with Gardner's Multiple Intelligences facilitates a comprehensive development strategy:

- Moral and social competence: Children learn respect, empathy, and proper social conduct.
- Cognitive development: Integration of knowledge enhances moral decision-making and critical thinking.
- Physical and bodily awareness: Healthy habits and bodily skills complement cognitive and moral growth.
- Holistic individuality: Recognizing multiple intelligences allows personalized education, accommodating diverse talents and aptitudes.

Discussion. The integration of traditional Islamic ethics with modern pedagogical theories demonstrates that child-rearing is most effective when moral, intellectual, and physical dimensions are simultaneously addressed. The Hadith guidance on manners and respect provides timeless ethical imperatives, while Gardner's theory supports individualized strategies to develop each child's unique potential. This synthesis underscores the role of parents and educators as ethical models and instructional guides. It highlights that success in child-rearing

is measured not solely by academic achievement, but by the cultivation of ethical, empathetic, and socially responsible individuals.

Conclusion. Shaykh Muhammad Sodiq Muhammad Yusuf's teachings, aligned with Hadith wisdom and contemporary pedagogical insights, provide a robust framework for holistic child development. The study demonstrates that integrating moral education, intellectual cultivation, and physical health nurtures children's moral and communicative culture, preparing them for responsible participation in society. Ethical family upbringing remains the cornerstone of societal prosperity and the realization of human potential.

References:

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