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The Concept of Continuous Spiritual Education

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A B S T R A C T
The goals and objectives of the Concept of Continuous Spiritual Education, the implementation of the tasks defined in the concept within the family and the continuous education system, the realization and practical application of continuous spiritual education in families, the preschool education system, the general secondary education system, the secondary specialized vocational and higher education system, as well as among employed and unemployed youth engaged in production activities, are covered. Additionally, opinions, discussions, and practical recommendations regarding these tasks are included, along with the priority tasks planned for implementation within the framework of the concept.

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Introduction.

Fundamental Provisions of the Concept

On December 31, 2019, the Cabinet of Ministers of the Republic of Uzbekistan adopted Resolution No. 1059 on the approval and implementation measures of the Concept of Continuous Spiritual and Moral Education. Based on this resolution, the general provisions, goals, and objectives of the Concept were defined, along with the implementation of the designated tasks within families and the continuous education system. The implementation of continuous spiritual and moral education was established across families, the preschool education system, general secondary education, secondary specialized vocational and higher education, as well as among young people engaged in production and those unemployed. The Concept consists of 8 chapters.

Uzbekistan has stepped into a new stage of development based on the principle "From National Revival to National Progress." The rapid pace of the new era has set clear and firm requirements for the education and upbringing system, making the adoption of this concept a necessity. Indeed, education and upbringing cannot be separated from each other; only when these two processes are organized in harmony and on a continuous basis can we nurture patriotic youth who are well-mannered, possess high moral values, are knowledgeable, intelligent, physically and mentally healthy, have a broad worldview and deep thinking, and master modern professions.

The lack of high aspirations among some students, as well as their insufficient self-motivation for studying, willpower, perseverance, diligence, and effort, negatively affects the quality of education. Additionally, the shortage of educational materials that methodically support teachers in the field of moral education, including methodological guides and necessary textbooks for students, necessitates the implementation of a continuous moral education concept.

Materials.

Goals and objectives of the concept

The goal of the concept is to gradually develop age-appropriate social skills and qualities necessary for an independent and happy life in the younger generation.

The Continuous Moral Education Concept is implemented through state and non-state educational institutions that carry out educational programs in accordance with state education standards, scientific-pedagogical institutions conducting research in the field of education, government agencies, public organizations, neighborhood and family institutions.

The Continuous Moral Education Concept covers four stages. These stages are as follows:

First stage: Within families (divided into two periods: the first period – the prenatal stage, the second period – from birth to 3 years old).

Second stage: Preschool education, covering the period from 3 to 6 (7) years old.

Third stage: In the general secondary education system (divided into two periods: the first period – 7 (6) to 10 years old, primary school; the second period – 11 to 17 years old, middle and upper grades).

Fourth stage: In the system of vocational and higher education institutions, as well as among employed and unemployed youth (divided into two periods: the first period – youth aged 17 to 30 who are not covered by vocational or higher education and those engaged in production activities or unemployed; the second period – students of vocational and higher education institutions, aged 15 to 22 (24) years).

Based on this concept, a comprehensive set of organizational, financial, and scientific-methodological measures was implemented to introduce the "Tarbiya" subject in general secondary education institutions (Grades I–XI). This subject integrates the disciplines of "Odobnoma" (Ethics), "Vatan Tuyg‘usi" (Sense of Homeland), "Milliy Istiqlol G‘oyasi va Ma’naviyat Asoslari" (National Independence Ideology and Foundations of Spirituality), and "Dinlar Tarixi" (History of Religions).

The implementation of the concept ensures the systematic organization of the continuous moral education process, enhances the field of upbringing based on advanced innovative technologies, and creates the necessary conditions for young people to enter independent life equipped with key competencies such as patriotism, entrepreneurship, willpower, ideological immunity, compassion, responsibility, open-mindedness, legal culture, innovative thinking, and diligence.

In families, educational institutions, communities, and workplaces, a healthy and stable socio-pedagogical environment will be created to foster the moral development of young people with independent thinking and decision-making abilities.

It helps eliminate social issues such as crime, extremism, terrorism, corruption, fraud, hypocrisy, dishonesty, egocentrism, moral degradation, family breakdowns, the decline of compassion, blind imitation of mass culture, indifference, alienation, hedonism, irresponsibility in child upbringing, the crisis of family values, and lack of concern for the nation's future. Additionally, it assists unemployed youth in finding their place in life and increases their confidence in the future.

The implementation of this concept makes a significant contribution to ensuring a healthy and stable moral and ethical environment in society.

Research and methods.

Procedures for Implementing Continuous Moral Education in Families, Preschool Educational Institutions, the General Secondary Education System, and Among Unemployed Youth

A new, systematic approach to education requires fully utilizing the socio-pedagogical potential of families, preschool education, general education, vocational and higher education institutions, and communities. It also demands elevating the scientific-methodological continuity between these institutions to a new level in order to ensure the guaranteed development of key qualities in children.

The continuous moral education system within families consists of two stages:

First stage: Systematic organization of socio-pedagogical, spiritual-educational, medical, and psychological support for pregnant women through family polyclinics and community centers. Young parents are prepared for childcare and upbringing.

Second stage: Developing and implementing methodologies for educational activities conducted during the period from birth to 3 years old.

Based on the analysis of spiritual and educational relationships between parents and children in neighborhoods and families, criteria for an Exemplary Family Upbringing Environment have been defined. Based on these criteria, contests at the, neighborhood, district, city, regional, and national levels will be organized.

To strengthen moral and ethical values in families, tasks have been set to prepare young people for family life, teach the legal and pedagogical-psychological foundations of resolving family conflicts, and prevent divorces. As part of this effort, awareness campaigns on the principle "Parents are responsible for supporting and raising their child until adulthood" will be conducted under the theme "Parenting: A Joy and a Duty."

Through the implementation of continuous moral upbringing in the family, children will develop the ability to communicate and recognize objects, model behaviors, and rules of conduct through play and interaction. They will learn to observe and evaluate their own and others' actions by imitating the moral and ethical experiences of adults. Additionally, their first moral and educational motivations will be formed, along with skills in self-care and everyday safety practices.

In addition, one of the main goals of the concept is to create an audio version of lullabies, fairy tales, proverbs, and riddles aimed at shaping artistic and aesthetic taste and developing intelligence in children under the age of 3, to prepare and distribute a collection of animated films to different regions, and to conduct a moral analysis and research on the toys offered to children in order to prevent negative psychological effects.

The concept provides for the continuous improvement of parents' knowledge about child-rearing methods by effectively using national upbringing methods and the advanced achievements of modern pedagogues, conducting training sessions for parents in the Parents' Universities in communities on educating children with age-appropriate social competencies, organizing television programs under the "Tarbiya Maktabi" section for parents and educators, creating a series of didactic materials such as brightly illustrated guides, multimedia products for children and youth, and, in order to popularize the positive experience accumulated in the practice of continuous moral education, developing a series of multimedia presentations based on the "Young Parents' Book" and other methodological guides and establishing a mechanism for their distribution to parents. In addition, it is planned to create a Scientific and Creative Studio for Moral Education under the Republican Center for Spirituality and Enlightenment, aimed at widely promoting the rich national heritage of moral upbringing.

The implementation stage of continuous moral education in the preschool education system covers children aged 3 to 6 (7) years. At this stage, the specific characteristics of children aged 3 to 7 include:

- the development of skills to manage one's emotions;
- the emergence of moral self-regulation skills in behavior;
- the formation of the foundations of personal qualities;
- the arising of social motivation and interest in national traditions, as well as a desire for self-expression;
- the need for achievement;
- the ability to self-evaluate and the formation of moral and ethical attitudes toward others;
- the main types of children's activities at this stage: communication, games, and learning activities;
- the development of speech, which serves as a basis for spiritual and moral growth.

In the institution, the main goal of the concept is defined as the implementation of tasks such as teaching self-awareness through the main types of activities by educators and parents, teaching to assess one's own and others' behavior through communication, observation, and imitation of adults' moral and ethical experience, as well as creating and strengthening new motivations through role-playing games, acquiring moral and ethical skills and abilities, teaching safety rules in daily life, providing an understanding of adults, their labor, professions, and the personal qualities characteristic of various professions, and shaping character traits through play, interpersonal relationships, family relationships, and the emergence of the need to care for loved ones, along with effectively using national upbringing methods and the advanced achievements of modern pedagogues in child-rearing to teach national and universal values.

The task has been assigned to develop scripts for performances, songs, dances, various theatrical shows, stage performances, and national games for preschool education institution pupils, to decorate and equip all preschool education institutions, regardless of ownership form, based on Uzbek national fairy tales, legendary heroes, great ancestors, ancient national architectural monuments, the nature of Uzbekistan, and national symbols of the Motherland, as well as to develop the procedure and visual examples for this. Additionally, the task includes preparing multimedia products based on fairy tales, parables, legends, epics, and proverbs under the theme "A Child is Dear, but Good Manners are Dearer" to shape positive behavioral motivations in children.

Educational events aimed at instilling the feeling of "Uzbekistan – My Motherland!" in all types of preschool education institution pupils and fostering respect for state symbols will be conducted. It has been determined to create TV series, national puppet, and animated films focused on developing moral and ethical qualities such as bravery, determination, national pride, perseverance, entrepreneurship, and honor in boys, and modesty, shyness, contentment, and diligence in girls, and to broadcast them during prime time on television channels.

Result and discussion.

Educational videos under the "Protect Mother Nature!" section, focusing on environmental education aimed at teaching children cleanliness of the environment, personal hygiene, and nature conservation, will be created. Additionally, the development of intellectual and physical games, construction games, and toys designed to foster creative thinking, innovation, and the discovery of children's inner talents will be organized as part of the "Children's World" variative games complex.

The process of moral education in the general secondary education system covers two stages:

The first stage – in primary grades, during the 7 (6) to 10-year-old period.

The second stage – in secondary and upper grades, during the 11 to 17-year-old period.

The state education standard and curricula of general secondary education aim to develop age-appropriate core moral and ethical qualities (competencies) in students, including loyalty to the homeland, entrepreneurship, willpower, ideological immunity, kindness, responsibility, tolerance, legal culture, innovative thinking, and diligence.

In the primary grades, through the "Tarbiya" subject, the moral education indicators and competencies are implemented and enriched with practical exercises and tasks that allow students to apply them in practice. It includes teaching children to consciously control their own behavior and actions, evaluate their own and others' conduct, instill diligence, cooperate with adults and peers, develop moral and ethical skills, shape age-appropriate personal qualities, strengthen motivation for success, encourage self-assessment, and study national and universal values.

The concept defines the need to shape aspects that should be considered in the moral and ethical education of students in the middle and upper grades of general education schools.

Within the Continuous Moral Education framework, the concept provides for the creation of textbooks, literature, media materials, and scientific-methodological manuals for parents, teachers, children, and adolescents. It also includes developing extracurricular activities aimed at forming age-appropriate key moral and ethical qualities and competencies in students, based on state education standards, curricula, and plans, and fostering these activities within the framework of the Five Important Initiatives.

Creating the organizational and legal foundations for the training, retraining, and professional development of “Tarbiya” subject teachers in general secondary education institutions; developing “Fazilatli Avlod” and other methodological manuals enriched with moral education indicators and educational methods for teachers, parents, and community specialists; promoting the heritage of great enlightenment figures in schools through “Fazilatli Avlod” and other methodological materials; and establishing a scientific-methodological technology for measuring and evaluating the effectiveness of continuous moral education in preschool and general secondary education systems. This evaluation is to be conducted twice a year and regularly discussed at the Republican Public Council on Moral Education.

The process of moral education among students in secondary specialized vocational and higher education systems, as well as among employed and unemployed youth, covers two stages:

Conclusion.

The first stage includes young people aged 17-30 who are not covered by secondary specialized vocational and higher education and those who are employed in production or unemployed.

The second stage includes students of secondary specialized vocational and higher education institutions aged 15-22 (24).

Similarly, in the system of secondary special vocational and higher education, within the framework of the “Fazilatli Avlod” section, the creation of educational manuals, methodological recommendations, educational literature, media products, scientific-methodological guides for students, mentors, professors-teachers, parents, and officials responsible for spiritual and educational work in ministries and departments, as well as the professional development of mentors, professors-teachers, and youth leaders for the implementation of the Continuous Spiritual Education Concept, will be carried out within the framework of the concept.

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