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Spiritual and Moral Education – the Foundation of Society

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Abstract: This article holds significant importance for the spiritual and moral education of youth, promoting societal values, morality, patriotism, and human qualities. Spiritual and moral education of students is one of the main tasks of higher education, as the process of acquiring advanced professionally relevant experience is closely linked with the development of such personal qualities. As a result, youth strive to take responsibility for the life and welfare of their country's citizens, nurture the younger generation, respect the best national traditions, achievements in science and culture, and the spiritual values of their ancestors.

Keywords: spirituality, morality, society, virtue, tradition, education, principle, pedagogical technology, spiritual and moral education.

Introduction

In today's era of globalization, the role of spiritual and moral education in ensuring sustainable development and the formation of a stable social system in society is incomparable. A person's moral maturity is not only a factor determining their personal achievements but also an important criterion for the overall cultural level, peace, and progress of society.

Leading scientific research centers worldwide recognize the formation of spiritual and moral competencies in students—not only preparing them professionally but also enabling them to make ethical decisions, ensure well-being, develop positive relationships, and solve complex moral problems in society—as one of the pressing research directions. Such research helps elevate the intellectual potential of individuals in higher education and ensures their reliance on stable values when making moral decisions.

In the years of independence, a number of scientific studies were conducted on this issue. Philosophers and sociologists such as S. Shermuxamedov, N. Komilov, M. Imomnazarov, Q. Nazarov, J. Tulenov, A. Begmatov, M. Bekmurodov, A. Umarov, N. Jo'rayev, T. Mahmudov, E. Yusupov, and others have thoroughly researched the spiritual foundations of human perfection, national ideas and ideology, national and universal values, national mentality, national dignity, morality, independence, and spirituality. Enlighteners like I. Gasprinsky, M. Bekhbudiy, S. Alizoda, A. Avloni, I. Ibrat, A. Shakuriy, A. Fitrat, and others laid the foundation for improving the content of spiritual and educational activities carried out within the education system. The scientific-theoretical and methodological basis for educational work has been studied by the country's pedagogical scholars.

The issue of forming an individual's spiritual and moral qualities has now risen to the level of state policy. Future teachers must be prepared for professional activities with spiritual and moral readiness. The Law of the Republic of Uzbekistan "On Education" also defines the moral qualities of learners as a mandatory requirement.

In our country, the strategic goal is to combat ideological aggression through a national idea, strengthen cooperation among family, educational institutions, and neighborhoods, and ensure the continuity of spiritual education. This includes intensifying scientific and sociological research in the field to ensure social and spiritual stability in society. The issue of shaping the

spiritual and moral personality has now been elevated to the level of state policy. Students and youth must be prepared spiritually and morally for professional activities.

The process of educational and extracurricular moral upbringing should frequently refer to the views and examples of national heroes such as Alpomysh, Tomiris, and Shiroq; statesmen and military leaders like Amir Temur, Ulugbek, and Babur; and scholars and thinkers such as Ibn Sina and Beruni. These figures form the foundation of instilling a sense of love and loyalty to the Motherland in young people.

At the same time, attention must also be given to international standards in the field of moral education. Raising the younger generation in accordance with the spiritual values that reflect one's attitude towards society, labor, and oneself is a complex process. It requires the individual being educated to have a deep understanding of the pedagogical and psychological foundations of moral upbringing. Moral feelings help students distinguish which behaviors and traits in people around them are good and which are bad. The degree of development of moral concepts varies at different stages of childhood. For example, moral awareness, moral values, and moral emotions develop differently depending on the age.

The revival of spiritual values and the awareness of national identity are essential processes — no society can envision its future without developing and strengthening spiritual and moral values in the minds of its people. From the very first days of our independence, the restoration of the immense and priceless spiritual and cultural heritage created by our ancestors over many centuries became a top priority at the level of state policy.

We consider the revival of spiritual values and the understanding of national identity as a natural process closely connected with the spiritual sources and deep roots of the people. The restoration of Islamic culture — which encompasses centuries of our society's and our people's moral and ethical experience — has become a crucial step toward determining our own destiny and gaining a sense of historical memory and cultural-historical unity.

Another powerful source of spiritual values lies in traditional family and kinship ethics. Respect for elders, mutual assistance, and concern for future generations have always been fundamental principles of this tradition.

Moral and spiritual upbringing plays a vital role in shaping an individual's worldview. Organizing this process effectively helps students develop moral consciousness. Moral education is a pedagogical process aimed at instilling in students the behavioral norms and values recognized and required by a particular society. It helps form their moral awareness, moral behavior skills, and moral culture, making it one of the most important components of social education. The foundation of moral education lies in ethics and moral standards.

Moral norms serve as regulators of behavior, and actions contrary to these norms are regarded as immoral. Unlike legal norms, which are obligatory, moral norms are voluntary.

Moral education teaches people to be honorable, conscientious, fair, patriotic, and hardworking. It promotes the development of good behavior through continuous effort. In the public education system, teaching is closely tied to the moral development of students, fostering the unity of consciousness and behavior.

In higher education, it is necessary to enhance the content of spiritual and moral education, nurture youth in the spirit of patriotism based on respect for national values, humanism, and high spiritual ideals, and strengthen their immunity against alien ideas and ideologies. Finding pedagogical, scientific-methodological, and practical solutions to these problems, and developing necessary methodological recommendations, are essential conditions of today.

Spiritual and moral education is the process of forming high human qualities, norms of ethics

and morality, patriotism, compassion, honesty, purity, patience, and other virtues in a person. This education is carried out through family, school, society, and mass media. Through this education, a person understands themselves, finds their place in society, and establishes healthy relationships with others.

History shows that societies experiencing spiritual decline do not survive long. No matter how abundant material wealth is, if people forget concepts like mutual respect, justice, and conscience, conflicts, injustice, and instability increase in society. Spiritual and moral education serves as the primary means to prevent such situations.

Every family and parent must always feel responsible for recognizing the individual in their child and ensuring all rights and freedoms belonging to that individual. The unique institution of the neighborhood, rare in many countries during independence years, plays an important role in preserving national and spiritual values, strengthening peace and security, and nurturing youth into perfect individuals. Neighborhood elders and respected mothers, with their life experience, teach youth and preserve the continuity of national traditions. The lifestyle and culture of life specific to neighborhoods, and relations among neighbors, significantly influence this. Additionally, celebrating the birthdays of great ancestors holds spiritual and historical importance.

The rich spiritual heritage, values, and scientific and moral views of our great scholars are invaluable treasures for us. Properly utilizing them and educating the younger generation in the spirit of these values will help build a strong, enlightened, and virtuous society.

Conclusion

Raising the younger generation with spiritual maturity is not only the duty of the family and school but of the entire society. Today's youth are the future leaders, scientists, teachers, and compatriots. If they possess high moral standards, society will be stable and progressive in the future.

Unfortunately, the modern flow of information and some harmful ideas and alien ideologies spreading on social networks negatively affect the minds of young people. Therefore, strengthening spiritual immunity and providing them with firm life views is a requirement of the time.

A highly spiritual person is the pillar of society. Spiritual and moral education is the primary source for cultivating such individuals. Every parent, teacher, intellectual, and even every citizen must take responsibility in this regard. Indeed, only a spiritually mature society can be strong, stable, and progressive.

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