



Innovative approaches to the formation of the spiritual worldview of adolescent pupils

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Annotation: In this article, innovative approaches to the formation of the spiritual worldview of adolescent pupils are explained from a scientific and theoretical point of view. Also, in the article, the content of the formation of the spiritual worldview of the adolescent pupils and the criteria for its practical support are analyzed on the basis of the researcher's experiences.

Keywords: intelligence, worldview, cultural level, innovative education, adolescent pupil, spiritual worldview, principles, educational system, modernization, globalization process, pedagogical skill, creative ability, self-management, responsibility

Modernization of the educational system, in the context of the rapid flow of rapidly outdated information in the process of globalization, the increasing demands on the intelligence, outlook, level, cultural level, skills and creative abilities of the teachers of the teenage age pose the problem of creating favorable conditions for the organization of the educational process in every pedagogue through modern educational technologies. . Because such a need is an important condition for the development of a well-rounded personality, as well as a necessary sign.

In accordance with the tasks defined in the Strategy of Actions on the five priority directions of the development of the Republic of Uzbekistan in 2017-2021 adopted in the Republic in the following years [2;] "teaching and education - new innovative approaches" aimed at "radically improving the quality of general secondary education, improving the quality and efficiency of education and training" ", organizing on the basis of "digital technologies" has an important pedagogical value.

Strengthening our educational activities enriched with spiritual and moral teachings that ensure the cultural-intellectual appearance, scientific worldview, and physical perfection of pupils in harmony with the historical experience of mankind and the ideological, cultural, educational, ideological, and religious views of social and economic development in the life of society and human activities, they the need to enrich its content with socio-economic development factors is evident.

It is worth saying that spiritual education expresses the unity of education, training and personal



development (maturity). The main goal of spiritual education is to bring up the future generation with faith and belief, which is the foundation for the formation of a perfect personality.

Therefore, the idea of "developing school education into a national movement" is to develop strategic directions, effective, creative and innovative methods of organizing a continuous education system in society on the basis of "digital technologies" [3;] the content of forming the spiritual worldview of adolescent pupils in the conditions of innovative education and its The following criteria are noted according to the possibilities of practical provision. These are: implementation of spiritual education in the educational system consists of specific and developed types in terms of its foundations. In the field of science, it will be possible to divide it into planning and forecasting work in the fields of natural, social and concrete sciences. In the formation of the spiritual worldview of adolescent pupils in the conditions of innovative education, regardless of any basis and direction:

- relying on theoretical and scientific knowledge;
- having an internal and external influence on the personality of the pupil based on pedagogical conditions and leadership;

Also, the social nature of spiritual education, the structure of its activities (movement, need, interest, motives, direction), and the development of self-awareness activities, the spiritual and moral education of pupils acquires an important socio-pedagogical value.

Especially in today's complicated times, the spiritual education organized in general secondary education institutions determines a lot. The basis of spiritual education is the correctness of the heart. That is why a child needs spiritual education. The following aspects characteristic of our national mentality should be noted:

- oriental education;
- restraint, patience and satisfaction;
- humbleness, humility and meekness;
- kindness, devotion, loyalty;
- truth, justice and fairness;
- gratitude, contentment and honesty;
- work, creativity and creativity, etc.

The formation of the spiritual worldview of adolescent pupils in the conditions of innovative education requires adherence to the following principles:

- ensuring coherence and continuity in the organization of the educational process;
- consistency, systematicity, gradualism;



- democratization, humanization;
- ensuring subject-subjectivity, not object-subject, in education;
- compatibility of theory with practice and its reflection;
- uniformity of the educational requirements imposed on the child;
- the content of educational activities, forms, methods and tools are compatible with the interests, inclinations, aspirations, age and psychological characteristics of the child's personality;
- ensuring the commonality of universal and national values in the content of education;
- directing educational activities to the goal, organizing them based on a planned program;
- fairness, democratic approach in managing the organization of educational work;
- differential treatment of the child;
- communicativeness in education;
- constant observation, control, monitoring of the results of educational work, etc. [8;]

The effectiveness of educational activities based on these principles is related to the pedagogical and psychological formation of the pupil's personality based on the result of learning. Learning is organized on the basis of a special program and includes the factors of the upbringing and fate of the child, the experience of communicating with people, the environment, the attitude to the happenings, work, the inner and outer world, the level of behavior, consciousness and thinking, moral reflection. should do. It is manifested in the child's culture, needs, interests, character and temperament, habits, thinking characteristics, communication, attitude.

The following innovative principles take priority in the concept aimed at forming the spiritual worldview of adolescent pupils in the conditions of innovative education.

- to achieve quality and efficiency by combining the knowledge, possibilities, abilities of the teacher and the pupil with methodical and technical tools, based on careful planning, forecasting, and programming of the educational process;
- selection of the subject content based on technological tools (interactive methods, ICT, technologies) taking into account the age and individual characteristics of pupils;
- innovative nature of educational process management; [7;]

The principles used in the educational process are selected depending on the character of the designed lesson topic, the pupil's personality and the interest, ability, need, worldview, psychological characteristics, motivation, activity and other characteristics of the class team. [5;]

Today, the formation of the spiritual outlook of the pupils of the educational process remains literally one of the main ideas of innovative pedagogy. Among the criteria for forming the spiritual



outlook of pupils in the educational process, the following can be included:

- taking into account the creation of an emotionally stimulating environment in educational programs, that is, support for pupil initiative, intersubjectivity, self-management, and freedom based on a sense of responsibility.

- openness and warmth of the relationship between the teacher and pupils, not allowing criticism and pressure from the teacher, the establishment of constructive interpersonal relations in the classroom;

- that the educational process is built on the basis of mutual solidarity by the teacher and pupils;
- the teacher's authority is limited to the "consultant" and "source of knowledge" who is always ready to help;

- creation of the opportunity to choose "educational and cognitive alternatives" for each pupil and encouragement of forms of self-expression that show the level of development of pupils by the teacher;

- assessment of educational programs in terms of the maximum level of development of the pupil's creative abilities and stimulation of their creative abilities;

- collaborative discussion of the problems of knowledge development by the teacher and pupils, as well as abandoning the use of grades as a form of putting pressure on pupils.

If these criteria are carefully studied, the basis of each of them lies directly in the formation of the spiritual worldview of pupils.

It is possible to organize pupils' activities on the basis of independent and cooperation in forming the spiritual worldview of pupils. This is how it is usually done, and it continues to this day. In accordance with this, taking into account the age characteristics and abilities of pupils, implementation through independent work, collaborative work methods and technologies will have a positive effect.

The use of the following methods and technologies can be effective in the direction of independent work to form the spiritual outlook of pupils:

1. "Spiritual pupil". To this, pupils express their thoughts in the form of essays based on their worldviews.
2. "My interests." This can be done in the form of various questionnaires.
3. "My country". This can be done as an anonymous statement that remains with the teacher.
4. "Idol for me." This can be in the form of a statement or an essay.



5. "Our generation of the great commander...". It can also be in the form of an essay, a statement.

6. "Bright feelings". This can be done in visual art forms.

7. "Paints of virtue". It can also be a form of visual art.

8. "Open hearts". This mushoira can be in the form of verses.

9. "Spiritual education is...". This may take the form of a debate.

10. "Aspects of cooperation". This can be in the form of open communication with teachers, etc.

Collaborative work in the formation of pupils' spiritual outlook can be carried out in the following ways and technologies:

1. "At school". This can be in the form of essay, narrative and visual art.

2. "One man for all, all for one man." This can be in the form of beautification, landscaping and other collaborative activities.

3. "Our class". It can be organized in the form of a statement and an essay.

4. "My favorite teacher." This can be based on a closed questionnaire survey.

5. "Joint work". This takes the form of making or building something with the pupils.

6. "My country". This can be in the form of a local history trip.

7. "Bright Holiday". It consists of publishing wall newspapers and holding various events related to the celebration.

8. "Club of young nature lovers". These various herbariums can be in the form of building collections, landscaping, plant and animal care.

9. "Day of love". This can be in the form of receiving information about the condition of the sick, the disabled and the needy together with the pupils.

10. "Open conversation method". It can be in the form of a teacher's heart-to-heart conversation with the pupil, etc.

In all the methods described above, these methods will give the intended results only if the work done by the pupils is a priority. In this case, the teacher has to perform the roles of organizer, screenwriter, director and actor at the same time.

In the conditions of innovative education, we can conditionally distinguish the technological approaches in the process of educational activities in the formation of the spiritual worldview of adolescent pupils into the following directions:

Approach to direct process organization. These are approaches related to designing, modeling and planning.



Technological approaches related to the activity of the teacher and its organization. These are technological approaches with self-work, creativity, skill development and retraining.

Approaches to the organization of pupil activities. These are technological approaches related to the organization of educational activities and education of pupils.

In all three directions, the humanistic (humanitarian) criterion must be the priority in technological approaches.

Pedagogical and psychological technologies affecting the mental, physical and spiritual aspects of a person are understood when approaching the process of forming the spiritual worldview of elementary school pupils in the conditions of innovative education.

It is known that the mind and thinking of a person will have internal possibilities such as creativity in the direction of creativity. If it is directed towards humanitarianism, the creativity and creativity of that person will be able to serve goodness. Because a person's creativity and creativity begins to serve only himself, and this person does not stop at anything in the way of his own benefit. Therefore, in the technological approach to humanizing teacher-pupil relations in the educational process, it is desirable that the humanistic aspects of intellectual education should be prioritized.

This process makes it possible to turn the pupil into an active subject, not just a participant in the educational process. Until today, a number of scientific researches related to this problem have been carried out in the field of pedagogy and have been put into practice. Among such studies, a number of theories such as creative organization of education, person-oriented educational technology, organization of education based on a technological approach, innovative organization and management of education, use of interactive methods in the educational process, and integration of education can be cited as examples. [9;]

The idea of forming the spiritual worldview of adolescent pupils in the conditions of innovative education is one of these new directions, and most of the researches carried out in the field of pedagogy today are essentially based on this idea. In general, the idea of humanization of education is recognized by world experts as one of the innovative ideas aimed at ensuring high efficiency of education.

The formation of a spiritual worldview in adolescent pupils is a complex and multifaceted process. It involves the development of their values, beliefs, and understanding of the world and their place in it. Here are some innovative approaches that can contribute to the formation of a spiritual worldview in adolescent pupils:

Experiential Learning: Provide opportunities for pupils to engage in experiential learning



activities that promote self-reflection and personal growth. This can include mindfulness exercises, nature walks, community service projects, or participation in artistic and creative endeavors. These experiences can help pupils connect with their inner selves, explore their values, and develop a sense of spirituality.

Multicultural and Interfaith Dialogue: Encourage dialogue and understanding among pupils from diverse cultural and religious backgrounds. This can be done through interfaith dialogues, cultural exchange programs, or guest speakers from different faith traditions. Promote an atmosphere of respect, empathy, and open-mindedness, where pupils can learn about and appreciate different spiritual perspectives.

Ethical Dilemma Discussions: Engage pupils in discussions around ethical dilemmas and moral decision-making. Present them with real-life scenarios that challenge their values and beliefs, and encourage them to explore different perspectives and consider the consequences of their choices. This helps pupils develop critical thinking skills and form a more nuanced understanding of their own spirituality.

Integration of Arts and Literature: Incorporate artistic expression and literature into the curriculum to explore themes of spirituality, meaning, and purpose. Use literature, poetry, music, and visual arts to provoke discussions and self-reflection on existential questions. Encourage pupils to express their thoughts and emotions through creative outlets, fostering a deeper connection to their spirituality.

Mindfulness and Meditation Practices: Introduce mindfulness and meditation practices into the school routine. Teach pupils techniques for relaxation, stress reduction, and self-awareness. Mindfulness exercises can help pupils develop a greater sense of presence, compassion, and connection to themselves and the world around them, enhancing their spiritual development.

Service Learning: Engage pupils in service learning projects that involve helping others and making a positive impact in their community. Service activities provide pupils with opportunities to develop empathy, compassion, and a sense of responsibility towards others. They can foster a sense of interconnectedness and spirituality by emphasizing the importance of serving and caring for others.

Role Models and Mentors: Connect pupils with positive role models and mentors who embody spiritual values and beliefs. Invite guest speakers who can share their personal stories and experiences related to spirituality, resilience, and personal growth. Establish mentorship programs where older pupils or community members can provide guidance and support to adolescents in their spiritual journey.



It is important to note that the formation of a spiritual worldview is a deeply personal and individual process. These approaches should be implemented in a sensitive and inclusive manner, respecting the diverse backgrounds and beliefs of the pupils. Providing a supportive and nurturing environment where pupils can explore and question their spirituality is essential for their growth and development.

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