

Forms and Methods of Spiritual and Moral Education in Educating Students*

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Geliş Tarihi/Received: 04.06.2024

Kabul Tarihi/Accepted: 30.05.2025

e-Yayın/e-Printed: 02.07.2025

ABSTRACT

In this article, effective spiritual and moral education incorporates these forms and methods, creating a holistic approach that instills moral development, empathy, and a sense of purpose in students. By combining authentic learning with experiential learning, role modeling, ethical dialogue, and community engagement, educators can explore, question, and internalize values that are important to students' personal and social growth. can develop an educational environment.

Key Words: Globalization, curriculum integration, experiential learning, cultural and ritual practices, spiritual and moral education

Öğrencileri Eği tmede Manevi ve Ahlaki Eği timin Biçimleri ve Yöntemleri

ÖZET

Bu makalede, etkili manevi ve ahlaki eği tim bu biçimleri ve yöntemleri bir araya getirerek, öğrencilere ahlaki gelişim, empati ve amaç duygusu aşılayan bütünsel bir yaklaşım oluşturur. Gerçek öğrenmeyi deneyimsel öğrenme, rol modelleme, etik diyalog ve toplum katılımıyla birleştirerek, eği timciler öğrencilerin kişisel ve sosyal gelişimi için önemli olan değerleri keşfedebilir, sorgulayabilir ve içselleştirebilir, bir eği tim ortamı geliştirebilir.

Anahtar Kelimeler: Küreselleşme, müfredat entegrasyonu, deneyimsel öğrenme, kültürel ve ritüel uygulamalar, manevi ve ahlaki eği tim

INTRODUCTION

Contemporary correlation of different attitudes and views in the context of globalization; In today's complex globalization era, which is changing at a rapid pace, urgent problems arising in the field of spirituality, in particular, the danger of a spiritual crisis, which is increasingly taking root in some regions of the world, while preserving the spirituality of our people, raising it, especially the youth demands protection of the integrity of the spiritual world. Moreover, the emergence of some kind of threat against spirituality, no matter where it is in the world, worries every conscious person, every nation, who is thinking about his present day and tomorrow's perspective. The expansion of globalization creates a number of problems and demands for society and production, as well as education. According to the analysis of the philosophical, psychological and pedagogical sources of the studied researches, although the development of globalization technologies is the reason for the strengthening of integration between the peoples of the world, it is a threat to the spirituality, worldview, psyche and health of the individual. everyone is equally worried. In particular, rapid information of the society and its negative impact on the education of students shows the interrelationship of young people with the problem of internal threats. It is worth noting that the life of the society and the social and spiritual maturity of the people living in it, first of all, requires the education of the young generation, as well as the intellectual potential of the future professionals. It is known from the historical development that

any state system considers the deep study of the spiritual heritage of ancestors and instilling its advanced aspects into the hearts of the young generation as its main goal.

The President of the Republic of Uzbekistan Sh.M. Mirziyoyev in his work "We will continue our path of national development and raise it to a new level": with the abundance of various threats, we are facing extremely complex tasks that cannot be delayed." This requires a deep study of the social-pedagogical content of the topic, its role in the spiritual and moral education of young people.

It is known that by the beginning of the 21st century, the interaction between the countries of the world has intensified. This sphere of influence expanded to such an extent that not a single country was spared from its influence. Even some countries that try to stay away from international organizations and do not want to join them cannot be said to be outside of this process. Globalization is a process that has such a powerful sphere of influence that the countries that think they can stay away from it are more affected by it. Of course, such involuntary influence is often negative.

The result of the effect of globalization depends on the economic, informational, spiritual potential, as well as the politics of the countries of the world. In order to reduce the scope of the negative impact of the violent processes taking place in the world on the countries and strengthen the positive impact, first of all, it is necessary to understand the essence of this phenomenon, to study and analyze its features. Because without deep study and analysis of this phenomenon, it is absolutely impossible to adapt to it, even if necessary, to change its direction accordingly. In other words, failure to deeply study the globalization process, failure to develop strategies, tactics and technology for its use will lead to a crisis in the state's economy, culture, and spirituality.

A look at the research carried out and conducted by the scientists of our country shows that the work in this field has developed rapidly. It can also be seen that many scientific works are being created by researchers regarding the impact of globalization on the life of society and national spirituality. During our research, we studied and analyzed a lot of information on this topic in scientific publications and magazines, periodicals. If we want our country to occupy a worthy place in the world community, and the policy we are conducting in the world arena will bring the expected results and success, then of course, for this, first of all, we should deeply research and analyze the nature, directions, and characteristics of globalization, thereby making a great contribution in the field of education. we need to create an opportunity to achieve our goals.

For the first time, research scientist Bakhodir Zakir connected the introduction of the term globalization to science with the article of the American scientist T.Levitt published in the Harvard Business Review in 1938: was" he described (Bahadir Zakir 2004). Professor S. Otamuratov "Globalization is destroying the spirituality of the nation, instead of it, it is raising the factor of material living to a priority level (Otamuratov S 2013). "Wherever life is good, that place is the Motherland", the developing inclination to get used to its "breath" and its benefits is becoming the principle of living today. There are many definitions given by researchers to Globalization. However, it is worth noting that the definition that includes all the features of such a process, in our opinion, is the definition given by the French researcher B. Bundy. In this definition, the researcher explains that the process of globalization has three dimensions. These are:

- Globalization is a continuous historical process;
- Globalization - the process of homogenization and universalization of the world;
- Globalization - the process of "washing away" of national borders;

The word globalization is "global" (French global-general, Latin globusshar), covering the entire globe; taken as a comprehensive, complete, gross, universal phenomenon, representing the process of covering the entire globe and expanding to a universal (worldwide) scale (Explanatory dictionary of the Uzbek language 2006).

Certain objections can be made to all three dimensions of globalization given in B. Bandi's definition (Rasulov.H.M 2022). At this point, based on the analysis of the processes taking place

in the world, it should be noted that all three dimensions of the globalization process founded by Bandi can be observed. Responding to the global attacks that are rapidly entering and appearing in the lives of the young generation on the basis of an independent civil position and raising mature people who can fight against it is closely related to the above definition.

We propose to use the following methods in the lessons of the process of improving the spiritual and moral education of today's students In the realm of education, spiritual and moral education encompasses various forms and methods aimed at nurturing students' ethical, emotional, and spiritual development. Here are some key forms and methods commonly used.

ANALYSIS AND RESULTS

Forms of Spiritual and Moral Education:

1. Curriculum Integration:

- Explicit Instruction: Direct teaching of ethical principles, moral reasoning, and spiritual concepts as part of the regular curriculum.
- Implicit Learning: Infusing moral and spiritual themes into subjects like literature, history, and social studies to encourage critical thinking about values.

2. Experiential Learning:

- Service Learning: Engaging students in community service or volunteer work to develop empathy, compassion, and a sense of social responsibility.
- Reflection Activities: Guided exercises where students analyze their experiences, feelings, and ethical dilemmas they encounter.

3. Cultural and Ritual Practices:

- Celebrations and Ceremonies: Incorporating rituals, ceremonies, and celebrations that highlight ethical values, cultural heritage, and spiritual beliefs.
- Artistic Expression: Using arts such as music, painting, and drama to explore themes of morality, spirituality, and human experiences.

CONCLUSION

Methods of Spiritual and Moral Education:

Role Modeling:

Teacher Role Models: Teachers demonstrating ethical behavior and integrity serve as powerful examples for students. Peer Influence: Encouraging positive peer interactions and cooperative learning environments that promote moral behavior and empathy.

Dialogue and Discussion:

Ethical Discussions: Facilitating open discussions where students can debate moral issues, analyze different viewpoints, and develop their ethical reasoning. Philosophical Inquiry: Using philosophical methods to explore questions of ethics and morality, encouraging critical thinking and reflection.

Values Clarification:

Personal Reflection: Guiding students to reflect on their own values, beliefs, and ethical principles through journaling, self-assessment, or mindfulness practices. Decision-Making Exercises: Providing scenarios or case studies where students must make decisions based on moral principles, fostering ethical decision-making skills.

Community and Family Involvement:

Parental Engagement: Collaborating with parents and guardians to reinforce moral and spiritual values taught at school. Community Partnerships: Involving community organizations, religious institutions, and local leaders to support moral education initiatives and provide diverse perspectives.

Effective spiritual and moral education integrates these forms and methods, creating a holistic approach that fosters students' ethical development, empathy, and sense of purpose (Zebiniso Kurbonova 2023). By combining explicit instruction with experiential learning, role modeling, ethical dialogue, and community involvement, educators can cultivate a nurturing environment

where students can explore, question, and internalize values essential for their personal and social growth.

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