



MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC
SOLUTIONS
INTERNATIONAL EXPERIENCES IN MODERN EDUCATION
AND SPIRITUAL AND MORAL EDUCATION

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Abstract: *This article analyzes international experiences in modern education and spiritual and moral education. The study was conducted on the basis of literature analysis, studying the methods, results and problems of introducing spiritual and moral education in the educational systems of different countries. The possibilities of adapting international experiences to the conditions of Uzbekistan have been discussed.*

Keywords: *modern education, spiritual and moral education, international experience, educational system, values*

Introduction

One of the most important tasks facing the educational system in the modern world is not only to give knowledge to young people, but also to educate them as a spiritually competent person with moral values. Today, many countries pay special attention to spiritual and moral education in their educational systems. This article analyzes international experiences in the field of modern education and spiritual and moral education, clarifies the possible aspects of their application in the conditions of Uzbekistan.

The purpose of the study is to study the experiences of introducing spiritual and moral education in the educational systems of developed countries and determine the possibilities of their application in the educational system of Uzbekistan.

METHODS AND LITERATURE ANALYSIS

This study was conducted on the basis of literature analysis. Articles published in international scientific journals, monographs, reports of international organizations in the field of education were studied. In the literature competition, preference was given to sources published in the last 10 years.

As part of the study, the experiences of the introduction of spiritual and moral education in the educational systems of countries such as the United States, Japan, Finland, Singapore and Russia were studied. The main reason for the choice of these countries is their achievements in education and special attention to spiritual and moral education.

RESULTS

As a result of the literature analysis, the following main conclusions were drawn:





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1. In the United States, spiritual and moral education is practiced under the name "Character Education". Within the framework of this program, special classes are organized in schools, students are involved in public affairs [1]. Research shows that this program helps improve student behavior, reduce school bullying [2].

2. Spiritual and moral education in Japan is done through the "kokoro no kyoiku" (nurturing the heart) system. This system is aimed at instilling traditional values in students, teaching them to feel the responsibility to society [3]. Japanese experience shows that spiritual and moral education is more effective not only at school, but also when conducted in cooperation with family and society.

3. Spiritual and moral education in Finland is carried out in an integrated way within all disciplines. The experience of the Finns shows that the conduct of spiritual and moral education not as a separate science, but integrated into the entire educational process gives a more effective result [4].

4. Spiritual and moral education in Singapore is done through the Character and Citizenship Education Programme. This program aims to introduce students to national values, to shape them as global citizens [5]. The Singapore experience shows the importance of harmonizing national and global values in spiritual and moral education.

5. Spiritual and moral education in Russia is carried out through the science of "fundamentals of spiritual and moral culture". Within this discipline, students are introduced to various religious and secular moral systems [6]. The Russian experience shows the features of the implementation of spiritual and moral education in a multi-ethnic and multi-confessional society.

ANALYSIS AND DISCUSSION

The analysis of the above international experiences shows that spiritual and moral education is becoming an integral part of the modern educational system. Each country has formed a system of spiritual and moral education based on its national characteristics.

The experience of the United States and Singapore shows that the introduction of spiritual and moral education as a separate program gives an effective result. This approach makes it possible to focus more on spiritual and moral education and allocate resources. However, this approach also risks isolating spiritual and moral education from other disciplines [7].

The Finnish experience, on the other hand, shows that spiritual and moral education can be conducted in an integrated way within all disciplines. This approach makes it possible to make spiritual and moral education an integral part of everyday life. However, in this case, there may be insufficient attention to spiritual and moral education [4].

The Japanese experience shows the role of family and society in spiritual and moral education. This experience emphasizes that spiritual and moral education should be carried out not only within the framework of the school, but with the participation of all segments of society [3].

And the Russian experience shows the features of the implementation of spiritual and moral education in a multiethnic and multi-confessional society. This experience





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emphasizes the importance of respecting different value systems and establishing communication between them [6].

When applying these experiments in the conditions of Uzbekistan, it is important to take into account the following aspects:

1. The formation of spiritual and moral education on the basis of national values, but not ignoring global values either.
2. Along with the introduction of spiritual and moral education as a separate science, it is carried out in an integrated way within the framework of all disciplines.
3. Strengthening the cooperation of Family, School and society in spiritual and moral education.
4. Development of a system for assessing the results of spiritual and moral education.
5. Special training of teachers in spiritual and moral education [8].

CONCLUSION

Analysis of international experiences shows that spiritual and moral education is becoming an important component of the modern educational system. Each country is forming a system of spiritual and moral education based on its national characteristics.

For Uzbekistan, improving the system of spiritual and moral education is an important task. To do this, it is advisable to study international experiences and apply them in accordance with our national characteristics. In this, along with the introduction of spiritual and moral education as a separate discipline, it is necessary to conduct it in an integrated way within the framework of all disciplines, strengthen cooperation with family and society, and develop such directions as special training of teachers.

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