

**THE EDUCATIONAL AND ETHICAL SIGNIFICANCE OF PROPHETIC HADITHS IN DEVELOPING CONSCIOUS USE OF TIME AND LIFE RESOURCES IN THE SCIENCE OF “UPBRINGING”****Akhmedov Boburjon Vasikovich**

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**Annotation.** This article examines the educational and ethical significance of a well-known Prophetic hadith cited in Odinakhon Muhammad Sodiq’s work “A Beautiful Example” “Go‘zal o‘rnak”. The hadith, which urges individuals to value five essential life resources before their loss - youth, health, wealth, free time, and life itself - serves as a universal pedagogical guideline. The study analyzes these principles through the lens of modern pedagogical theory, including concepts such as consciousness, responsibility, value-based orientation, and future-oriented educational planning. Special attention is given to the formative role of youth in shaping moral consciousness, the importance of physical and psychological well-being for personality development, and the cultivation of moderation, self-discipline, and meaningful time management. By correlating the Prophetic guidance with contemporary psychological-pedagogical approaches, the article demonstrates that this hadith represents a comprehensive framework for nurturing responsible, ethically grounded, and value-conscious individuals. The findings underscore that time and life resources, when consciously managed, serve as foundational elements in holistic moral and educational development.

**Keywords.** Prophetic hadith, pedagogy of upbringing, moral development, time management, youth education, value-based approach, psychological well-being, educational responsibility.

**ОБРАЗОВАТЕЛЬНОЕ И ЭТИЧЕСКОЕ ЗНАЧЕНИЕ ПРОРОЧЕСКИХ ХАДИСОВ В ФОРМИРОВАНИИ ОСОЗНАННОГО ИСПОЛЬЗОВАНИЯ ВРЕМЕНИ И ЖИЗНЕННЫХ РЕСУРСОВ В ПРЕДМЕТА О “ВОСПИТАНИЯ”**

**Аннотация.** В статье анализируется образовательное и этическое значение известного пророческого хадиса, приведённого в произведении Одинахон Мухаммад Содик «Прекрасный пример» “Go‘zal o‘rnak”. Хадис, призывающий ценить пять жизненных ресурсов - молодость, здоровье, имущественные возможности, свободное время и саму жизнь - рассматривается как универсальный психолого-педагогический ориентир. Исследование раскрывает взаимосвязь данных наставлений с ключевыми категориями современной педагогики воспитания: осознанностью, ответственностью, ценностным подходом и перспективным планированием. Особое внимание уделено роли молодости в формировании нравственного сознания, значению физического и психического здоровья, воспитанию умеренности, самодисциплины и культуры рационального использования времени. Сопоставляя пророческое наставление с современными педагогическими теориями, автор показывает, что данный хадис представляет собой целостную методологическую систему для воспитания ответственной, нравственно зрелой и ценностно ориентированной личности. Результаты исследования подтверждают, что осознанное управление временем и жизненными ресурсами является фундаментальным фактором гармоничного нравственного развития.

**Ключевые слова.** пророческий хадис, педагогика воспитания, нравственное развитие, управление временем, воспитание молодёжи, ценностный подход, психическое благополучие, педагогическая ответственность.

**Introduction.** The educational role of religious-ethical heritage remains a crucial area of inquiry in contemporary pedagogical science. Among such heritage, Prophetic traditions (hadiths) offer profound moral, psychological, and value-oriented guidance relevant to the development of personality and the cultivation of conscious, responsible individuals. One such hadith, cited in Odinakhon Muhammad Sodiq's work "A Beautiful Example," encourages individuals to appreciate five essential life resources before they are lost: youth, health, wealth, free time, and life itself. This guidance encompasses universal pedagogical meanings, promoting rational management of life stages and emphasizing moral responsibility.<sup>1</sup>

As President Shavkat Mirziyoyev emphasized during the videoconference dedicated to the development of general school education: "Education and upbringing constitute our future; they are matters of vital importance. Therefore, we have no right to delay reforms in this sphere. Regardless of how challenging they may be, we must strengthen the foundation of school education starting today, for we have already lost a considerable amount of time."<sup>2</sup>

This study explores the educational-philosophical implications of the hadith through the lens of modern pedagogy, particularly in relation to core concepts of educational consciousness, value orientation, responsibility, and future-oriented planning. The hadith is analyzed as a psychopedagogical framework capable of supporting moral development, self-discipline, and time awareness in learners, demonstrating its relevance for contemporary educational practice.

**Methods.** This research employs a qualitative analytical approach, utilizing:

1. **Textual Analysis** - Examination of the content and pedagogical implications of the hadith as presented in "A Beautiful Example."
2. **Comparative Pedagogical Analysis** - Correlation of the hadith's ethical messages with foundational concepts of educational psychology (e.g., Bronfenbrenner's ecological systems theory) and classical Islamic ethical thought (e.g., Al-Ghazali's theories of moral formation).
3. **Conceptual Interpretation** - Identification of pedagogical categories such as consciousness, responsibility, value-based reasoning, and time management within the hadith's structure.
4. **Synthesis of Islamic and modern educational frameworks** - Integration of traditional ethical teachings with modern pedagogical paradigms.

This methodology enables a multi-layered interpretation of the hadith's significance for moral education.

**Results.** The analysis revealed several key pedagogical findings:

### 1. Youth as a Foundational Stage in Moral and Cognitive Development

The phrase "Value your youth before old age" affirms the formative significance of childhood and adolescence. In pedagogical terms, this correlates with Al-Ghazali's view that the youthful heart is like pure soil: whatever is planted will grow accordingly. Early moral instruction establishes long-term behavioral and ethical patterns.

### 2. Health as a Determinant of Psychosocial and Cognitive Growth

<sup>1</sup> Odinakhon Muhammad Sodiq. *Go'zal o'rnak*. 66-68 betlar. "Hilol nashr". Toshkent-2022.

<sup>2</sup> Videoconference meeting on the development of school education chaired by President Shavkat Mirziyoyev. 28.01.2022

The admonition to value health underscores both physical and psychological well-being. This aligns with Bronfenbrenner's ecological systems theory, which identifies health and environment as influential factors in holistic development.

### 3. Wealth as a Means for Cultivating Value-Oriented Awareness

"Value your wealth before poverty" reflects the need to instill attitudes of moderation, responsibility, and ethical consumption. The pedagogical importance of avoiding wastefulness and promoting balanced resource use corresponds with modern ecological education and sustainability pedagogy.

### 4. Free Time as a Pedagogical Resource

"Value your free time before you become preoccupied" highlights the necessity of cultivating structured, purposeful time management - an essential competence for responsible learners. Proper organization of leisure supports creativity, reflective thinking, and prosocial engagement.

### 5. Life as the Ultimate Moral Responsibility

The final principle, "Value your life before death," situates human existence within a framework of ethical meaning and responsibility. It underscores pedagogy's highest aim: nurturing learners who live purposefully, ethically, and conscientiously.

Overall, the hadith functions as a comprehensive psychopedagogical model that promotes responsible decision-making, value-conscious living, and self-regulation.

**Discussion.** The findings demonstrate that the analyzed hadith embodies timeless pedagogical principles that align with contemporary theories of moral and personal development. Its holistic approach to life resources positions it as a valuable educational tool for fostering self-awareness, responsibility, and ethical reasoning.

First, the emphasis on youth corresponds with modern developmental psychology, underscoring the necessity of early moral education. Second, the focus on health integrates seamlessly with current models of well-being-based learning, which prioritize mental resilience and emotional stability. Third, the principles regarding wealth and resource management hold particular relevance in the context of today's globalized consumer culture, where excessive consumption can hinder social and ecological sustainability.

Furthermore, the pedagogical significance of time management resonates strongly with modern educational competencies, including executive functioning, self-discipline, and reflective decision-making. Finally, the existential reminder concerning life and death enriches the philosophical dimension of pedagogy, promoting deep moral reflection and the development of meaningful life goals.

These results affirm that Prophetic wisdom - when pedagogically interpreted - can serve as an effective framework for strengthening the moral, psychological, and educational foundations of learners within modern schooling systems.

**Conclusion.** This study demonstrates that the Prophetic hadith analyzed here contains profound pedagogical insights applicable to modern educational theory and practice. Its comprehensive guidance on managing youth, health, wealth, time, and life aligns with core principles of contemporary pedagogy, offering a universal and timeless model for fostering responsible,

value-oriented individuals. Integrating such ethical teachings into educational processes can significantly contribute to the formation of morally resilient, socially conscious, and intellectually mature learners.

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