



EOC  
EUROASIAN  
ONLINE  
CONFERENCES

# ENGLAND CONFERENCE

INTERNATIONAL CONFERENCE ON  
MULTIDISCIPLINARY STUDIES AND  
EDUCATION



Google Scholar

zenodo

OpenAIRE

doi  
a digital object  
identifier



**INTERNATIONAL CONFERENCE ON MULTIDISCIPLINARY STUDIES AND EDUCATION:** a collection scientific works of the International scientific conference – London, England, 2025. Issue 3

**Languages of publication:** **Uzbek, English, Russian, German, Italian, Spanish**

The collection consists of scientific research of scientists, graduate students and students who took part in the International Scientific online conference **«INTERNATIONAL CONFERENCE ON MULTIDISCIPLINARY STUDIES AND EDUCATION»**. Which took place in London , 2025.

Conference proceedings are recommended for scientists and teachers in higher education establishments. They can be used in education, including the process of post - graduate teaching, preparation for obtain bachelors' and masters' degrees. The review of all articles was accomplished by experts, materials are according to authors copyright. The authors are responsible for content, researches results and errors.





## USE OF INNOVATIVE EDUCATIONAL METHODS IN DEVELOPING THE SPIRITUAL AND MORAL QUALITIES OF YOUNG STUDENTS AND EXPANDING THEIR WORLDVIEWS

**Bagibekova Khamida Allayarovna,**

Master's student of the "Pedagogy" department of the Asian International University.

**Abstract (Annotation).** This article is aimed at studying the use and effectiveness of innovative educational methods in developing the spiritual and moral qualities of young students and expanding their worldviews. The study models innovative approaches to ensuring the moral and spiritual maturity of young people by integrating national and universal values, artistic, literary and philosophical sources into the content of education. Also, a diagnostic system for the use of methodologically innovative methods has been developed. The results of the study show the importance of new pedagogical technologies in guiding students towards social activity, independent thinking, empathy and responsibility, and provide scientifically based recommendations for pedagogical practice.

**Keywords.** Innovative educational methods, spiritual and moral education, students-youth, worldview, national values, pedagogical diagnostics, educational content, cluster, project-based education, problem-based learning, interactive exercises and digital technologies.

### Introduction.

In today's globalization environment, the formation of the spiritual and moral maturity and aesthetic worldview of students-youth remains one of the most important goals of the education system. In particular, literature has a special place in this process. Because literature is a powerful spiritual tool that educates the human spirit and instills high values such as goodness, patriotism and honesty through artistic expression.

In the modern educational process, one cannot be limited to reading and analyzing literary texts alone. Literature lessons should teach students to think independently, make aesthetic assessments, and perceive life situations through artistic thinking. Therefore, the teacher is required to have the skills to use innovative approaches, interactive methods, and digital educational technologies appropriately.

The student of the 21st century is a listener who moves quickly in this information flow, adapts to digital technologies, and thinks creatively. Therefore, the need to use innovative pedagogical methods in teaching literature, along with traditional approaches, is increasing. Methods such as "Role playing", "Debate", "Creating a project based on a literary text" direct





students to active communication, independent analysis, and a deep understanding of the spiritual essence of works of art.

Also, in the process of studying the masterpieces of Uzbek and world literature, the most important task of a literature teacher is to instill in students national values, moral standards and universal human qualities, to form artistic and aesthetic thinking in them. Analyzing the views of Abu Nasr Farabi, Hafiz Khorezm, Alisher Navoi, Muhammad Riza Ogahi and many other such poets and scholars on morality, perfection and humanity through modern innovative methods deepens the student's thinking and broadens his worldview. After all, "The heritage left by our ancestors is a source of strength and dedication not only for the past, but also for the future of our nation" [1; p. 47]. Combining this heritage with modern innovative methods through the study of literature not only forms the artistic thinking of students, but also strengthens their historical memory, national pride and loyalty to universal human values. Of course, "every nation has traditions of education that serve as the basis for the development of pedagogical thinking and express ideas and views on child rearing." [2; p. 527]

#### **Literature review.**

In recent years, large-scale reforms have been implemented in the Republic of Uzbekistan aimed at radically modernizing the education system, ensuring the spiritual and moral development of the individual, and broadening the worldview of young people. Within the framework of this process, the issue of organizing spiritual and moral education based on innovative approaches, as one of the current areas of pedagogical science, is at the center of scientific research. Scientific research conducted in our republic in this regard highlights the crucial role of the educational process in forming the inner world, value system, and social activity of students and young people.

In particular, the dissertation of scientist M.K. Zaripova on the topic "Improving the processes of preparing future teachers for innovative pedagogical activity based on an integrative approach" is of particular importance in analyzing the theoretical and practical foundations of innovative pedagogy [3]. The author substantiated the priority role of an integrative approach in the process of training a modern teacher and proposed the formation of innovative, technological and spiritual-moral components of education as a whole system.

R.Sh.Rustamova's study "Factors for increasing the effectiveness of cultural and educational activities in the spiritual and moral education of students and youth" is one of the important scientific sources in this direction [4]. It deeply analyzed the role of cultural and educational activities in ensuring the spiritual maturity of youth, the pedagogical and psychological factors that determine the level of their effectiveness.





D.N.Adilova's dissertation on the topic "Development of a system of spiritual and moral values in students of a higher educational institution of pedagogy (on the example of the works of Zahiriddin Muhammad Babur)" extensively analyzed the educational potential of national literature [5]. The author focuses on the development of moral, aesthetic and spiritual qualities of young people by integrating the work of Zahiriddin Muhammad Babur into the educational process.

Kh.N. Khakimov's study "Pedagogical conditions for the integration of physical and spiritual-moral education in secondary schools" substantiates the importance of an integrative approach in the comprehensive development of the student's personality [6]. Having identified the interdependence of physical activity and spiritual-moral education in the educational process, the author emphasizes that the combination of these two directions serves to form willpower, responsibility, teamwork, a healthy lifestyle and mental balance in students.

D.A. Abdurahimova's doctoral dissertation on the topic "Improving the system of spiritual and moral education of preschool children through examples of folk oral art" increases attention to the pedagogical importance of national traditions and folk oral art [7]. The study developed a step-by-step system for the formation of moral qualities in children through examples of oral art - fairy tales, proverbs, riddles, epics and songs.

Also, S.U. Khodzhaniyazov's scientific work on the topic "Improving the spiritual and moral education of young people based on the mystical worldview of Khorezm thinkers" highlights the inextricable link between historical and philosophical heritage and modern education [8]. The study analyzes the pedagogical possibilities of educating young people in the spirit of humility, patience, gratitude, compassion, and tolerance based on the mystical views of thinkers such as Khoja Ahmad Yassavi, Sulaymon Bokirgoni, and Najmuddin Kubro.

G.V. Izbullaeva's research on the topic "Effective use of Jalaluddin Rumi's views on spiritual and moral education in the educational process" [9] analyzes the importance of spiritual education and humanitarian ideas in education.

M.A. Shakhodjaev's dissertation on the topic "Burhoniddin Marginoni's views on moral and legal education" [10] reveals the importance of religious and legal sources in developing legal awareness and moral responsibility in the younger generation.

The analysis of these scientific sources shows that in the process of forming the spiritual and moral qualities of students, the incorporation of national and universal values, historical and cultural heritage, examples of folk oral art, and literary sources into the content of education is of great theoretical and practical importance. At the same time, the use of innovative





educational methods - cluster, project-based learning, problem-based learning, training, debate, and digital technologies - significantly increases the effectiveness of spiritual and moral education.

### **Research Methodology.**

The relevance of the topic, the radical reforms being implemented in the current education system, the person-oriented approach, the process of improving the socio-spiritual environment and the formation of a harmonious generation with developed self-awareness are of particular importance.

Therefore, it is appropriate to choose the research methodology based on deep analytical, complex and interdisciplinary (pedagogy, psychology, ethics, didactics, educational science) approaches. After all, the main methodological task of the research is to identify and pedagogically substantiate the possibilities of systematically establishing the personal and social development of students and young people through the use of innovative educational methods.

From this point of view, the research was carried out on the basis of the following scientific methods, directions and approaches:

1. The educational reforms being implemented in the Republic of Uzbekistan, state concepts on spiritual and moral education, advanced pedagogical views, scientific dissertations and other regulatory and legal documents were analyzed. In particular, the scientific works of such scientists as M.K. Zaripova, R.Sh. Rustamova, D.N. Adilova, G.V. Izbullaeva were studied on the basis of content analysis, and their theoretical foundations served as the basis for the formation of the concept of this research.

2. Through direct pedagogical experiments, interviews, questionnaires and observations with young students, their attitude to spiritual and moral values, social activity and worldview were determined. Through these methods, the psychological and pedagogical impact of innovative methods was studied in a practical way.

3. The effectiveness of traditional educational approaches and innovative methods (cluster, project-based learning, problem-based learning, interactive exercises and digital technologies) was compared and analyzed. This approach made it possible to determine the extent to which the methods affect the moral, aesthetic and socio-emotional development of young students.

4. As part of the research, a pedagogical model was developed for the formation of spiritual and moral qualities of students based on innovative educational approaches. Based on the model, diagnostic criteria (level of moral thinking, value-based behavior, sense of personal responsibility, etc.) were determined, and theoretical assessment mechanisms were developed in the form of a table.





5. One of the important areas of the research was the integration of cultural heritage and historical and philosophical values into innovative education. On this basis, the goal was to develop scientific and theoretical foundations for the integration of the process of spiritual and moral education with innovative technologies based on historical and national values.

### **Analysis and results.**

One of the main goals of the modern educational process is the harmonious development of the intellectual potential of students, as well as their spiritual and moral qualities. From this point of view, the possibilities of influencing the inner world, value system and social consciousness of young people through the use of innovative approaches in education are increasingly expanding.

The analysis conducted on the basis of the pedagogical model developed within the framework of this study shows that innovative methods deeply penetrate the internal mechanisms of spiritual and moral education and effectively stimulate the individual's aspiration for moral maturity.

First of all, based on the concept of forming a harmonious personality in the targeted direction of the educational process, the level of effectiveness of innovative approaches in pedagogical activity was determined. Awakening the spiritual consciousness of students, encouraging them to make independent moral choices, and forming a sense of social responsibility - all these are important advantages of modern methods. While traditional approaches are mainly aimed at revealing ready-made knowledge and educational standards, innovative methods also put forward the issues of free expression of one's own opinion in the spiritual and moral development of the younger generation, a comprehensive approach to the problem based on critical analysis. In fact, the effectiveness of spiritual and moral education directly depends not only on the content, but also on the forms and methods through which it is delivered. In this regard, innovative project-based education, work with problem situations, role-playing games, discussions, training and classes based on digital technologies develop the student's thinking, tendency to critical analysis, empathetic worldview. In particular, this is clearly seen in the following table 1.1., which we presented in the model and diagnostic system for the formation of spiritual and moral qualities of students-youth based on innovative educational methods. This table 1.1. presents the theoretical components of the model for the formation of spiritual and moral qualities of students based on innovative educational methods, their content, mechanism of action and diagnostic indicators within the scope of the topic.

**Table 1.1. Model and diagnostic system for the formation of spiritual and moral qualities of students based on innovative educational methods.** (Author's development)





Structural element	Scientific and educational content	Diagnostic criteria
Purpose	Formation of a harmonious, spiritually mature, morally stable personality	Moral awareness, commitment to values, personal responsibility
Content	National and universal values, literary works, heritage of historical figures, folk oral art	Cultural-aesthetic worldview, value-based thinking
Innovative methods	Project-based teaching, problem situations, trainings, reflection, digital tools	Independent thinking, moral choice, decision-making skills
Forms of activity	Group work, social project, interactive lessons, cultural and educational events	Communicativeness, culture of communication, social activity
Analysis and evaluation	Tests, written assignments, oral interviews, self-assessment elements	Level of moral development, self-awareness, ability to analyze social behavior

It was also observed that the integration of national and universal values, literary and philosophical sources, folk oral works and historical heritage into the teaching and educational process based on innovative methods serves as an effective tool for enriching the spiritual and aesthetic world of students. This approach is especially effective in developing artistic and aesthetic thinking, understanding national identity, and forming skills to rely on historical and philosophical views in moral choices. In particular, as shown in the methodological manual of researcher Sh.E.Kurbanova entitled "Didactic views of Hafiz Khorezm and its pedagogical significance", teaching examples of fiction, in particular the pedagogical heritage of Hafiz Khorezm, based on modern, innovative methods, serves to develop critical thinking, creativity, understanding of spiritual values, teamwork and moral responsibility in students [11; pp. 13-16]. This approach allows us to reinterpret literary works not only as aesthetic objects, but also as moral and didactic resources.

This confirms the deep semantic potential of innovative methodological approaches. Through them, the student learns to seek life criteria in artistic images, historical heroes and philosophical ideas, to make his own decisions based on these approaches. This aspect ensures the integration of education with moral and philosophical foundations and forms an unconventional but effective mechanism for educational influence on the inner world of the individual.

In addition, through interactive forms of student activity - work in groups, participation in social projects, poetry readings, debates and cultural and educational events, young people are formed not just as learners, but as subjects actively participating in social relations. It is through such forms of





activity that their socialization, integration into the community, and a model of positive social behavior are formed.

Innovative education, organized in these interactive forms, can develop in students such skills as ethical decision-making, conscious choice of values, respect for the opinions of others, striving for social justice, self-awareness and self-evaluation, as well as teamwork and civic responsibility. This indicates the need to enrich spiritual and moral education with deep content as a primary component of the pedagogical process.

### **Conclusions and Recommendations.**

In today's globalization and digital transformation, the issue of spiritual and moral development of students is considered one of the strategic priorities of the education system. Based on theoretical analyses, advanced pedagogical experience and modeling conducted within the framework of this study, it was determined that innovative educational methods effectively affect not only the intellectual, but also the spiritual and moral development of students.

Innovative methods are not just the use of new technologies, but a systematic and purposeful pedagogical tool aimed at the student's personality, serving to form him as an active subject. In particular, through project activities, trainings, problem-based learning and digital platforms, important spiritual and moral competencies such as independent thinking, justification of a moral position, empathy, responsibility and teamwork are effectively formed in students.

On this basis, the following conclusions and scientific and methodological proposals can be put forward:

1. It is necessary to harmonize innovative methods with national-spiritual content. The analysis shows that the effectiveness of innovative methods depends on their internal content. By incorporating folk oral creativity, historical and philosophical heritage, national literature and universal human values into them, the methods are enriched in content and their educational impact is enhanced. In particular, it is necessary to develop sectoral and methodological manuals on the use of innovative methods in artistic, moral and aesthetic contexts in school and academic lyceum lessons, especially in literature, history, education, and future lessons. This will ensure the harmonious formation of the worldview of young people with national and moral roots.

2. It is necessary to improve diagnostic tools aimed at spiritual and moral education. In current pedagogical practice, the criteria for measuring the moral development of students are not sufficiently systematized. This creates difficulties in determining the real effectiveness of spiritual and moral education. In particular, to assess the impact of innovative educational methods on spiritual and moral development, it is necessary to develop





diagnostic cards, sheets for determining the dynamics of student development, personal portfolios, moral and interactive tests and new assessment tools based on metaphorical associations (open and closed code), that is, allowing integration into artificial intelligence. This will help to systematically determine the moral thinking, level of empathy and social position of students in harmony with information technologies.

3. A training system aimed at the formation of innovative and spiritual competencies is necessary for teachers. Research by M.K. Zaripova, D.N. Adilova and other scientists, as well as scientific analyses obtained in recent years, have shown that teachers themselves sometimes cannot correctly interpret the content of innovative methods or perceive them only as a technical tool. This leads to the emergence of superficial approaches in their methodological activities. In the system of advanced training of teachers, modular courses, seminars-trainings and methodological laboratories should be organized, aimed at developing the competencies of providing spiritual and moral education through innovative methods. This will ensure that the teacher becomes not only a method, but also a person who creates content, has an educationally targeted approach. After all, in the modern educational process, spiritual and moral education should be considered not only as a separate area, but as a central direction integrated into all components of education. Innovative methods provide an opportunity to form students as active citizens, socially responsible and morally mature, critical thinkers. In the future, spiritually mature individuals formed on the basis of these methods will undoubtedly serve as a decisive force in the intellectual, social and cultural development of society.

### References.

1. Haydarov A. Human development and national-spiritual values. - T.: Muharrir, 2008. – 96 p.
2. Jumaboyev N.P. Spiritual and moral views of Eastern thinkers on education // Oriental Art and Culture. 2021. №4. pp. 526-531.
3. Zaripova M.Q. Improving the processes of preparing future teachers for innovative pedagogical activities based on an integrative approach: Ph.D. in Pedagogical Sciences ... diss. - Tashkent, 2022. - 188 p.
4. Rustamova R.Sh. Factors for increasing the effectiveness of cultural and educational activities in the spiritual and moral education of students and youth: Candidate of Pedagogical Sciences ... diss. - Tashkent, 2008. - 132 p.
5. Adilova D.N. Development of the system of spiritual and moral values in students of a pedagogical higher educational institution (on the example of the works of Zahiriddin Muhammad Babur): Ph.D. in Pedagogical Sciences (PhD) ... diss. - T., 2022. - 136 p.





6. Hakimov X.N. Pedagogical conditions for the integration of physical and spiritual and moral education in secondary schools: Ph.D. in Pedagogical Sciences (PhD) ... diss. - Bukhara, 2020. - 149 p.

7. Abdurahimova D.A. Improving the system of spiritual and moral education of preschool children through samples of folk oral art: Doctor of Pedagogical Sciences (DSc) ... diss. - Tashkent, 202. - 271 p.

8. Khodzhaniyazov S.U. Improving the spiritual and moral education of young people based on the mystical worldview of Khorezm thinkers: Doctor of Pedagogical Sciences (DSc) ... diss. - Urgench, 2022. - 208 p.

9. Izbullaeva G.V. Effective use of Jaloliddin Rumi's views on spiritual and moral education in the educational process: Candidate of Pedagogical Sciences ... diss. - Bukhara, 2018. - 174 p.

10. Shakhodjaev M.A. Burhoniddin Marginoni's views on moral and legal education: Candidate of Pedagogical Sciences ... diss. - Fergana, 2006. - 145 p.

11. Kurbanova Sh.E. Didactic views of Hafiz Khorezm and their pedagogical significance. - Urgench: Kuvanchbek-Mashkhura, 2025. - 36 p.

