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## THE INTERCONNECTION OF MORAL HERITAGE WITH SPIRITUAL HERITAGE IN THE PEDAGOGICAL PROCESS

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### ABSTRACT

The article is devoted to the study of the interconnection between moral and spiritual heritage in the educational process. It analyzes the influence of cultural, historical, and ethical values on the formation of students' personalities. Special attention is given to how the spiritual heritage of society, expressed through traditions, religious, and philosophical beliefs, contributes to the development of moral qualities and ethical guidelines in children and adolescents. It is shown that a harmonious combination of moral and spiritual heritage is an important condition for fostering a well-rounded, socially responsible individual capable of self-development and active participation in society. Practical recommendations include methods for integrating spiritual and moral values into the educational process, which enhances the effectiveness of pedagogical activity and helps establish stable moral foundations in students.

**Keywords:** moral heritage, spiritual heritage, educational process, upbringing, moral values, personal development.

### INTRODUCTION

Education is not only the transmission of knowledge and skills but also the cultivation of moral and spiritual values that shape an individual's character. Moral heritage, encompassing ethical norms, societal values, and behavioral principles, forms the foundation for responsible conduct, while spiritual heritage provides a deeper sense of purpose, meaning, and inner development. The integration of these two dimensions within the pedagogical process is essential for nurturing well-rounded, socially conscious, and morally mature individuals. This paper examines how moral and spiritual heritage intersect in educational practices, explores effective methods for their

incorporation, and highlights their significance in modern pedagogical approaches aimed at holistic personal development.

The high spirituality and moral standards of our people are embodied in their moral heritage, imbued with a very rich humanity, life experience and deep philosophical thinking. Historical memory has become a source of education and an example of how the formation of a harmoniously developed personality raised not only the main task of spiritual and educational work, but also the level of public policy, which makes it relevant. "To study our moral heritage, its sources and philosophically analyze them, to convey to the harmoniously developed generation that morality has always been the core of spirituality, intelligence and lifestyle of our people. Explanation, based on the immortal philosophical heritage, is one of the important themes in the history of philosophy"[1, 56]. Indeed, as researchers note, it is difficult to find any naturalist, philosopher, artist, historian, poet, or literary critic in the history of Central Asia who does not address moral issues in his works and philosophical treatises.

### MAIN PART

In the pedagogical process, it is necessary that the upbringing of a person is not limited to giving knowledge, but is aimed at the formation of moral and spiritual values. Moral heritage is a complex of rules of etiquette, norms and habits that are formed in society. And spiritual heritage includes values, beliefs, philosophical and religious principles that contribute to the spiritual, spiritual and moral development of a person. In the pedagogical process, it is necessary that the upbringing of a person is not limited.

The moral heritage has always reflected all the changes and contradictions inherent in society. The moral heritage is the simple or everyday rules of public life that have been formed and formed over thousands of years.

When thinking about the essence and content of the concept of moral heritage, attention is always paid to the extent to which it reflects the spiritual needs, demands, desires, wishes of social groups that exist in this or that society. It also draws attention to the purpose for which these concepts are relevant in terms of their content and essence. These purposeful concepts, in turn, are not dogmatic in nature, but are inextricably linked to the spiritual development of society, which is passed from generation to generation as a moral heritage.

Moral heritage is a set of positive models of behavior that can serve as a model for society, time, and human history; A spiritual phenomenon that determines and evaluates the level of maturity of man. Moral heritage is an integral part of the spiritual heritage of mankind. It is a set of all moral acts inherited from previous generations, which are evaluated and used on the basis of critical approach, revision, specific tasks of time and objective criteria of social development.

The culture of this period has served the development of human qualities. The culture serving universal qualities is hereditary. Morality is an integral part of the inherited culture. It follows that when thinking about the content and essence of morality and ethical heritage, one should pay attention to the signs of its inheritance. Therefore, it is important to pay attention to the moral heritage of medieval Central Asian thinkers, their teachings on the content and essence of morality, as in this period Central Asian thinkers had comprehensive encyclopedic knowledge. As naturalists, musicologists, mathematicians, astronomers, geographers, writers, poets, literary critics, philosophers, they also paid special attention to ethical issues in their works and advanced moral ideas that meet the requirements of the time.

“Morality is an integral part of the society’s spiritual heritage. It cannot be studied in isolation from the spiritual heritage of humanity. It is enriched in the process of studying nature, social environment, various human relationships, knowledge about the existing phenomenon, the constant desire to change it, leading to the enrichment of human spiritual qualities”[2, 35]. Not only today it is formed on the basis of centuries-old spiritual heritage and develops in the process of continuous cultural relations with other peoples, mutual exchange of spiritual and philosophical values. After all, history is a product of thinking.

Every event in our past was influenced by a certain spiritual, moral, socio-political environment. In the course of this study the task was set to shed light on this historical fact, to bring our rich moral heritage to the consciousness and consciousness of people, and at the same time wisely solve such philosophical problems as thinking, understanding the past and choosing the future.

Morality is an event that evaluates the level and scale of historical development of society, as well as the society and people functioning in a particular social environment. Morality, which evaluates members of society, has a relative character, develops and changes in an inseparable connection with the social life. Overall, morality is not only a social phenomenon that evaluates members of society, but also includes the differences, scales, level of one stage of social life in another, as well as classes in a particular society, the morality of social groups and, finally, the inheritance of moral heritage. In this sense, it is important to study the moral heritage of our people, conduct scientific and theoretical analysis, transfer and absorb it into the minds and hearts of young people.

Morality is an integral part of the society’s spiritual heritage. It cannot be studied in isolation from the spiritual heritage of humanity. It is enriched in the process of studying nature, social environment, various human relationships, and knowledge of the existing phenomenon, constant striving to change it, leading to the enrichment of human spiritual qualities. Not only today it is formed on the basis of centuries-old

spiritual heritage and develops in the process of continuous cultural relations with other peoples, mutual exchange of spiritual and philosophical values. After all, history is a product of thinking.

“Every event in our past took place under the influence of a certain spiritual, spiritual, moral, socio-political environment. In the course of this research the task was set to shed light on this historical fact, to bring our rich moral heritage to the consciousness and consciousness of people, as well as to wisely solve philosophical problems such as thinking about them, understanding the past and choosing the future”[3, 89]. The solution to this problem is based on the historical and philosophical heritage of our great ancestors. It is no secret that the philosophical and moral heritage of Central Asian thinkers is based on man and his essence, human values, justice, loyalty, duty, loyalty and kindness. “It develops inextricably with the social and economic, political conditions, lifestyle and spiritual development of society and is an assumed barometer that defines the level of spiritual development of peoples, nations and nations in a society”[4, 34].

### CONCLUSION

The study demonstrates that the integration of moral and spiritual heritage in the pedagogical process plays a crucial role in shaping well-rounded and ethically responsible individuals. By combining ethical values with spiritual principles, educators can foster students' inner growth, social responsibility, and cultural awareness. Effective incorporation of these elements into educational practice not only enhances personal development but also contributes to the formation of a morally conscious society. Therefore, recognizing and implementing the interconnection between moral and spiritual heritage is essential for achieving holistic and sustainable educational outcomes.

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