



**PHILOSOPHICAL AND MORAL TEACHINGS AND THEIR INFLUENCE ON  
THE SPIRITUAL DEVELOPMENT OF THE INDIVIDUAL AND THE MODERN  
EDUCATION SYSTEM**

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**Abstract:** Philosophical and moral teachings play an important role in the spiritual development of a person and the development of society. Such teachings strengthen values such as goodness, justice, patriotism and humanity in the consciousness of a person, creating the basis for his spiritual development. The use of philosophical and moral ideas in the modern education system serves to educate young people as enlightened, independent-thinking and socially responsible individuals. Thus, philosophical heritage and moral teachings, combined with modern educational processes, acquire strategic importance in forming the spiritual worldview of the new generation.

**Keywords:** Philosophy, ethics, spirituality, perfection, education, human values, modern worldview, social responsibility, enlightenment, personal development.

**Introduction.** Throughout human history, philosophical and moral teachings have been one of the most important spiritual sources for personal development. Each era and civilization has paved the way for the development of society through its own thinking and moral standards. In this sense, while philosophical ideas guide the process of human understanding of the world and himself, moral teachings have become the main factor in shaping his spiritual image.

In today's era of globalization and rapid development of information technologies, the issue of spiritual development of the individual is becoming more and more relevant. Because the modern education system is required not only to provide knowledge, but also to have a positive impact on the spiritual and moral world of a person. From this perspective, the integration of philosophical and moral teachings with the modern educational process is of great importance in raising young people as enlightened, independent-thinking and socially responsible individuals.

Thus, the relevance of the topic is that it reveals the possibilities of increasing the effectiveness of the modern education system by combining the spiritual development of the individual with philosophical heritage and moral ideas.

Another important issue that always worries us is the morality, behavior, in a word, worldview of our youth. Today, times are changing rapidly. Who feels these changes more than anyone else - young people. Okay, young people own of the era requirements with harmonious Let it be. But the same at the time Let's not forget who we are, what we are like. of the great ones our generation, invitation their in the heart always echo giving, to oneself loyal to stay prompt Let it be. What's the point of this? at the expense of What can we achieve ? Education, upbringing and only upbringing at the expense of.

Today evolutions during young generation mature human become maturity of the era the most urgently from the duties to one is spinning. Any society socio-cultural in progress moral norms and philosophical of views place is incomparable. Man of mind maturity, life, society, spirituality was attitude exactly philosophical thought through is formed. Education system and this thinking to society absorbent main social institute is considered. Therefore different in eras and civilizations formed philosophical moral teachings current modern education system principles and content directly impact showed.

Philosophical-ethical teachings human his/her thinking deepening and its spiritual world in enrichment main source is considered. They have human vital purpose, in society duty and personal responsibility about important ideas is embodied. Person spiritual its perfection, first of all, moral standards and virtues to values action to do through is formed.

Modern education system only knowledge to give not, maybe in person spiritual integrity and social responsibility the feeling to form is being redirected. In this process philosophical from inheritance scientific basis as use of education content and educational importance strengthens.

Philosophical-ethical ideas in youth critical thinking, independent decision acceptance to do and in society justice to provide aspiration qualities develops. This of ideas modern education with harmony the youth enlightened, social conscious and innovative thinking generation as educates.

Person spiritual maturity in providing philosophical teachings human himself understanding, life meaning find and spiritual to stability in achieving important importance profession Moral teachings and his/her manners to the norms compliance to do, social in relationships kindness and humanity principles action to do provides.

Thus, philosophical-moral teachings modern education system spiritual foundation as person maturity and society to the development service does.

Philosophical-ethical teachings humanity history all during the times society development, people worldview, life purpose, moral views and education was approach in formation important place caught

Our thoughts on Antiquity philosophy to education from the influence Let's start with. So, the ancient Greek philosophers – Socrates, Plato and Aristotle morality human to perfection achieve tool as Socrates' " know thyself " " know " principle, Plato's " virtuous" about the state views, Aristotle's " golden "average " theory in education moral maturity, thinking through the truth to understand promote These ideas today's critical thinking, moral education and personality directed education systems is the foundation. The essence when receiving morality and education up to us ancient long ago arrived It is an encyclopedic and philosophical scientists perfected, known one principles and norms working came out. From that after society in the formation they created principles program become service Today 's in education critical thinking, logical analysis, values based teaching principles mainly antique to philosophy go For example, Socrates' " question and answer" " method " ( maieutics ) modern interactive education in methods used in antiquity philosophy ideas moral virtue, goodness, wisdom, justice, state and education between from dependence consists of.

In the East and, in particular, in the Islamic world, Al- Farabi, Ibn Sina, Imam Ghazali, Bahauddin Naqshbandi such as of scholars scientific and educational legacy moral maturity and spirituality perfection main goal as " Religion without knowledge is blind, religion without science and " disaster " look education and upbringing one as a whole process describes. The present " spiritual and educational" day The concept of " education ", the role of teachers and parents responsibility, in society moral values exactly Islamic-philosophical to the base has. But the current in the period again a complete turn happening aspect there is, exactly today it is a global problem to the level take released exactly right approach. Religious the doctrine It's wrong to say I'll learn. to beliefs belief doing our youth now just a few, so why ? they this until deepening Is it going away ? This is also the end. in the family to education go Well, in the family this to the child relatively attention if not given, it investigation If it doesn't work, it's in his hand. telephone with easily wanted to the creed action For this, the parents themselves must be aware of religious knowledge. This is actually a form of family morality.

In Europe, during the emergence of such teachings and the formation of a new pedagogical paradigm, philosophers such as John Locke, Jean-Jacques Rousseau, and Kant advocated human rights, free education, moral self-awareness, and personal development through secular knowledge. According to them, a person does not have innate moral qualities, but acquires these qualities through education and upbringing. Today's modern democratic education systems are based on these ideas. Current democratic and person-oriented education systems were formed

based on these philosophies. Humanism, individuality, critical thinking, and a creative approach are the foundations of these schools.

Thinkers such as Dewey, Freyer, Montessori, and Vygotsky, who emerged in the field of education in the 20th and 21st centuries, contributed to the development of scientific and practical pedagogy. The ideas of “experiential learning” put forward by Dewey and “liberating education” developed by Freyer are the basis of today's inclusive, STEAM, and competency-based education systems. These approaches include the principles of individual freedom, moral independence, active participation, and social justice.

Jalaluddin Davani is one of the scholars who made a great contribution to the development of socio-philosophical and educational thought not only in Iran, but also in Khorasan and Transoxiana in the 15th century. Davani's educational and moral views are in many ways similar to the social views of Alisher Navoi and Abdurahman Jami. The essence of their worldview is the formation of high human qualities for the upbringing of a perfect person. Jalaluddin Muhammad Ibn Asad as-Sadiqi al-Davani was born in 1427 in the village of Davan in the Kazarun region of Iran.

Davani's thoughts on science, education, and morality are of great importance in the history of education. Because he extols high moral qualities, and his recommendations for people's happiness have not lost their relevance even in the present era. Davani's methods of education for intellectual education and the formation of human qualities are considered a valuable treasure of Eastern pedagogy. If we use these recommendations in the education process, we will be addressing our national values, and this will be the most appropriate way to improve education.

According to Davani, the upbringing and morals of a child also depend on his subsequent upbringing. Because the things that a child sees and interacts with every day in life have a good and bad effect on his behavior. The human qualities that a child needs every day: rules of conduct, politeness, respect for parents and other adults, learning honesty and truthfulness, gentleness, humility, and adherence to speech etiquette are learned in everyday life. Accordingly, it is important that such qualities are cultivated in children every day. In such upbringing, great tasks are set before parents. Fathers and mothers are equally responsible for raising a child, says Davani.

The father provides the material basis, namely clothing and necessary items, for the child to acquire good qualities, learn a profession, and deeply master science.

A mother is considered to be the one who experiences the main difficulties in raising a child. She gives the child the strength to live, protects him carefully, and spares no mercy.

Parents have a duty to teach their children simple moral rules, to follow the rules of behavior, eating and drinking, and to instill in them a sense of responsibility for their actions.

The scientist says that along with parents, teachers are also responsible for raising a child after they start school. For this, teacher's he is good too upbringing found to be condition. At this point, Davani pays special attention to the qualities of the teacher and the relationship between the child and him. Davani calls the teacher a "Spiritual Father." Because if the father brings the child to life physically and educates him physically, the teacher brings him to spiritual maturity, says the scholar. The closer the soul is to the body, the closer the teacher is to the parents in terms of education. Comparing the education of parents with the education of teachers, he emphasizes that the teacher's method and methods of education are higher than those of parents. Because, the teacher is not equipped with the methods and methods of education of parents, while the teacher, along with educating, also works hard to achieve the heights of knowledge, and the education and upbringing of the student determines his life path for life, he says.

At this point, it is necessary to emphasize that protecting our people, especially the younger generation, from various immoralities that are increasingly prevalent today and that are attracting some young people with weak faith has become an extremely serious and important issue. It should be noted that although the issue of morality is actually the root of spirituality and education, today this phenomenon has become an issue of great political importance. (A. Mavrulov)

In the Republic of Uzbekistan, based on the principle of "New Uzbekistan - a spiritual society", moral and philosophical approaches are taking a leading place in the education system. Through the concepts of "national idea", "spiritual and educational education", and "perfect person", qualities such as patriotism, honesty, responsibility, kindness, and tolerance are being formed in the younger generation.

Philosophical and moral teachings are not only a set of historical ideas, but also act as the basis of the modern educational system. Moral values and philosophical thinking formed in each era remain an important factor leading today's person to perfection. The education system, as a means of implementing these ideas in practice, transmits them from generation to generation. Therefore, in-depth study, analysis and adaptation of philosophical and moral foundations in modern pedagogical approaches is of great importance.

Philosophical and moral teachings are an important factor in shaping a person's spiritual world, through which a person's attitude to life, value system, and social activity are determined. These teachings form spiritual stability and moral responsibility in the minds of young people, and serve as a guide for them to choose the right path in life.

The application of philosophical and moral ideas in the modern educational process serves as the basis for the educational and social development of the individual. Their harmony creates the basis for educating the younger generation as complete people and ensuring the spiritual development of society.

At the same time, philosophical and moral teachings, as the spiritual foundation of the modern education system, serve to develop humane, responsible, and innovative-thinking individuals in the future.

Today, in the formation of a young generation with a clear mind, every organization and institution, neighborhood, and every person has their own tasks. Only if we live with this sense of responsibility and conscientiously fulfill our responsibilities, we will build the Third Renaissance with comprehensively mature, spiritual, educated and highly capable youth and achieve our goals. It is clear from this that every step we take begins with school, that is, the center of education.

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