

MODERN REQUIREMENTS FOR THE SPIRITUAL AND MORAL IMAGE OF THE MODERN TEACHER

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Abstract

This article systematically analyzes the spiritual and moral requirements imposed on the personality of the teacher in pedagogy in the era of globalization and rapid digitalization. It examines the historical roots of the formation of the teacher's spiritual image in social development and the new criteria imposed on it today. The article scientifically substantiates the creation of a model of the modern educator based on the harmony of national values and global educational trends.

Keywords

teacher's spirituality, spiritual image, pedagogical ethics, professional deontology, innovative worldview, personal example, pedagogical mastery, digital culture, transformation.

The teacher's spiritual and moral image is a complex structural system that embodies the teacher's inner world, moral principles, professional responsibility, values, and behavior in society. Today's teacher must not only have excellent knowledge of his or her subject, but also be able to serve as an example to students through high spiritual qualities. As the great enlightener Abdulla Avloni noted, education is for us a matter of life or death, salvation or destruction, happiness or disaster. The driving force of education is the spiritual power of the teacher.

In particular, in his work *The City of Virtuous People*, Abu Nasr Farabi lists twelve qualities that should be possessed by social leaders and teachers. Among the most important are justice, love for knowledge and enlightenment, a strong memory, and truthfulness. According to Farabi, a leader or teacher who is not physically and spiritually healthy leads society toward decline.

Abu Ali ibn Sina, discussing the harmony of education and upbringing, identified the teacher's composure, patience, and affection toward the child as essential criteria. In his view, the teacher must be a person who can ensure unity between words and practice.

In European and Russian pedagogy as well, special attention has been paid to the personality of the teacher. Major educators such as J. A. Comenius, J. J. Rousseau, K. D. Ushinsky, and V. A. Sukhomlinsky considered the teacher's moral purity and spiritual richness to be the chief guarantee of educational success. Sukhomlinsky's work *I Give My Heart to Children* is one of the brightest sources praising the spirituality and beauty of the teacher's heart.

Among Uzbek scholars, the works of J. Hasanboyev and others widely discuss issues of pedagogical mastery and the formation of a teacher's moral culture.

However, the rapid technological and social transformations that have taken place in the first quarter of the twenty-first century add new requirements to the spiritual image of the modern teacher. Therefore, this topic must be reconsidered and scientifically analyzed in a new context.

In this scientific article, a complex of traditional and modern research methods was used to study the spiritual image of the modern teacher, including the following:

Systemic analysis: the teacher's spiritual and moral image was studied as a multifaceted and complex system; its components, such as professional ethics, personal example, and innovative worldview, were analyzed in their interrelation.

Comparative-historical method: the views of classical representatives of Eastern and Western pedagogy were compared with today's requirements to identify similarities and differences.

Abstract-logical reasoning: logical inference was used to create a theoretical model of the ideal image of the modern educator and to draw general conclusions.

Sociological observation and pedagogical analysis: the practical environment in schools and higher education institutions was observed, and students' current expectations regarding the teacher's spiritual image were studied.

The methodological basis of the study consists of the general laws of dialectics, the unity of education and upbringing, and the principles of person-centered education.

1. Fundamental factors shaping the spiritual and moral image of the modern teacher

The teacher's spiritual and moral image is a dynamic system that is constantly in motion and transforms together with the development of society. In modern conditions, this system is formed on the basis of several fundamental factors. They may conditionally be divided into three large groups.

A) The factor of national-cultural and historical continuity. The rich spiritual heritage of the Uzbek people, the mentor-apprentice traditions, and the principles of respect for elders and care for the younger generation form the core of the

spirituality of today's teacher. As N. Ghaybullayev notes, the teacher must be able to reflect national values in behavior and awaken patriotism and national pride in young people.

B) The factor of professional-pedagogical deontology. This determines the teacher's devotion and responsibility toward the profession. Today, the teacher is required not simply to conduct lessons, but to regard every lesson as a sacred duty. This is reflected in the following aspects:

Pedagogical tact: not violating the student's personal boundaries and not undermining a child's self-confidence during or outside the lesson.

Empathy: understanding the psychological state of the learner and not being indifferent to his or her difficulties.

Collectivism and corporate culture: maintaining healthy competition and sincere relations with colleagues.

C) The factor of personal intellectual potential. In the modern world, spirituality is not limited to being a good person. A person who lacks knowledge and has a narrow worldview cannot possess high spirituality. The teacher's independent reading, awareness of scientific innovations, and analytical thinking are among the main elements that complement his or her spiritual image.

2. New requirements for the teacher's spiritual and moral image in the context of digital transformation

The era of globalization and artificial intelligence is expanding a completely new space of requirements for the teacher's spiritual image. These include the following:

A) Digital culture and cyber-ethics. The modern teacher actively uses social networks such as Telegram and Instagram. The teacher's social media page is his or her virtual spiritual image. Inappropriate behavior in the virtual environment can destroy years of work and reputation in an instant.

B) The ability to form information immunity. Today's young people live surrounded by various destructive ideas and spiritual threats. The modern teacher's moral duty is not only to teach a subject, but also to develop students' ability to filter information and distinguish truth from falsehood.

C) Commitment to the principle of lifelong learning. When a teacher stops working on himself or herself, this indicates spiritual and professional decline. A spiritually mature teacher is always in a state of learning and transmits this attitude to students. UNESCO reports also emphasize that teachers' continuous learning in the digital world is one of the most important requirements.

Pedagogical practice and research show that a clear system of criteria and indicators is needed to determine the level of formation of the teacher's spiritual

image today. Within this study, we attempted to create certain aspects of a model of the modern teacher’s exemplary spiritual and moral image and to express it in the following table.

Table 1. Criteria determining the spiritual image of the modern teacher and their manifestations.

| No. | Criteria | Spiritual-professional manifestations |
|-----|-----------------------------|--|
| 1 | Professional responsibility | Level of lesson preparation, valuing time, dedication to one’s field |
| 2 | Pedagogical justice | Equal and fair treatment of students regardless of social background; objective assessment |
| 3 | Communicative culture | Politeness and sincerity in communication; complete avoidance of jargon and rude words |
| 4 | External image | Observance of dress culture established by state educational institutions; neatness |
| 5 | Digital hygiene | Content and responses on social networks that are worthy of the title of teacher |
| 6 | Tolerance and patience | Ability to control emotions in conflict situations and respond calmly to a student’s mistake |

The criteria presented in the table are interconnected like links in a chain. The breakdown of any one of them damages the teacher’s general spiritual image. Our research shows that learners primarily expect sincerity, justice, and modernity from the teacher and strive to manifest these qualities in their future activities.

To enhance the modern teacher's spiritual and moral image and adapt it to the demands of the time, the following scientific and practical recommendations are proposed:

Modernize courses on pedagogical ethics and spirituality; in particular, introduce new modules such as digital ethics into the curricula taught to future teachers in higher education institutions.

Take mentor-apprentice schools to a new stage by strengthening mentoring systems that teach young teachers a culture of communication with students.

Organize psychological support services and special psychological training to prevent professional burnout among teachers.

CONCLUSION

In conclusion, the following final conclusions can be drawn from this study. First, the spiritual and moral image of the modern teacher is a complex system that is constantly enriched on the basis of the demands of the time and social needs. Second, the spiritual and moral image of today's educator must harmonize national traditions of upbringing with the advanced standards of global education. Third, in order to educate young people who will lay the foundation of the Third Renaissance, the teacher must first possess a high spiritual and moral image and a modern worldview that fully correspond to the educational goals established by law.

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