

## Using Modern Technologies in Teaching Hadith to Primary Class Students

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**Annotation:** this article presents some methods of using modern technologies in teaching hadith to elementary school students.

**Keywords:** Holy Qur'an, Hadith Sharif, "Intelligent boy", About patriotism, about knowledge, about manners, respect for parents, kinship obligations, honesty and purity.

Human moral qualities have always been the center of attention of Eastern countries. Take the work of any poet who grew up in the Muslim East, and we will come across works with a warning tone. Our ancient writers considered literature as a means of education. Be it purely lyrical works, or epic works consisting of incidents, legends and adventures, they had parts in the nature of "ma'viza", i.e. advice. We can find many works of this nature in Turkish literature. For example, Yusuf Khos Hajib's "Kutadgu Bilig", Khoja Ahmed Yassavi's "Hikmatar", Alisher Navoi's "Lison-ut Tayr", "Mahbub ul Qulub", the first epic of "Khamsa" "Hayratul-abror" are also in the spirit of pandnoma. is among the written works. These works are based on the teachings of the Holy Qur'an and Hadith.

From time immemorial, verses from the Holy Qur'an have been memorized in the teaching and upbringing of children. Since it is difficult for children to memorize the entire Qur'an, it is considered appropriate to teach Haftiyak, one of the seven parts of the Qur'an. Hadith Sharif, which is next to the Qur'an, is also taught to children. The role of these works in the promotion of knowledge is incomparable. That is why even today, even if Haftiyak is not taught to children, their place has been replaced by hadiths, works based on hadiths, poems, proverbs, and parables.

The study of fiction, recognized as the art of words, begins with children's literature. The main task of children's literature is to educate along with education. Therefore, we believe that teaching hadiths to elementary school students is purposeful.

We think that it is appropriate to teach children hadiths, first of all, to choose from the hadiths suitable for their age and explain them on the basis of various modern technologies. Hadiths have a wide range of topics. Therefore, it is necessary to teach them only age-appropriate hadith. What kind of hadiths should be taught to children?

A primary school student should not forget the obligations of respect and kinship to his parents, grow up to be a firm person in faith and religion, mature in devotion and loyalty to the profession he chooses, develop universal morals and strict adherence to internationality must have found its logical perfection in the selected examples of hadith.

In our opinion, the following types of hadiths can be taught to children:

1. About patriotism;
2. About science and enlightenment;
3. About manners;
4. Respect for parents, kinship obligations

## 5. Honesty and purity.

Narrating hadiths to children in this way may not achieve the expected goal. Also, if they are taught using different methods, the child's interest in learning them will increase. Child psychology always requires cheerfulness, activity and color. Therefore, it is necessary to take into account these features when teaching hadiths to children.

It is appropriate to choose shorter hadiths for children, especially children studying in the 1st-2nd grade of primary school. Because the child still recognizes letters, joins them together to form syllables, and from them make words. Giving a child who has just learned to read a large volume of text can cause the child to lose interest in reading.

For example, strive for knowledge, even if it is in China, because it is obligatory for every believer to strive for knowledge.

Explanation: The Prophet S. A. W. told the ummah to strive to learn knowledge even if you are in a far country, because it is obligatory for every believer to diligently start learning.

Students are given the task of memorizing short hadiths in advance. Then students will understand the meaning of the hadith through various games during the lesson.

Our first method is "ZUKKO BOLAJON" method. In this, the groups tell each other the first part of the hadith, and the second group continues. Any group that cannot recite a hadith or find a continuation of a hadith is out of the game. The same game continues. For example, if the first group says "Take a trip...", the second group should say "You will be healthy", that is, "Take a trip - you will be healthy". Now the third group says, "Three types of people will not enter heaven..." and the first group says, "1. The one who hurt his parents, 2. The one who is grateful, 3. The one who is grateful for what he has been given. This method gives a good result in sharpening the child's memory. This method is appropriate if it is applied to students of 3-4 grades.

The next method is called "Zehn-u zakovat". In this method, children are divided into three groups. Pupils from each group recite hadiths in a row. A group that does not recite a hadith when it is their turn is out of the game. The other two groups continue to recite hadiths for victory. Whichever group wins, that group will be awarded the nomination "The most intelligent group". It is recommended to give nominations such as "The most knowledgeable" and "The most intelligent" to the other two groups. Because the "losing" groups may be depressed, and children's characters may laugh at the rest of the group if they win. Nominating groups prevents situations like the above. This method is suitable for 2nd, 3rd and 4th grade students.

The above methods serve to familiarize elementary school students with hadiths and reveal their importance in child education. Also, we believe that it is appropriate for children to memorize not only hadiths with different contents, but also hadiths that reflect the above-mentioned topics and give their explanations.

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