
CONFERENCE ARTICLE**The Structural-Functional Model Of Forming A Moral Worldview In Digital-Generation Students****Ahmedov Nodir Kodiraliyevich**

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Abstract: The article develops a structural-functional model for forming the moral worldview of digital-generation students on the basis of the content of history education. The model comprises six interconnected blocks — the target, methodological, content, technological, environmental and diagnostic-outcome blocks — with the composition, function and type of linkage to the other blocks specified for each. The theoretical foundation of the model is constituted by R. Tyler's logic of curriculum design, U. Bronfenbrenner's ecological systems theory, the taxonomy of L. Anderson and D. Krathwohl, and the models of J. Rest and T. Lickona. Comparison with sources from the history of pedagogical doctrines demonstrates the national foundation of the model. The operating logic of the model and the conditions for its implementation in practice are substantiated.

Keywords: Structural-functional model, moral worldview, pedagogical modelling, target block, technological block, diagnostic block, feedback, educational environment, history of pedagogical doctrines, national pedagogical heritage.

Introduction

A pedagogical model is an instrument for the systematisation of research findings, and its value is manifested not in its status as a diagram but in its capacity to disclose the connections between structural components. In the pedagogical literature, however, the blocks of a model are frequently merely enumerated, while the functional dependency between them remains unsubstantiated. As a consequence, the model degenerates into a descriptive scheme by means of which it becomes possible neither to design the process nor to forecast its outcome. The principal task in developing a model is therefore not the identification of blocks but the determination of the type of linkage between them and of the feedback mechanism. The normative basis of the problem has been established: the document adopted within the framework of the priority directions of the country's development through 2030 designates the realisation of human potential as a strategic task, while the Law "On Education" consolidates the principle of the unity and continuity of the education system. The model constitutes precisely that instrument which ensures this continuity within the process of upbringing. The aim of the article is to develop a structural-functional model for forming the moral worldview of digital-generation students and to substantiate its operating logic. The tasks are as follows: to determine the theoretical foundations of the model; to identify the blocks and specify their composition; to substantiate the functional linkages between the blocks; and to establish the conditions for the implementation of the model.

Literature Review And Methodology

The idea of regarding the process of upbringing as a system took shape within the history of national pedagogical doctrines. In his treatise "The Virtuous City", Abu Nasr al-Farabi substantiated the connection between the perfection of the individual and the structure of society, attributing decisive significance to the educational environment. This constitutes the theoretical foundation for the environmental block of the model. In Yusuf Khass Hajib's "Qutadghu Bilig", the educative function of every institution of society is defined and the principle of the organic unity of knowledge and conduct is advanced; this represents an

early expression of the linkage between the content and the technological blocks.

In "The Turkic Gulistan, or Morality", Abdulla Avloniy classified moral qualities and organised them as systematic instructional content. The significance of Avloniy's experience for the model lies in the fact that he demonstrated in practice that educative content may be structured, that is, converted into a system of classified and assimilable units. The foundation of modern modelling methodology is constituted by R. Tyler's logic of curriculum design: defining the educational purpose, selecting learning experiences consistent with it, organising these experiences and evaluating the outcome. This four-stage logic constitutes the supporting structure of any pedagogical model and establishes the connection between purpose and outcome as an obligatory element. The necessity of incorporating the educational environment into the composition of the model is substantiated by U. Bronfenbrenner's ecological systems theory: the author interpreted the development of the individual as the result of the interaction of nested environmental systems. Under the conditions of the digital environment this theory acquires particular importance, since the number of environments exerting influence upon the student has increased and the boundaries between them have become blurred. In operationalising the target block, the taxonomy of educational objectives revised by L. Anderson and D. Krathwohl is applied: objectives are classified along two dimensions, namely the type of knowledge and the cognitive process. This classification makes it possible to express educative outcomes in measurable form as well. In determining the moral content of the model, the conceptions of J. Rest and T. Lickona were relied upon. J. Rest substantiated moral conduct as a four-component process comprising sensitivity, judgement, motivation and character; T. Lickona, for his part, conceived of character as the unity of moral knowing, moral feeling and moral action. These two models provide the substantive basis of the diagnostic-outcome block. In determining the subject-specific dimension of the content block, the foundational concepts of historical thinking identified by P. Seixas and T. Morton, together with S. Wineburg's conclusion that historical thinking requires a specially organised educational process, were taken as the point of departure. The research methodology comprised pedagogical modelling, the

systemic-structural approach, retrospective analysis of sources relating to the history of pedagogical doctrines, and theoretical generalisation.

Discussion And Results

The principal result of the research consists in the development of a structural-functional model comprising six blocks. For each block, the composition, function and type of linkage with the other blocks were determined (see Table 1).

Table 1. The structural-functional model of forming a moral worldview

Block	Composition	Function	Linkage with the other blocks
Target block	Social demand, research aim, learning outcomes	Orienting: determines the direction of movement of the entire system	Determines all the blocks; receives feedback from the diagnostic block
Methodological block	System of approaches and principles	Substantiating: justifies the choice of content and technology	Shapes the content and technological blocks
Content block	Content of history education possessing moral potential	Source-providing: supplies the material of upbringing	Is realised through the technological block
Technological block	Five pedagogical mechanisms, methods, forms and means	Implementing: converts content into process	Receives material from the content block and principles from the methodological block
Environmental block	Family, school, peers, digital environment	Condition-creating: strengthens or weakens the educative impact	Modifies the effectiveness of the technological block
Diagnostic-outcome block	Criteria, indicators, levels and assessment methods	Controlling: measures the outcome	Provides feedback to the target block

The operating logic of the model unfolds as follows. The target block translates the social demand into the language of concrete learning outcomes. The methodological block determines the approaches and principles that justify the path towards the attainment of these outcomes. The content block selects the material of history education that possesses moral potential. The technological block converts this content into a real pedagogical process. The environmental block either strengthens or weakens the effectiveness of this process. The diagnostic-outcome block, in turn, measures the result attained and provides feedback to the target block. The most important structural characteristic of the model is the obligatory nature of feedback. If there is no linkage running from the diagnostic block to the target block, the model becomes a closed system and loses the capacity for self-improvement. In practice it is precisely this linkage that is most frequently absent: the outcome is measured, yet neither the purpose nor the technology is reconsidered on the basis of that measurement. This state of affairs reduces the model to a formal document. The second important characteristic is the distinctive status of the environmental block in relation to the other blocks. The remaining five blocks are managed by the teacher, whereas the environmental block is only partially manageable: the teacher cannot exercise full control over the influence of the family, the peer group and the digital environment. For this reason the model regards the environment not as an interference to be eliminated, but as a factor to be taken into account and, so far as possible, drawn into cooperation. This approach rests upon the idea, substantiated by al-Farabi, of the decisive role of the educational environment. The third characteristic is the subordination of the technological block to the content block. The model defines technology not as an independent value but as a means of realising content. The practical significance of this principle is considerable: the application of contemporary technology without connecting it to content — for instance, the use of a digital tool merely for the sake of entertainment — yields no educative outcome and consumes instructional time.

The second result of the research consists in substantiating the conditions for the implementation of the model. The first condition is the completeness of the blocks: the omission of any one of them destroys the integrity of the system. In particular, in the absence of the diagnostic block the model loses its prognostic

function. The second condition is the correspondence between purpose and diagnostics: the indicators to be measured must correspond precisely to the outcomes specified in the target block; otherwise the result of measurement loses its meaning. The third condition is the stage-by-stage introduction of the model. An attempt to activate all the blocks simultaneously leads in practice to failure, since the methodological preparedness of the teacher and the material and technical base are not ready at one and the same time. The expedient sequence is as follows: first the target and diagnostic blocks, then the technological block, and thereafter the mechanisms of cooperation with the environmental block. In discussing the results obtained, the status of the model must be clearly defined. The model proposed is a theoretical construct whose effectiveness has not thus far been verified empirically. In order to confirm the operational capacity of the model it is necessary to organise experimental work, to measure the level of formation of the moral worldview in control and experimental groups, and to process the results by mathematical and statistical methods. This task has been designated as the subsequent stage of the research.

Conclusion

The theoretical research conducted has made it possible to arrive at the following conclusions. First, the scientific value of a pedagogical model is manifested not in the enumeration of blocks but in the substantiation of the functional linkages between them and of the feedback mechanism. Second, the structural-functional model of forming a moral worldview comprises six blocks: the target, methodological, content, technological, environmental and diagnostic-outcome blocks; each of them possesses its own function and cannot be omitted. Third, the supporting element that ensures the operational capacity of the model is the feedback directed from the diagnostic block to the target block; without it the model becomes a closed system and descends to the status of a formal document. Fourth, the environmental block, unlike the other blocks, is only partially manageable; it must therefore be regarded not as an interference to be eliminated but as a factor to be drawn into cooperation.

On the basis of the results of the analysis, the following recommendations are advanced: 1) to subject the model to approbation within the framework of experimental work and to

evaluate its effectiveness by mathematical and statistical methods; 2) to express the educative outcomes of the target block in measurable form on the basis of the taxonomy of educational objectives; 3) to elaborate concrete mechanisms of cooperation between school and family within the framework of the environmental block; 4) to observe the principle of gradualness in implementing the model and to ensure the methodological preparedness of teachers in advance at each stage. The realisation of these recommendations will make it possible to design the process of forming a moral worldview purposefully and to evaluate its outcomes objectively.

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