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SPIRITUAL AND CULTURAL REFORMS IN HIGHER EDUCATION IN NEW UZBEKISTAN

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Abstract

The article analyzes the spiritual and cultural reforms being implemented in higher education institutions during the "New Uzbekistan" period. The need to strengthen spirituality and national values in the education system, the impact of globalization, and shortcomings in the spiritual formation of young people are considered. New programs introduced in higher education institutions, the role of disciplines such as "Spirituality and Enlightenment", measures to improve the moral education of students, as well as measures to preserve and develop cultural heritage are highlighted. The importance of spiritual and educational exchange through international cooperation is emphasized, and the role of reforms in the development of society is assessed.

Keywords: New Uzbekistan, higher education, spiritual and cultural reforms, enlightenment, national values, student education, cultural heritage, globalization, moral education, international cooperation.

Introduction

With the independence of the Republic of Uzbekistan, large-scale reforms have been carried out in various sectors of the country, in particular in the higher education system. Based on the concept of "New Uzbekistan", special attention is paid to spiritual and cultural reforms in higher educational institutions. These reforms are mainly aimed at training young people as spiritually mature specialists, devoted to national values, and well-versed in secular and religious knowledge. This process, in particular, includes the development of independent thinking, a culture of open communication, and integration into the global knowledge base. These reforms being implemented in higher education institutions serve to form students not only professionally, but also in a broad sense as world-minded individuals who are able to flexibly respond to modern threats and global problems. At the same time, these reforms are aimed at educating young people based on the national interests of Uzbekistan and raising them in the spirit of respect for national and universal values.

The main factors determining the need for spiritual and cultural reforms are:

1. The impact of globalization - Along with the intensification of cultural exchange in the modern world, the attitude of young people to national values is undergoing significant changes. As a result of global intercultural influence, the loyalty of the younger generation to their national identity and values may decrease, which necessitates the implementation of spiritual and cultural reforms.
2. The decline in spirituality - Some young people are experiencing a decrease in patriotism, national pride, and respect for and attention to human values. This situation is causing a widening



of spiritual gaps, especially among young people, therefore, it is necessary to introduce spiritual and cultural reforms in the higher education system to eliminate these shortcomings.

3. One-sidedness of education - The level of in-depth and comprehensive teaching of spiritual and cultural subjects in current educational programs is insufficient. The insufficient inclusion of subjects in this area in the curricula indicates a limited spiritual and cultural readiness of students. As a result, students are completing their education incompletely formed in various cultural and spiritual issues, which may limit their active participation in society.

These problems highlight the need for spiritual and cultural reforms and indicate the need to strengthen efforts in this regard in higher education institutions.

The spiritual and cultural reforms being implemented in higher education institutions are described as follows:

Introduction of new subjects such as "Spirituality and Enlightenment" - Through these subjects, young people will learn about national heritage, moral values, and human qualities. These courses will allow students to gain a deeper understanding of the rich culture and history of Uzbekistan.

Balanced teaching of religious knowledge - Students are being educated in a spirit of mutual respect and enlightenment through subjects such as Islamic studies and history of religions. These subjects also serve to develop the ability of young people to communicate between different religions and cultures.

Collaboration with "Makhalla va oila" - Higher education institutions, in collaboration with mahalla activists and parents, are contributing to the spiritual and moral formation of students. This collaboration is aimed, in particular, at strengthening national and spiritual values among students.

Exposure to positive role models – Through various activities, including seminars and discussions, students are introduced to the lives and work of great scholars and modern leaders, ensuring that they have real-life role models to follow.

The increase in national cultural events - national holidays such as Navruz, Independence Day, and events dedicated to the memory of great figures such as Alisher Navoi and Amir Temur are widely celebrated among students. These events serve to preserve national culture and introduce it to new generations.

Projects related to the history and culture of Uzbekistan - Excursions organized for students and scientific projects implemented in cooperation with museums, aimed at enriching their historical and cultural knowledge.

Students have the opportunity to broaden their horizons through international educational programs such as Erasmus+ and Mevlana, which provide opportunities for students to participate in educational and cultural exchanges on a global scale.

Cultural dialogue with foreign students - specially designed programs to familiarize themselves with the spiritual values of Uzbekistan, creating an opportunity for foreign students to learn about and appreciate Uzbek culture.

Conclusion:

The spiritual and cultural reforms being implemented in the era of "New Uzbekistan" are aimed at forming young people in higher educational institutions not only as professionally, but also as spiritually mature individuals. These reforms play an important role in the sustainable



development of society, the preservation of national values, and the maturation of young people as good people. These processes create an opportunity for young people to develop not only modern professional skills, but also their spiritual views, which prepares them as comprehensively developed, active and responsible members of society.

New curricula and methodologies introduced as part of the reforms, along with increasing the intellectual potential of their students, serve to form in them respect for national and universal values, a sense of humanity and patriotism. These reforms also help to activate cultural exchange among young people and increase their ability to understand and respond to global problems. All these are strategic approaches aimed at ensuring the future sustainable development of Uzbek society.

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