

## FACTORS DETERMINING THE SPIRITUAL AND MORAL IMAGE OF FUTURE TEACHERS

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### **Abstract**

The article provides a comprehensive analysis of the socio-cultural, educational, personal-psychological, axiological, and family-educational factors that shape the spiritual and moral image of future teachers in the modern education system. It highlights the influence of a teacher's social position, professional identification, and spiritual and moral values on personal development. The strategic importance of the spiritual image of the future teacher in shaping the worldview of the younger generation is also substantiated.

### **Keywords**

future teacher, spiritual image, spirituality, pedagogical ethics, axiological factors, professional position, humanistic approach, personal maturity, identification.

### **INTRODUCTION**

The current stage of human development is characterized by profound transformations and the formation of new paradigms in all spheres of society, especially in the education system. In the context of global change and the rapid growth of information flows, education is becoming not only a means of transmitting knowledge, but also a strategic force that shapes the spiritual and moral image of the younger generation. In this process, the main responsibility falls on the teacher, who is the foundation of the education system. Therefore, in modern pedagogy, the practice of developing not only the professional competencies of future teachers but also their high spiritual image is of urgent importance.

The spiritual and moral image of a future teacher is a complex psychological and pedagogical category that embodies the individual's personal moral, spiritual, cultural, and professional qualities. It is determined on the basis of a new worldview related to the sustainable development of society. This paradigm places special emphasis on the existential foundations of human existence, namely spirituality, spiritual freedom, and personal responsibility. The teacher, through his or her actions, assessments, and worldview, is the key subject who helps students understand the essence of social life and its spiritual sphere.

### **MAIN PART**

A teacher, through his or her actions, assessments, and worldview, helps students understand the features of social life as well as its spiritual sphere. This

sphere is regulated by generalized ideas: the purpose and meaning of life, human capabilities, human qualities and characteristics, and relations among people. For this reason, the issue of the teacher's personal spiritual development is one of the most pressing problems in modern pedagogy.

A spiritually and morally developing educator humanizes the sphere of relationships, inspires it, accepts every object of reality as part of his or her inner world, evaluates reality from the point of view of spiritual values, and develops an attitude of attentive closeness to the world.

In modern research, a comprehensive approach to the formation of the future teacher's spiritual image is widespread, and it is viewed as an integrated characteristic.

Researchers argue that spiritual culture manifests the spiritual and creative powers of a person. N. B. Krylova considers the culture and spirituality of a future teacher as a condition that reflects the maturity and development of a system of socially significant personal qualities, as well as their effective realization in individual activity.

On the basis of the above analysis, the factors determining the spiritual image of future teachers can be classified as follows:

### **1. Socio-cultural factors.**

Today, the teacher appears as a central subject of reform and renewal processes in society. The effective, dynamic, and sustainable functioning of the education system depends directly on the image of the teacher, his or her social position, and value-oriented goals.

One of the important requirements of the teaching profession is clarity and stability of social and professional position among its representatives. Through this position, the teacher manifests himself or herself as a subject of pedagogical activity. The pedagogical position is a system of intellectual, civic, moral, and emotional-evaluative attitudes toward the environment, pedagogical reality, and professional activity; it is the internal source of the teacher's activity.

The teacher's personality, social orientation, civic behavior, and type of activity are reflected in his or her pedagogical position. The teacher's socio-cultural and moral position is formed on the basis of views and beliefs that guide life and professional activity.

For this reason, social and moral values that possess personal meaning and determine the behavior, life features, and professional characteristics of future teachers occupy a special place in pedagogical education. In interaction with the social environment, the future teacher assimilates spiritual orientations; as a result, civic responsibility, a sense of patriotism, and a humanistic worldview are formed.

### **2. Educational factors.**

Educational factors are a set of pedagogical, psychological, social, and organizational conditions that influence the effectiveness of the teaching and upbringing process and determine the formation of a person's knowledge, skills, abilities, values, and competencies. According to A. K. Mildzikhova, three main components exert social influence on the formation of the future teacher's spiritual

image and on his or her work activity: the objective-personal characteristics of the individual; the socio-organizational factors of the educational institution; and the subjective-psychological characteristics of the individual.

Educational factors may, in turn, be divided into pedagogical-psychological, social, organizational, and information-communication factors. From this point of view, educational factors not only organize the process of knowledge acquisition, but also play an important role in developing personal culture, social adaptation, and inner stability. They determine not only the effectiveness of the educational process, but also the individual development and cultural-intellectual image of the person.

### **3. Personal-psychological factors.**

These factors include the psychological characteristics of the teacher: motivation, interests, and aspirations. They occupy a leading place in the structure of personality and connect orientation, behavior, emotions, abilities, mental processes, and other aspects.

Objective-personal factors that affect the teacher's work and determine the quality and effectiveness of professional activity include pedagogical mastery, abilities, pedagogical experience, level of education, qualification, professional stability, age, work experience, and other characteristics.

The teacher's personal characteristics, motives for choosing the profession, interest in the profession, motivational-value orientations related to professional activity, expectations of oneself as a professional, inner activity directed toward self-awareness, and the desire for self-realization in the profession all contribute to the formation of pedagogical mastery. This mastery is one of the most important aspects determining the teacher's spiritual image. Researchers define pedagogical mastery as the highest level of pedagogical activity that enables the teacher to achieve optimal results within a given period of time, or as a synthesis of scientific knowledge, methodological art, skills, and the teacher's personal qualities.

### **4. Family and upbringing factors.**

A person's primary socialization takes place in the family, and the foundations of spirituality are formed precisely in this environment. These foundations include moral norms, behavioral culture, attitudes toward labor, respect for the personality of others, and spiritual and moral ideals.

The family forms the future teacher's first spiritual experience, which is later consistently developed in the process of professional education. The upbringing environment created in the family appears as an important system that determines the psychological and pedagogical foundations of personal development. Within this system, parents' culture of communication with the child, value-oriented moral position, and pedagogical literacy are leading factors that ensure the effectiveness of upbringing.

In family relations, the priority of kindness toward the child, the consistency of demands and norms, the example provided through adult behavior, adherence to daily planning, and the use of democratic methods based on cooperation have important pedagogical significance.

Methodological inconsistencies in upbringing, including hyperprotection based on excessive guardianship or, conversely, hypoprotection characterized by insufficient educational attention, can lead to imbalance in personality development.

### **5. Factors related to professional activity.**

Professional-activity factors are connected with the conditions in which activity is carried out. These include the prestige of the profession in society; the organization of educational activity; pedagogical practice; and the expectations and evaluative opinions of representatives of the immediate social environment. Changes in the former remuneration system have intensified migration from low-paid sectors such as education, healthcare, and culture; the individual consciously limits professional development in the hope of compensating for lost opportunities later; and there are differences in professional development opportunities between urban and rural populations.

The following contribute to shaping the direction of the teacher's personal and professional development: the level of individual competence; the spiritual and value sphere of the person; material and moral incentives; a positive moral climate in the team; opportunities for self-expression; rational organization of labor; the competence of leaders; sufficient material and technical resources; regular professional development; and a positive attitude from management. In the process of activity, theoretical knowledge and the person's spiritual and moral qualities are harmonized and integrated into a unified professional-spiritual system.

### **6. Axiological factors.**

The axiological aspect constitutes the central core of the future teacher's spiritual image. It is defined by orientation toward truth, goodness, and beauty, humanistic views, respect for the learner's personality, pedagogical ethics, and professional honor. The value system determines the teacher's worldview, behavior, and professional position. Through these orientations, the future specialist becomes aware of his or her responsibility before society and organizes activity on the basis of humanitarian principles.

These factors enable the teacher not only to transmit knowledge, but also to form socio-spiritual values in students and create a positive educational environment based on a humanistic approach. Thus, axiological factors organically connect the teacher's personal and professional activity and increase pedagogical effectiveness.

The formation of the spiritual and moral image of a future teacher is a multifactorial and complex process that develops through the interaction of the individual with the social environment, family, education system, professional activity, and value system. In this process, the teacher's worldview, moral position, professional responsibility, and humanistic orientation are of great importance.

The spiritual and moral image of a future teacher is a psychologically and pedagogically complex, multidimensional phenomenon that develops in close connection with the individual's inner moral principles, professional identification, and socio-cultural environment.

The results of the study show that the spiritual and moral image is determined not only by the individual's moral-aesthetic values and spiritual-intellectual potential, but also by pedagogical activity, professional responsibility, and the ability to communicate effectively with learners.

A spiritual and moral image harmonized with inner motivation, professional identification, and moral-ethical principles makes it possible to achieve quality results in the pedagogical process. At the same time, this image serves the future teacher's continuous self-development, awareness of professional and spiritual responsibility, and formation of moral-aesthetic values among students.

Based on the analysis of the factors determining the spiritual and moral image of future teachers, the following recommendations may be offered.

The spiritual and moral image of future teachers is not simply a set of separate qualities, but an integral and complex system that unites a person's moral beliefs, spiritual world, cultural level, and professional competence. In this system, personal and professional characteristics do not contradict each other; on the contrary, they complement one another.

In modern education, the teacher is not only a transmitter of knowledge but also a person who represents a social and spiritual ideal. Every action, assessment criterion, and worldview of the teacher serves as a spiritual guide for the learner. Therefore, the teacher's self-education is a decisive condition for the quality of education.

## CONCLUSION

In conclusion, in the conditions of modern education, the teacher's spiritual and moral image has strategic importance in shaping the worldview of the younger generation. There is no doubt that the success of the pedagogical process is directly determined by how deeply rooted the teacher's spiritual and moral image is.

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