

DEVELOPMENT OF MODERN EDUCATION AND UPBRINGING BASED ON  
NATIONAL AND ORIENTAL VALUES

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**Abstract:** The article examines the issues of educating contemporary youth in the spirit of national, Oriental, and historical values. It analyzes the significance of the cultural and intellectual heritage of ancestors in the system of education and upbringing, as well as the pedagogical views of prominent thinkers such as Abu Ali Ibn Sina, Al-Biruni, and Alisher Navoi. The study also discusses the main principles of the educational policy of the Republic of Uzbekistan. The author emphasizes the relevance of forming a well-rounded young generation through the integration of interdisciplinary approaches, innovative pedagogical methods, and spiritual-moral values.

**Keywords:** national values, upbringing, education, Oriental pedagogy, young generation, spiritual heritage, interdisciplinary integration, innovative pedagogical approach.

One of the state-level priorities today is educating the younger generation in a modern spirit while taking into account national, Eastern, and historical values, as well as training specialists endowed with positive human qualities. The emergence of new spiritual and ideological trends in Uzbekistan has influenced all spheres of contemporary education, contributing to the development of scientific research and the expansion of the culture of artistic thinking. The ideas of reinterpreting broad layers of historical, cultural, and spiritual-ethical values, along with principles of renewal, are clearly reflected in the modern educational system [1]. Indeed, the invaluable cultural heritage left by our ancestors constitutes a central element of our national spirituality. Therefore, its active use in the education and upbringing of today's youth is appropriate, as this heritage serves as a source of strength and inspiration not only for the past of our nation but also for its future.

In the pedagogical views of great thinkers, the role of education in societal development and the importance of professional training in shaping the younger generation are given special emphasis. In his works, Abu Ali Ibn Sina highlights the teacher's responsibility in educating children and provides the following recommendations: maintaining composure and seriousness in interaction with students, ensuring the effective assimilation of knowledge, using diverse teaching methods, taking into account the learner's memory capacity and individual characteristics, fostering interest in the subject, identifying essential knowledge, and delivering information in accordance with the student's age and intellectual level [2].

In his pedagogical views, Al-Biruni approached the issues of education, upbringing, and ethics as a mature scholar. In his didactic principles, he stressed the importance of engaging students in reflection on various topics, avoiding monotony, and preventing excessive burden on memory [3]. He also recommended that the learning process maintain a systematic progression from the simple to the complex and ensure coherent transitions from one topic to another.

Alisher Navoi emphasized placing love at the forefront of education and upbringing [4]. He underscored the importance of properly educating the younger generation and teaching sciences from an early age, and he compared a person unable to apply knowledge in practice to a farmer who cannot cultivate his land.

The First President of the Republic of Uzbekistan, I.Karimov, expressed the following view regarding education: every individual, especially the youth, must understand that achieving their goals depends primarily on their own efforts [5]. Education is a continuous process implemented systematically through schools, academic lyceums, vocational colleges, institutes, and universities. Throughout their lifetime, individuals remain in need of education, and within this process, the unity of instruction and upbringing is formed on the basis of the finest cultural values. Without improving the quality of education, it is impossible to implement advances in science and technology or to strengthen interdisciplinary connections. Therefore, teachers must clarify how different subjects complement one another during the learning process. For instance, biology, fine arts, history, chemistry, and physics reinforce each other in practical life. By explaining the interrelatedness of disciplines, it becomes possible to nurture the younger generation as individuals enriched with scientific knowledge and national heritage [6-13]. As a result, a spiritually mature generation, equipped with modern science and the rich legacy of our ancestors, is formed contributing to the stability and cultural resilience of the nation.

Through such an approach, teachers raise a future generation that is not only knowledgeable but also spiritually refined, socially responsible, and deeply aware of national values. Educating such a generation ensures the preservation of our people's cultural heritage and its further development in harmony with modern science. At the same time, in educating young people, it is essential to integrate historical experience, Eastern pedagogical ideas, and the legacy of our ancestors with contemporary requirements.

The role of the heritage of Eastern thinkers in contemporary education is significant not only in moral upbringing but also in the development of art, artistic thinking, and aesthetic taste. In particular, studies on the application of Eastern aesthetic perspectives in the educational process have demonstrated that such approaches effectively contribute to shaping students' artistic perception, compositional thinking, and aesthetic sensibilities [7]. The integration of the aesthetic principles of Eastern philosophy into art education has been shown to have a considerable impact on developing creative thinking, artistic imagination, and aesthetic evaluation competencies [8].

Furthermore, the distinctive features of national art schools their historical roots and pedagogical methods are recognized as an important source for broadening learners' worldview in modern education. Research on Uzbekistan's national art schools emphasizes their essential role in aesthetic upbringing [9]. The use of modern pedagogical technologies in developing creative competence has been shown to enhance students' academic performance and their capacity for independent artistic creation [10]. Scientific studies also substantiate that the process of forming professional competence in future fine arts teachers must be effectively organized based on the integration of technology, methodology, and competence [11].

At the same time, the use of innovative technologies in fine arts education such as digital graphic tools, electronic textbooks, and interactive platforms creates broad opportunities for developing young learners' artistic thinking [12]. Moreover, research aimed at strengthening the competence-based approach in art education, enhancing students' practical skills, and applying

new artistic methods contributes significantly to improving the effectiveness of the learning process [13]. Studies on the cultural development and historical evolution of Turkic peoples provide a foundation for reinforcing the concepts of cultural identity and national self-awareness in contemporary education [14]. Integrating this heritage into the educational process helps foster historical memory, national pride, and cultural resilience in the minds of the youth.

In conclusion, it is possible to educate a well-rounded younger generation by shaping a modern system of education and upbringing that takes national and spiritual values into account, and by integrating interdisciplinary approaches with innovative pedagogical methods. Such an approach not only increases the effectiveness of the learning process but also contributes to preparing future generations who are socially, culturally, and intellectually strong. Furthermore, ensuring the harmonious integration of traditional values with modern educational innovations creates a balanced framework that supports both cultural continuity and progressive development. Therefore, the application of historical and cultural heritage in accordance with modern requirements within the educational system is of strategic importance.

In this regard, the integration of cultural-historical heritage with contemporary educational methodologies plays a crucial role in creating a learning environment that is both nationally conscious and globally relevant. The synthesis of traditional pedagogical wisdom with emerging instructional technologies enables the formation of an educational paradigm that nurtures critical thinking, creativity, and ethical responsibility among learners. Such an approach not only enhances students' intellectual engagement but also strengthens their sense of identity and belonging within a rapidly changing world. Moreover, aligning innovative teaching practices with value-based educational principles supports the development of culturally resilient individuals who can effectively navigate modern societal challenges.

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