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ИЖТИМОЙ-ГУМАНИТАР ФАНЛАРНИНГ
ДОЛЗАРБ МУАММОЛАРИ

АКТУАЛЬНЫЕ ПРОБЛЕМЫ
СОЦИАЛЬНО-ГУМАНИТАРНЫХ НАУК

ACTUAL PROBLEMS OF HUMANITIES
AND SOCIAL SCIENCES



ЭЛЕКТРОН ЖУРНАЛ

ЭЛЕКТРОННЫЙ ЖУРНАЛ

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ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES

ТОШКЕНТ-2023

БОШ МУҲАРРИР:

Исанова Феруза Тулқиновна

ТАҲРИР ҲАЙЪАТИ:

07.00.00-ТАРИХ ФАНЛАРИ:

Юлдашев Анвар Эргашевич – тарих фанлари доктори, сиёсий фанлар номзоди, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Мавланов Уктам Махмасабирович – тарих фанлари доктори, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Хазраткулов Абдор – тарих фанлари доктори, доцент, Ўзбекистон давлат жаҳон тиллари университети.

08.00.00-ИҚТИСОДИЁТ ФАНЛАРИ:

Карлибаева Рая Хожабаевна – иқтисодиёт фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Худойқулов Садирдин Каримович – иқтисодиёт фанлари доктори, доцент, Тошкент давлат иқтисодиёт университети;

Азизов Шерзод Ўктамович – иқтисодиёт фанлари доктори, доцент, Ўзбекистон Республикаси Божхона институти;

Арабов Нурали Уралович – иқтисодиёт фанлари доктори, профессор, Самарқанд давлат университети;

Холов Актам Хатамович – иқтисодиёт фанлари бўйича фалсафа доктори (PhD), доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Шадиева Дилдора Хамидовна – иқтисодиёт фанлари бўйича фалсафа доктори (PhD), доцент в.б, Тошкент молия институти;

Шакаров Қулмат Аширович – иқтисодиёт фанлари номзоди, доцент, Тошкент ахборот технологиялари университети

09.00.00-ФАЛСАФА ФАНЛАРИ:

Ҳакимов Назар Ҳакимович – фалсафа фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Яхшиликков Жўрабой – фалсафа фанлари доктори, профессор, Самарқанд давлат университети;

Ғайбуллаев Отабек Мухаммадиевич – фалсафа фанлари доктори, профессор, Самарқанд давлат чет тиллар институти;

Ҳошимхонов Мўмин – фалсафа фанлари доктори, доцент, Жиззах педагогика институти;

Носирходжаева Гулнора Абдукаҳхаровна – фалсафа фанлари номзоди, доцент, Тошкент давлат юридик университети.

10.00.00-ФИЛОЛОГИЯ ФАНЛАРИ:

Ахмедов Ойбек Сапорбаевич – филология фанлари доктори, профессор, Ўзбекистон давлат жаҳон тиллари университети;

Кўчимов Шухрат Норқизилович – филология фанлари доктори, доцент, Тошкент давлат юридик университети;

Салахутдинова Мушарраф Исамутдиновна – филология фанлари номзоди, доцент, Самарқанд давлат университети;

Кучкаров Раҳман Урманович – филология фанлари номзоди, доцент в/б, Тошкент давлат юридик университети;

Юнусов Мансур Абдуллаевич – филология фанлари номзоди, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Саидов Улугбек Арипович – филология фанлари номзоди, доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси.

12.00.00-ЮРИДИК ФАНЛАРИ:

Ахмедшаева Мавлюда Ахатовна – юридик фанлар доктори, профессор, Тошкент давлат юридик университети;

Мухитдинова Фирюза Абдурашидовна – юридик фанлар доктори, профессор, Тошкент давлат юридик университети;

Эсанова Замира Нормуратовна – юридик фанлар доктори, профессор, Ўзбекистон Республикасида хизмат кўрсатган юрист, Тошкент давлат юридик университети;

Ҳамроқулов Баҳодир Мамашарифович – юридик фанлар доктори, профессор в.б., Жаҳон иқтисодиёти ва дипломатия университети;

Зулфиқоров Шерзод Хуррамович – юридик фанлар доктори, профессор, Ўзбекистон Республикаси Жамоат ҳавфсизлиги университети;

Хайитов Хушвақт Сапарбаевич – юридик фанлар доктори, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Асадов Шавкат Ғайбуллаевич – юридик фанлар доктори, доцент, Ўзбекистон Республикаси

Президенти ҳузуридаги Давлат бошқаруви академияси;

Сайдуллаев Шахзод Алиханович – юридик фанлар номзоди, профессор, Тошкент давлат юридик университети;

Амиров Зафар Актамович – юридик фанлар бўйича фалсафа доктори (PhD), Ўзбекистон Республикаси Судьялар олий кенгаши ҳузуридаги Судьялар олий мактаби

13.00.00-ПЕДАГОГИКА ФАНЛАРИ:

Ҳашимова Дильдархон Уринбоевна – педагогика фанлари доктори, профессор, Тошкент давлат юридик университети;

Ибрагимова Гулнора Хавазматовна – педагогика фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Закирова Феруза Махмудовна – педагогика фанлари доктори, Тошкент ахборот технологиялари университети ҳузуридаги педагогик кадрларни қайта тайёрлаш ва уларнинг малакасини ошириш тармоқ маркази;

Тайланова Шоҳида Зайниевна – педагогика фанлари доктори, доцент.

19.00.00-ПСИХОЛОГИЯ ФАНЛАРИ:

Каримова Васида Маманосировна – психология фанлари доктори, профессор, Низомий номидаги Тошкент давлат педагогика университети;

Ҳайитов Ойбек Эшбоевич – Жисмоний тарбия ва спорт бўйича мутахассисларни қайта тайёрлаш

ва малакасини ошириш институти, психология фанлари доктори, профессор

Умарова Навбаҳор Шокировна – психология фанлари доктори, доцент, Низомий номидаги Тошкент давлат педагогика университети, Амалий психология кафедраси мудири;

Атабаева Наргис Батировна – психология фанлари доктори, доцент, Низомий номидаги Тошкент давлат педагогика университети;

Қодиров Обид Сафарович – психология фанлари доктори (PhD), Самарқанд вилоят ИИБ Тиббиёт бўлими психологик хизмат бошлиғи.

22.00.00-СОЦИОЛОГИЯ ФАНЛАРИ:

Латипова Нодира Мухтаржановна – социология фанлари доктори, профессор, Ўзбекистон миллий университети кафедра мудири;

Сеитов Азамат Пўлатович – социология фанлари доктори, профессор, Ўзбекистон миллий университети;

Содиқова Шоҳида Мархабоевна – социология фанлари доктори, профессор, Ўзбекистон халқаро ислом академияси

23.00.00-СИЁСИЙ ФАНЛАР

Назаров Насриддин Атакулович – сиёсий фанлар доктори, фалсафа фанлари доктори, профессор, Тошкент архитектура қурилиш институти;

Бўтаев Усмонжон Хайруллаевич – сиёсий фанлар доктори, доцент, Ўзбекистон миллий университети кафедра мудири.

ОАК Рўйхати

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Телеграм канал: https://t.me/scienceproblems_uz

МУНДАРИЖА

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THE USAGE OF JADID METHODS IN DEVELOPING YOUTH LEARNING COMPETENCE

Abstract. This article discusses the usage of Jadid methods in developing youth learning competence. The Jadid method is a teaching approach that emphasizes active and practical learning, individualized learning, and cultural relevance. This article highlights the key features of this approach and how it can be applied in practice to promote effective learning outcomes for young learners.

Key words: Jadid methods , learning competence, effective learning , individualized learning, active and practical learning, youth learning competence, experiential learning, critical thinking, problem-solving.

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YOSHLARNING TA'LIM KOMPETENSIYASINI RIVOJLANTIRISHDA JADID METODLARIDAN FOYDALANISH

Annotatsiya. Ushbu maqolada yoshlarning bilim olish qobiliyatini rivojlantirishda jadid metodlaridan foydalanish masalalari muhokama qilinadi. Jadid metodlari- faol va amaliy o'qish, individual ta'lim va madaniy ahamiyatga ega bo'lgan o'qitish usullaridir. Maqolada ushbu yondashuvning asosiy xususiyatlari va uni yosh o'quvchilar uchun samarali ta'lim natijalarini rag'batlantirish uchun amalda qanday qo'llash mumkinligi ko'rsatilgan.

Kalit so'zlar: Jadid usullari , o'qish kompetensiyasi, samarali ta'lim , individual ta'lim, faol va amaliy o'rganish, yoshlarda o'qiish kompetensiyasi, tajribaviy o'rganish, tanqidiy fikrlash, muammoni hal qilish.

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ИСПОЛЬЗОВАНИЕ МЕТОДОВ ДЖАДИДОВ В РАЗВИТИИ УЧЕБНОЙ КОМПЕТЕНТНОСТИ МОЛОДЕЖИ

Аннотация. В этой статье обсуждается использование джадидских методов в развитии учебной компетенции молодежи. Джадидский метод — это подход к обучению, в котором особое внимание уделяется активному, практическому и индивидуальному обучению и культурной значимости. В этой статье освещаются ключевые особенности этого подхода и то, как его можно применять на практике для обеспечения эффективных результатов обучения молодых учащихся.

Ключевые слова: джадидские методы, учебная компетентность, эффективное обучение, индивидуальное обучение, активное и практическое обучение, экспериментальное обучение, критическое мышление, решение проблем.

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Introduction. Education is a fundamental aspect of human development that plays a vital role in shaping the future of individuals and societies. In recent years, there has been a growing emphasis on the need to develop the competence of young learners, to ensure that they are equipped with the skills and knowledge required to succeed in a rapidly changing world. One approach that has proven to be effective in achieving this goal is the Jadid method, which is a teaching approach that emphasizes experiential learning, critical thinking, problem-solving, and cultural relevance. This article will explore the usage of Jadid methods in developing youth learning competence, highlighting the key features of this approach and how it can be applied in practice to promote effective learning outcomes for young learners.

Jadid methods, also known as the New Method, refer to a teaching approach that was developed by a group of educationalists in Central Asia in the early 20th century. This method of teaching was designed to revolutionize the traditional way of teaching and to provide students with a more engaging, practical, and modern education. The Jadid method focuses on developing the competence of young learners, by emphasizing experiential learning, critical thinking, and problem-solving.

The Jadid method has proven to be an effective approach to education, particularly for youth learners, as it promotes the development of competencies that are essential for success in today's society. Here are some of the ways in which Jadid methods can be used to develop the competence of young learners:

Active learning: One of the key features of the Jadid method is active learning. This involves encouraging students to be actively involved in the learning process, rather than just passively receiving information. This approach helps young learners to develop critical thinking skills, problem-solving abilities, and creativity. Teachers can incorporate active learning techniques such as group discussions, debates, and hands-on activities to make learning more engaging and interactive.

Practical learning: Another important aspect of the Jadid method is practical learning. This involves giving students the opportunity to apply what they have learned in real-life situations. This approach helps young learners to develop skills that are relevant to their daily lives, such as decision-making, communication, and teamwork. Teachers can incorporate practical learning by providing students with projects, field trips, and other hands-on activities that require them to apply what they have learned.

Individualized learning: The Jadid method emphasizes individualized learning, which means that teachers should take into account the different learning styles and abilities of each student. This approach helps young learners to develop at their own pace and in their own way, which can lead to better learning outcomes. Teachers can incorporate individualized learning by providing students with personalized assignments, assessments, and feedback.

Cultural relevance: The Jadid method also emphasizes the importance of cultural relevance in education. This means that teachers should take into account the cultural background and experiences of their students when designing learning activities. This approach helps young learners to feel more connected to their learning and to develop a deeper understanding and appreciation of their own culture and the cultures of others.

Literature analysis. There are a few sources on the usage of Jadid methods in developing youth learning competence and an analysis of each: “The Jadid pedagogy: A case for educational reform in the Islamic world” by Abbas, S. This study examines the implementation of the Jadid model in the teaching of Islamic religious education in primary schools in Indonesia. The author found that the Jadid model was effective in promoting active learning and critical thinking skills among students, and that it also increased student engagement and motivation. The study suggests that the Jadid model can be an effective approach to teaching Islamic religious education in primary schools and can be adapted to other subject areas as well. [1.104] “The impact of Jadid pedagogy on secondary school students’ academic achievement” by Ajayi, L. This article examines the Jadid model of education as a modern approach to educational philosophy, emphasizing the need for active, practical, and culturally relevant learning experiences. The author argues that the Jadid model is an effective way to promote the development of youth learning competence, as it focuses on developing critical thinking, problem-solving, and decision-making skills. The article provides an overview of the history and principles of the Jadid model and offers suggestions for how it can be implemented in modern-day teaching. [2.201] “Jadid pedagogy in Uzbekistan: Past and present” by Avazova, S. [3.527] This book overment, which emerged in Central Asia in the early 20th century. The authorchapter examines the historical context and development of the Jadid m discusses the impact of the Jadid movement on education in the region, emphasizing its focus on modernization and the promotion of critical thinking and practical skills. The chapter provides a detailed analysis of the Jadid movement and its legacy, and highlights its potential relevance for contemporary educational contexts. The Jadid movement and modern education: The case of Ottoman Empire” by Can, G. [4.56] This article explores the Jadid method as an alternative approach to education, emphasizing its focus on experiential and practical learning. The author argues that the Jadid method can help to develop youth learning competence by promoting critical thinking, problem-solving, and decision-making skills. The article provides examples of how the Jadid method has been implemented in various educational contexts, highlighting its potential benefits for young learners.

“The Jadid movement and its impact on education in the Muslim world” [5.19] This book includes a chapter on the Jadid movement and its impact on education in the Muslim world. The authors discuss the historical context and development of the Jadid movement, emphasizing its focus on modernization and the promotion of critical thinking and practical skills. The chapter provides a detailed analysis of the Jadid movement and its legacy, and highlights its potential relevance for contemporary educational contexts in the Muslim world.

Overall, these sources demonstrate that the Jadid method is an effective approach to developing youth learning competence. By emphasizing active, practical, and culturally relevant learning experiences, the Jadid method promotes critical thinking, problem-solving, and decision-making skills among young learners. These sources also highlight the potential adaptability and relevance of the Jadid method in various educational contexts, suggesting that it can be an effective approach to teaching a wide range of subjects and topics.

Methods. There are some research methods that can be used to study the usage of Jadid methods in developing youth learning competence:

Case Studies: Case studies involve in-depth analysis of a specific context, situation, or program. Researchers can use case studies to examine how Jadid methods have been

implemented in different educational settings and their effectiveness in promoting youth learning competence.

Surveys and Questionnaires: Surveys and questionnaires can be used to collect data from a large number of participants. Researchers can use surveys and questionnaires to gather information about attitudes, beliefs, and experiences related to Jadid methods and youth learning competence.

Interviews: Interviews can be used to collect qualitative data from individuals who have experience with Jadid methods in education. Researchers can use interviews to gain a deeper understanding of how Jadid methods have been used and their effectiveness in promoting youth learning competence.

Observations: Observations involve direct observation of educational settings and practices. Researchers can use observations to examine how Jadid methods are implemented in classrooms and other educational contexts and their effectiveness in promoting youth learning competence.

Focus Groups: Focus groups involve bringing together a small group of individuals to discuss a specific topic. Researchers can use focus groups to explore attitudes, beliefs, and experiences related to Jadid methods and youth learning competence and gain a deeper understanding of the challenges and opportunities associated with their implementation.

Overall, these research methods can be used to gather both quantitative and qualitative data on the usage of Jadid methods in developing youth learning competence. By using a combination of these methods, researchers can gain a more comprehensive understanding of the effectiveness of Jadid methods in promoting youth learning competence and identify areas for further research and improvement.

Results. Based on the literature, research studies, and theoretical frameworks related to the usage of Jadid methods in developing youth learning competence, here are some potential results: **Increased Engagement and Motivation:** The use of Jadid methods in education can increase student engagement and motivation. These methods promote active participation, collaboration, and critical thinking, which can lead to increased interest and enthusiasm for learning among young learners. **Improved Learning Outcomes:** The implementation of Jadid methods in education can lead to improved learning outcomes for young learners. These methods can help to develop critical thinking, problem-solving, communication, and other essential competencies that are necessary for success in the 21st century. Jadid methods emphasize personalized learning, which can help to meet the unique needs and preferences of individual learners. This can lead to increased student satisfaction with their learning experience and improved learning outcomes. Jadid methods promote culturally relevant education by incorporating the cultural backgrounds and experiences of students into the learning process. This approach can help to engage students and make the learning experience more meaningful and relevant to their lives. The implementation of Jadid methods in education requires professional development for educators. This can lead to increased teacher satisfaction and confidence, which can have a positive impact on student learning outcomes. Overall, the usage of Jadid methods in developing youth learning competence has the potential to improve the quality of education and promote the development of essential competencies among young learners. The results may vary depending on the specific implementation and context of the Jadid methods used.

Discussion. The discussion of the usage of Jadid methods in developing youth learning competence is essential in understanding the potential benefits and challenges associated with their implementation.

While the literature suggests that Jadid methods have the potential to promote effective learning outcomes for young learners, it is essential to examine the empirical evidence supporting their effectiveness. More research is needed to determine the specific outcomes associated with the implementation of Jadid methods in different educational context. The effectiveness of Jadid methods in promoting youth learning competence has been a topic of much debate and discussion. While there is limited empirical research on the topic, some studies have suggested that Jadid methods can be effective in promoting learning outcomes for young learners. For example, a study conducted by İspir, and Günbatar, M. S. found that the implementation of Jadid methods in primary schools led to significant improvements in students' academic achievement, as well as their attitudes towards learning. [6.45] Similarly, a study conducted by Sadeghi, F. found that the use of Jadid methods led to significant improvements in students' critical thinking skills. Other studies have suggested that the effectiveness of Jadid methods may depend on the specific context of their implementation [7.45]. For example, a study conducted by Shamatov, D. found that while Jadid methods were effective in promoting learning outcomes in some educational contexts in Uzbekistan, they were less effective in others. [8.425] Despite the limited empirical evidence, there are several theoretical frameworks that suggest that Jadid methods can be effective in promoting youth learning competence. For example, the Jadid method emphasizes active participation, collaboration, critical thinking, and problem-solving, which are all essential competencies for success in the 21st century.

The Jadid method emphasizes the incorporation of cultural backgrounds and experiences of students into the learning process. However, it is essential to consider the potential challenges associated with this approach, such as the difficulty of ensuring that all students' cultures are appropriately represented and incorporated. The Jadid method emphasizes the incorporation of cultural backgrounds and experiences of students into the learning process. This approach recognizes that students' cultural backgrounds can play a significant role in their learning experiences and can contribute to their sense of identity and belonging. However, implementing the Jadid method in a culturally relevant way can be challenging. First, it is essential to ensure that all students' cultures are appropriately represented and incorporated into the learning process. [9.53] This can be difficult, particularly in diverse classrooms where students come from a range of cultural backgrounds. Second, cultural relevance should not be used to perpetuate stereotypes or reinforce bias. Instead, it should be used to create a safe and inclusive learning environment that promotes respect, understanding, and appreciation for diversity. One way to incorporate cultural relevance into the Jadid method is through the use of culturally responsive teaching (CRT). CRT is an approach that emphasizes the importance of acknowledging and validating students' cultural backgrounds in the learning process. This approach recognizes that students' cultural backgrounds can affect their learning experiences and can be used to promote more effective learning outcomes. By incorporating CRT into the Jadid method, educators can create a learning environment that is more inclusive and culturally relevant. For example, educators can incorporate cultural artifacts, stories, and traditions into the learning process, which can help

to engage students and make the learning experience more meaningful and relevant. Incorporating cultural relevance into the Jadid method is essential to promote effective learning outcomes among diverse groups of students. However, it is essential to do so in a way that is respectful, inclusive, and free from bias. [10.19-20]

The implementation of Jadid methods in education requires professional development for educators. The quality and extent of professional development can vary, and it is essential to ensure that educators have access to appropriate training and resources to implement Jadid methods effectively. The implementation of the Jadid method in education requires professional development for educators. Professional development is essential to ensure that educators have the knowledge, skills, and resources to effectively implement the Jadid method in their classrooms. [3.528]

Professional development can take many forms, including workshops, seminars, coaching, mentoring, and ongoing support. The quality and extent of professional development can vary, and it is essential to ensure that educators have access to appropriate training and resources to implement the Jadid method effectively. One way to provide professional development in the Jadid method is through the use of teacher training programs. These programs can provide educators with the knowledge, skills, and resources needed to effectively implement the Jadid method in their classrooms. For example, these programs can provide educators with training on how to incorporate active participation, collaboration, critical thinking, and problem-solving into their teaching practices. Another way to provide professional development in the Jadid method is through the use of teacher collaboration and professional learning communities. These approaches can provide educators with ongoing support and resources to implement the Jadid method effectively. For example, educators can collaborate with their colleagues to develop lesson plans, share resources, and discuss strategies for effective implementation. Professional development is essential to ensure that educators have the knowledge, skills, and resources needed to effectively implement the Jadid method in their classrooms. By providing appropriate training and ongoing support, educators can promote effective learning outcomes among young learners. [2.22] The Jadid method emphasizes collaboration and communication among students. However, the success of this approach depends on the quality of student relationships, and it is essential to consider the potential challenges associated with implementing this approach, such as addressing conflicts and communication barriers. Collaboration and communication are critical components of the Jadid method. The Jadid method emphasizes active participation, collaboration, and problem-solving, which require effective communication and collaboration skills. Collaboration involves working together towards a common goal, while effective communication involves conveying ideas, thoughts, and feelings in a clear and concise manner. These skills are essential for success in the 21st century, where teamwork, communication, and problem-solving are essential skills for success in the workforce. One way to promote collaboration and communication in the Jadid method is through the use of group work and team projects. These activities can provide opportunities for students to work together towards a common goal, learn from each other, and practice effective communication and collaboration skills. Another way to promote collaboration and communication in the Jadid method is through the use of technology. Technology can be used to facilitate collaboration and communication among students, regardless of their location. For example, educators can use online tools, such as video

conferencing, to facilitate group discussions and collaboration among students in different locations. [3.529] Moreover, the Jadid method can be used to promote cultural communication and collaboration. By incorporating cultural backgrounds and experiences into the learning process, educators can create a learning environment that promotes respect, understanding, and appreciation for diversity. The implementation of Jadid methods in education can be challenging and may require significant changes to traditional educational practices. It is essential to consider the potential challenges associated with implementing Jadid methods effectively, such as resistance to change and lack of resources. Implementing the Jadid method in education can present various challenges for educators. The implementation of the Jadid method requires resources, including instructional materials, technology, and training. Lack of resources can hinder effective implementation, making it challenging for educators to provide quality education to their students. [3.531] Some educators may be resistant to change and may be unwilling to adopt new teaching methods. This can make it difficult to implement the Jadid method effectively. Implementing the Jadid method requires a significant amount of time, planning, and preparation. With competing demands and limited time, it can be challenging for educators to allocate enough time for effective implementation. The Jadid method emphasizes active participation, collaboration, and problem-solving, which can be challenging to assess using traditional assessment methods. Educators may need to develop new assessment methods that are aligned with the Jadid methods. Incorporating cultural backgrounds and experiences into the learning process can be challenging, particularly in diverse classrooms where students come from a range of cultural backgrounds. Educators need to be sensitive and respectful of cultural differences and ensure that all students' cultures are appropriately represented in the learning process. Educators require appropriate professional development to effectively implement the Jadid method. However, access to professional development opportunities can be limited, making it challenging for educators to develop

Conclusion. The Jadid method is a teaching approach that emphasizes active participation, collaboration, critical thinking, and problem-solving. It is a culturally relevant approach that can help young learners develop essential competencies for success in the 21st century. Professional development, collaboration, communication, and cultural sensitivity are critical components of effective implementation of the Jadid method. Educators need access to appropriate resources, training, and support to effectively implement the Jadid method in their classrooms. Despite the implementation challenges, the Jadid method has the potential to transform education and improve learning outcomes among young learners. By promoting active participation, collaboration, and critical thinking, educators can help young learners develop essential competencies for success in the 21st century. In conclusion, the Jadid method is an innovative and culturally relevant approach to education that has the potential to promote effective learning outcomes among young learners. By overcoming the implementation challenges and promoting professional development, collaboration, communication, and cultural sensitivity, educators can effectively implement the Jadid method in their classrooms and promote the development of essential competencies for success in the 21st century.

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