

**PSYCHIC-SPIRITUAL AND ETHICAL EDUCATION THROUGH HADITHS: AN
ANALYSIS WITHIN THE UPBRINGING SUBJECT FRAMEWORK**

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Abstract. This article examines the pedagogical and spiritual potential of Hadith-based moral education in fostering students' ethical and spiritual maturity within the framework of the upbringing (Moral Education) subject. Drawing on the interpretations of Shaykh Muhammad Sadiq Muhammad Yusuf presented in his work "Psychic (spiritual) upbringing", the study analyzes the Hadith "The best among you are those who have the best moral character" as a foundational educational principle. Using a qualitative pedagogical analysis, the research explores how moral character (husn al-khuluq) "good manners" aligns with modern educational goals, emotional intelligence, and spiritual upbringing. The findings demonstrate that Hadith-based educational activities contribute significantly to students' moral competence, psychological well-being, and social responsibility, making them an effective tool in contemporary education.

Keywords: Hadith-based education; moral education; upbringing subject; Psychic-spiritual development; good character; emotional intelligence; ethical competence

**PSYCHISCH-SPIRITUELLE UND ETHISCHE ERZIEHUNG DURCH HADITHE:
EINE ANALYSE IM RAHMEN DES ERZIEHUNG WISSENSCHAFT**

Zusammenfassung (Abstract). Der Artikel untersucht das pädagogische und spirituelle Potenzial der auf Hadithen basierenden moralischen Erziehung bei der Förderung der moralisch-spirituellen Reife von Lernenden im Rahmen des Unterrichtsfaches „Erziehung“ (Moral Education). Auf der Grundlage der Auslegungen von Scheich Muhammad Sadiq Muhammad Yusuf, die in seinem Werk „Spirituelle Erziehung“ dargestellt sind, wird der Hadith „Die Besten unter euch sind jene mit dem besten Charakter“ als grundlegendes erzieherisches Prinzip analysiert. Mithilfe einer qualitativen pädagogischen Analyse wird aufgezeigt, inwiefern der moralische Charakter (husn al-khuluq, guter Charakter) mit modernen Bildungszielen, emotionaler Intelligenz und spiritueller Erziehung in Einklang steht. Die Ergebnisse der Untersuchung belegen, dass hadithbasierte erzieherische Aktivitäten einen wesentlichen Beitrag zur Entwicklung moralischer Kompetenz, zum psychischen Wohlbefinden sowie zur sozialen Verantwortung der Lernenden leisten und somit ein wirksames Instrument der zeitgenössischen Bildung darstellen.

Schlüsselwörter. hadithbasierte Erziehung; moralische Erziehung; Unterrichtsfach „Erziehung“; moralisch-spirituelle Entwicklung; guter Charakter (husn al-khuluq); emotionale Intelligenz; moralische Kompetenz.

Introduction. The development of morally mature, spiritually balanced, and socially responsible individuals is one of the central objectives of modern education. In this context, moral education occupies a crucial position, as it shapes students' values, attitudes, and behavioral norms. The upbringing subject, which focuses on moral and Psychic-spiritual upbringing, seeks to cultivate ethical competence alongside academic knowledge.

As emphasized by the President of the Republic of Uzbekistan, Shavkat Mirziyoyev, in his address at the opening ceremony of the 43rd Session of the Council of Foreign Ministers of the Organization of Islamic Cooperation, **the contemporary era of globalization is characterized by rapid transformations, accompanied by new threats and challenges that undermine stability and hinder the sustainable development of nations.** Under such complex circumstances, it has become more important than ever to prioritize spirituality and enlightenment in social life, to strengthen moral education, and to support young people's aspirations for learning, self-improvement, and personal development.

Education and enlightenment constitute one of the most significant factors ensuring human well-being, as they guide individuals toward goodness and foster elevated virtues such as generosity, patience, moderation, and tolerance.

The sacred religion of Islam likewise promotes these noble values, calling individuals toward spiritual maturity and moral perfection. This approach represents an urgent demand of the present era and serves as a fundamental basis for sustainable development and the overall progress of society.¹

Islamic pedagogical heritage, particularly Hadith literature, offers profound educational insights into human character formation. One of the most frequently cited Hadiths in moral education states: "The best among you are those who have the best moral character." This Hadith emphasizes moral excellence as the highest criterion of human worth. Shaykh Muhammad Sadiq Muhammad Yusuf, in his work "Psychic-spiritual upbringing", provides an in-depth interpretation of this Hadith, presenting it as a comprehensive framework for spiritual and moral upbringing.²

This study aims to analyze the educational significance of this Hadith and its relevance to contemporary moral education, particularly in relation to students' spiritual development, emotional intelligence, and ethical competence.

Methods. The study employs a qualitative pedagogical analysis based on textual interpretation and theoretical synthesis. Primary sources include the Hadith cited by Shaykh Muhammad Sadiq Muhammad Yusuf and his scholarly commentary in "Psychic-spiritual upbringing". Secondary sources consist of contemporary pedagogical and psychological theories related to moral education, psychic-spiritual development, and emotional intelligence.

Analytical methods include:

- **Content analysis** of the Hadith and its pedagogical interpretation;
- **Comparative analysis** between traditional moral teachings and modern educational concepts;

¹ Speech of the President of the Republic of Uzbekistan, Shavkat Mirziyoyev, at the Opening Ceremony of the 43rd Session of the Council of Foreign Ministers of the Organization of Islamic Cooperation.

² Shayx Muhammad Sadiq Muhammad Yusuf. *Ruhiy tarbiya. Poklanish bobi. Birinchi juz. 226-bet. "Hilol nashr"*. Toshkent-2023.

- **Conceptual analysis** of key notions such as moral competence, psychic-spiritual upbringing, and emotional intelligence.

This methodological approach allows for a holistic understanding of how Hadith-based moral education can be integrated into modern educational practice.

Results. The analysis reveals that the concept of good moral character (husn al-khuluq) “good manners” encompasses a wide range of ethical and psychic-spiritual qualities, including patience, honesty, compassion, justice, forgiveness, and emotional self-regulation. Shaykh Muhammad Sadiq Muhammad Yusuf emphasizes that moral character is not limited to external behavior but is deeply rooted in an individual’s inner psychic-spiritual state and faith.

The findings indicate that Hadith-based moral upbringing:

- Enhances students’ moral awareness and ethical reasoning;
- Supports the development of emotional intelligence, including empathy and self-control;
- Strengthens social responsibility and respectful interpersonal relationships;
- Contributes to students’ psychological well-being and psychic-spiritual balance.

Furthermore, the image of the “best person” described in the Hadith serves as an exemplary pedagogical model for both teachers and students within the upbringing subject.

Discussion. The results of the study confirm that the Hadith analyzed is fully compatible with modern pedagogical principles. Contemporary education increasingly emphasizes holistic development, integrating cognitive, emotional, and moral dimensions. The Hadith’s focus on moral character directly corresponds to this integrative approach.

From a psychological perspective, the Hadith aligns with the concept of emotional intelligence, which highlights the importance of understanding emotions, maintaining emotional balance, and establishing healthy social relationships. The educational interpretation offered by Shaykh Muhammad Sadiq Muhammad Yusuf bridges traditional spiritual teachings with modern educational theory.

Implementing Hadith-based activities in moral education-such as discussions, reflective exercises, and real-life examples-enables students to internalize ethical values rather than merely memorize moral rules. This approach fosters long-term moral development and social adaptability.

Conclusion. The study concludes that Hadith-based moral upbringing, particularly as interpreted by Shaykh Muhammad Sadiq Muhammad Yusuf, represents an effective and theoretically grounded approach to fostering students’ psychic-spiritual and ethical maturity. The Hadith “The best among you are those who have the best moral character” serves as a comprehensive educational principle that aligns with the objectives of the upbringing subject and modern pedagogical theories.

Integrating such Hadith-based content into moral education not only enhances students’ ethical competence but also promotes emotional intelligence, psychic-spiritual well-being, and social responsibility. Therefore, Hadith-based moral education can be considered a valuable and effective component of contemporary educational systems.

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