

EFFECTIVE METHODS AND TECHNIQUES FOR DEVELOPING A HEALTHY SPIRITUAL OUTLOOK IN STUDENTS

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ABSTRACT

The development of a healthy spiritual outlook in students is one of the essential tasks of modern pedagogy, as it directly influences their intellectual growth, moral maturity, and professional formation. This article examines effective methods and techniques for fostering students' spiritual worldview in higher education. It highlights the role of artistic and scientific works, historical and cultural heritage, and universal values in nurturing personal reflection, independent thinking, and creative activity. By engaging with classical and contemporary literature, students acquire not only knowledge but also values such as patriotism, resilience, responsibility, and social awareness. The article emphasizes that incorporating the pedagogical ideas of great thinkers and cultural traditions into the curriculum enriches the didactic process and strengthens students' socio-cultural competence. Practical approaches, including problem-based learning, creative assignments, debates, and volunteer activities, are shown to be effective in shaping critical thinking and moral judgment. Furthermore, the research identifies directions for developing students' self-reflection, decision-making skills, and the ability to integrate professional knowledge with spiritual growth. Results demonstrate that systematic exposure to spiritual and educational resources enhances students' intellectual abilities, encourages independent learning, and ensures their active civic participation. Ultimately, a well-formed spiritual outlook equips students with the capacity to confront social and professional challenges responsibly, while preserving their cultural identity and embracing universal human values.

Keywords: Cognitive, didactic approach, spiritual worldview.

INTRODUCTION

The development of a healthy spiritual worldview in students by increasing their cognitive activity is one of the urgent issues of today. Our thoughtful ancestors paid special attention to the development of a healthy spiritual worldview in students by expanding their cognitive activities. For this purpose, the range of approaches to the development of a person's logical thinking activity has been expanded. Scholars have tried to develop the spiritual worldview of students studying in madrasahs by instilling in them an incentive to master knowledge. Using these pedagogical teachings, there are sufficient theoretical foundations and pedagogical conditions for the formation of a healthy spiritual worldview of students in higher educational institutions. For this, it is required to incorporate the ideas and cultural pedagogical models of our thoughtful ancestors into the content of higher education that serve to develop the spiritual worldview of young people. Incorporating the didactic approaches of our intellectual ancestors, which serve to develop the spiritual worldview of young people, into the content of pedagogical disciplines is gaining even greater pedagogical importance today.

LITERATURE REVIEW

By organizing situations that create cognitive activity in students, the opportunities for developing their spiritual worldview are expanded. As a result of using sources that enrich the spirituality of the individual, the spirituality of students is enriched. Such sources include works that encourage students to be creative. Works such as Alisher Navoi's "Hamsa", Muhammad Zakhridin Babur's

"Boburnoma", Jaloliddin Rumi's "The secret of hidden knowledge", Rakhimjon Usmanov's "Saodatnoma", Muhamadali's "Great Empire", Togay Murod's "Fields Remaining from My Father", Odil Yakubov's "Ulugbek's Treasure", Pirimqul Kadirov's "Starry Nights", "Healing of Generations" have the potential to enrich students' spirituality and encourage creativity. These works serve to instill in students patriotism, self-sacrifice, love for the people, respect for nature, dedication to the development of the homeland, determination, courage, steadfastness, courage, self-awareness, and national pride. Students enter into dialogue with the heroes of the works of art and enjoy their spiritual world.

In the process of working on works of art, it is possible to use problem tasks, design situations that encourage students to be creative, and use interning, that is, staging, to understand the essence of the content of the works. These works broaden the worldview of students and expand their opportunities for independent thinking. The use of modern and historical experiences, national and universal values is of particular importance in expanding a healthy spiritual worldview in students. Involving students in spiritual and educational activities is also important in order to develop a healthy spiritual worldview in students.

One of the important factors in developing a healthy spiritual outlook in students is expanding their opportunities for self-development and independent learning. In order to develop themselves, students should have the skills to independently learn, participate in spiritual and educational activities and in the work of an educational institution, read books, and participate in volunteer activities. Students with a healthy spiritual outlook take an active civic position. When faced with difficult life situations, they use acceptable, mutually beneficial strategies of positive behavior. Students with a healthy spiritual outlook use their knowledge for good.

METHODOLOGY

In the development of a healthy spiritual outlook in students, pedagogical situations that take place outside the classroom, along with classroom activities, also play a special role. Along with the knowledge, skills, qualifications and competencies acquired by students, their spiritual outlook is expanded by activating their existing professional knowledge and social experience. In this process, special attention is paid to students' creative work on educational tasks and mastering methods for completing tasks. As a result of mastering creative activity methods, students are able to: analyze events, compare situations, summarize the results achieved, present and publicize their creative work, use activity methods when completing tasks related to assessing situations, etc. It is also aimed at accelerating the cognitive perception of didactic materials of artistic and aesthetic content that serve to develop skills in students during the teaching of pedagogical disciplines, forming their socio-cultural and communicative competencies - organizing debate situations that allow for objective thinking, convincing classmates and professors of their professional ideas, presenting the results of their creative activities, reflecting on and evaluating the activities of classmates, and ensuring that they have the skills to evaluate and defend their professional views, perspectives, and socio-spiritual activity.

The methods used in the pedagogical process aimed at developing a healthy spiritual outlook in students allow them to enrich their spiritual qualities, ensuring their personal and professional mobility.

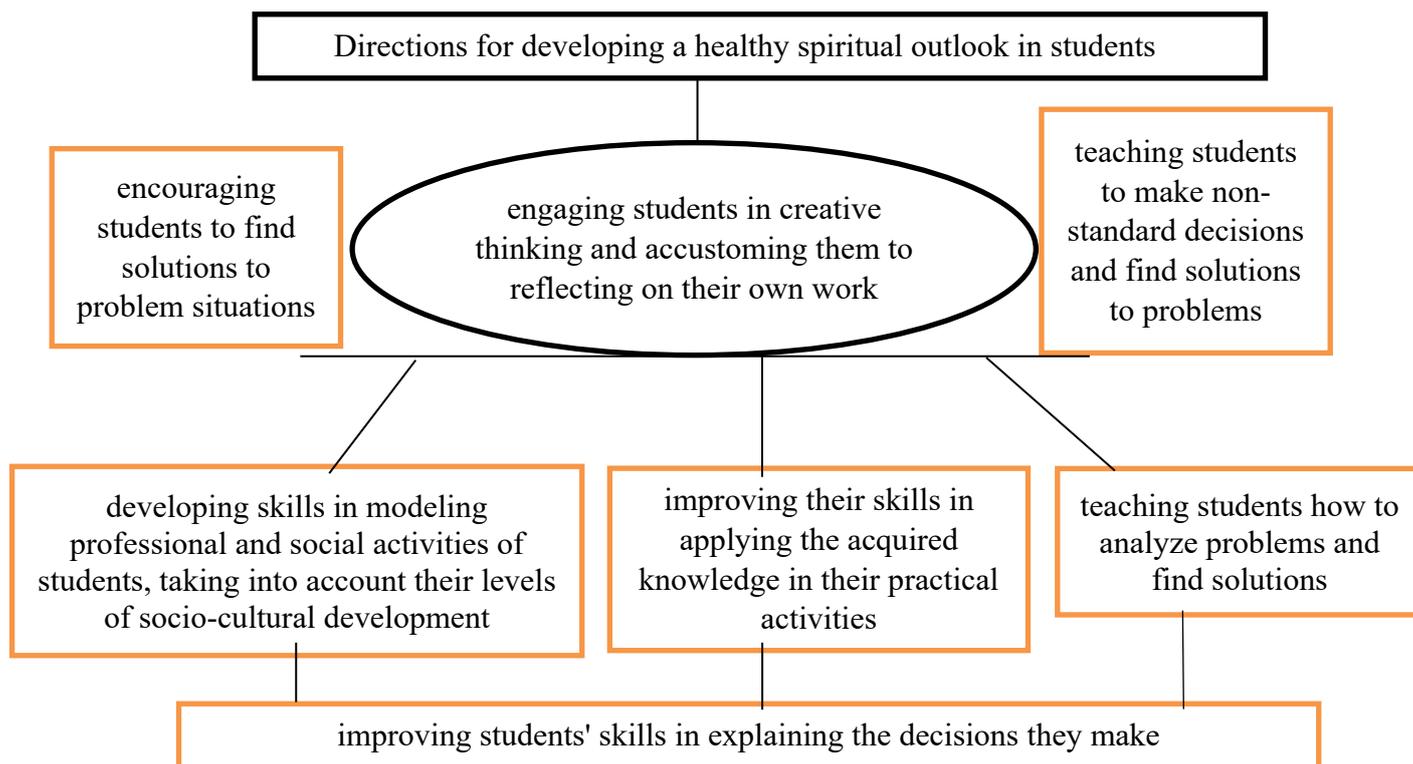


Figure 1. Directions for developing a healthy spiritual outlook in students

The methods used in the pedagogical process aimed at developing a healthy spiritual outlook in students allow them to enrich their spiritual qualities, ensuring their personal and professional mobility. The process of developing students' spiritual outlook provides favorable opportunities for their comprehensive development.

RESULTS

The content of the didactic tools provided to students in the process of higher education is of great importance in developing a healthy spiritual outlook. Through them, students are systematically presented with knowledge, scientific information, and practical experience that are of particular importance for their spiritual, intellectual, and professional development. In the structure of educational modules serving this purpose, it is necessary to allocate a special place to the views of scientists on the spiritual maturity of the individual and ethno-pedagogical values. Because pedagogical approaches and ethno-pedagogical values serving this purpose play an important role in the development of students' professional and personal qualities. As a result of analyzing the content and essence of the pedagogical teachings put forward by thinkers, students' spiritual outlook and personal qualities are systematically developed. As a result of providing students with knowledge that serves to develop their spiritual outlook and professional competencies in the process of higher education, their intellectual spheres develop and their opportunities for mastering educational materials expand. As a result, students demonstrate indicators that show the foundation of a healthy spiritual outlook.

With the help of educational materials, students acquire the ability to master didactic units that serve to develop their spiritual worldview, understand the essence of their content and use them in their professional activities. Knowledge and values that serve to develop a healthy spiritual worldview become their social experience.

A person's spiritual worldview shapes his attitude to society and nature. This attitude is formed on the basis of professional, spiritual and moral knowledge and becomes an integral part of the activities of a future specialist.

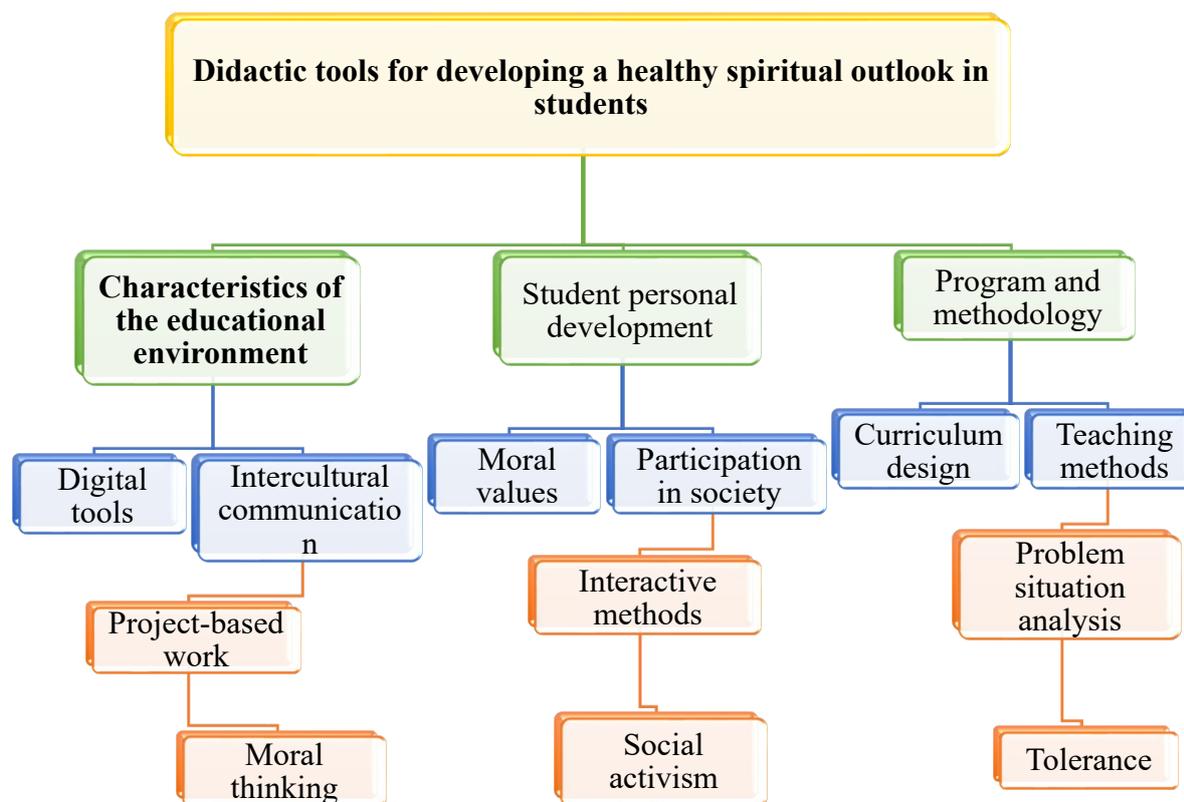


Figure 2. Didactic tools forming the basis of a healthy spiritual outlook in students

Through the formation of a healthy spiritual outlook in students with the help of centuries-old pedagogical experiences, the qualities of creating professional and social activity, making responsible decisions, striving for self-development, and creativity are formed in them.

The Pedagogical Encyclopedia defines social activity as follows: **social activity** is the participation of social subjects in socio-political processes, the intensification of labor and cultural and educational activities, the pursuit of full implementation of the rights and duties established by law; the conscious independent participation of the subject in the life of society, the actions aimed at solving problems arising in the socio-spiritual sphere. Social activity is the main condition for a person to find his place in society and consciously determine his behavior.¹

Social activity develops in direct connection with the nature and direction of knowledge provided to students.

DISCUSSION

The educational materials presented within the framework of the academic discipline "History of Pedagogy" provide students with an opportunity to enrich their knowledge of oriental education and to incorporate effective methods and techniques used by our thinkers into their activities. Independent work aimed at mastering such educational materials helps students to harmonize their knowledge related to their professional activities and its various components through a system of interpersonal

¹ Pedagogy: Encyclopedia. (2015). (Vol. 2). Tashkent: State Scientific Publishing House "National Encyclopedia of Uzbekistan".

relationships. We managed to identify the spiritual qualities and development motives in students in developing a healthy spiritual outlook.

Table 1. Components of a healthy spiritual outlook formed in students

The content of student's worldview	The relationship between worldview and students' emotional sphere	Indicators for analytical and critical assessment of the content and essence of a worldview
Correspondence of the student's personal and professional qualities to his/her worldview	Knowledge of scientific and artistic sources that serve to form a healthy spiritual worldview	Understanding the social significance of their actions
The existence of the need for education for the purpose of spiritual and moral development	The capability of mastering the experience of engaging in positive interpersonal relationships.	Ensuring the connection between spiritual views and socio-cultural models
Formation of motives for activity for the development of society	Awareness of pedagogical approaches to developing students' spiritual outlook	Ability to demonstrate their spiritual and moral qualities in the process of professional development
Ability to find answers to complex socio-cultural problems	Knowledge of the trends in the spiritual and cultural development of society	Having a concept of personal spiritual development
Having knowledge about spirituality and culture	Knowledge of the development trends of the spiritual worldview	Ability to demonstrate their abilities and qualities in the process of group work
Knowledge of models of spiritual and cultural advancement and their analytical and critical analysis	Ability to actively work on tasks that develop a spiritual outlook	Understanding the essence of professional knowledge
Knowledge of factors that influence the development of their spiritual worldview	Having the motivation to demonstrate their spiritual and moral qualities	Developing skills to find solutions to complex life situations
Ability to use the methods of carrying out their spiritual actions	Working for the betterment of society	Having knowledge of the harmful aspects of trends such as extremism, radicalism, chauvinism, and Islamophobia and the immunity against them
Ability to demonstrate the qualities of a person with a spiritual outlook	Ability to actively participate in pedagogical processes aimed at developing a healthy spiritual outlook	Ability to demonstrate their possession of a healthy spiritual outlook through their actions
Having experience in making moral and spiritual choices	Having their own perspectives on personal and professional development	Gaining independent learning and research experience in order to develop a healthy spiritual outlook

As a result of developing students' spiritual outlook, their success in their future professional activities is ensured. As a result, students develop motives for social activity. They are able to understand the essence of their social and spiritual activities.

The spiritual worldview formed in students contributes to the activation of the professional knowledge they have acquired. This knowledge, in turn, becomes the basis for the development of students' spiritual worldview and personal and professional qualities. The use of innovative approaches, methods and techniques in the development of students' spiritual worldview ensures the achievement of efficiency.

CONCLUSIONS

The external direction of developing a healthy spiritual outlook in students is manifested in their desire to master the spiritual, cultural, and intellectual knowledge created by Uzbek people. For this purpose, it is appropriate to use such pedagogical measures as individual work with students, group activities, and encouraging them to independently read works that provide spiritual growth. In particular, opportunities for improving students' spirituality are expanded through reading books, holding sports events, participating in volunteer activities, actively participating in events dedicated to national holidays, visiting holy places, and obtaining scientific information about them.

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