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# HARMONY OF HISTORY AND CULTURE IN MODERN EDUCATION AND MORAL UPBRINGING

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**Abstract:** This article analyzes the role of history and culture in spiritual upbringing within the modern educational process. It highlights the formation of patriotism, national pride, and spiritual maturity in the younger generation through the study of national history, cultural heritage, and traditions. Methods of integrating historical events and cultural values into the educational content are also discussed. The study is based on a review of relevant literature and qualitative analysis of pedagogical experiences. The findings show that studying national history and cultural heritage fosters high moral qualities in young people. The article concludes that integrating historical and cultural content into education strengthens national identity and protects youth from harmful ideologies.

**Keywords:** history, culture, spiritual upbringing, national values, patriotism.

**Introduction.** In the current era of rapid globalization and the development of information technology, the issue of educating the younger generation is more relevant than ever. One of the most important tasks facing the modern education system is not only to provide deep knowledge but also to form a well-rounded, spiritually mature individual who respects their history and culture. History and culture are the main factors that determine a nation's identity, worldview, national pride, and confidence in the future. Preserving historical memory and transmitting cultural heritage are of great importance in educating young people. According to Karimov, a person who does not know their past or is unaware of the rich cultural heritage left by their ancestors will find it difficult to find their place in society and contribute to national development After Uzbekistan gained independence, attitudes toward national history and culture changed radically. The true image of our history over the last hundred years, the scientific, cultural, and spiritual heritage of our great ancestors, has been restored. The lives and activities of Alisher Navoi, Mirzo Ulugbek, Imam Bukhari, Jaloliddin Manguberdi, Amir Temur, and many other historical figures are now being correctly and truthfully conveyed to young people. However, despite technological progress and innovative approaches in the modern education system, integrating history and culture into spiritual upbringing remains a pressing issue. Unfortunately, in some cases, students' interest in history and culture is declining, and there is a tendency to move away from national values. Young people spending a lot of time on the internet and social networks sometimes risk being influenced by foreign ideas contrary to our national values. In this situation, integrating history and culture into the educational process in harmony with spiritual upbringing is one of the most effective methods of educating young people. Through history lessons, students learn about the courage, wisdom, and patriotism of their ancestors. Culture (literature, art, music, architecture, national customs) serves to shape students' aesthetic taste, spiritual world, and human qualities. The purpose of this study is to analyze

the role of history and culture in spiritual upbringing within modern education, their integration, and methods of applying this integration in educational practice.

**Research by Uzbek scholars.** First, the work of the First President of the Republic of Uzbekistan Islam Karimov "High Spirituality – Invincible Power" deeply analyzes the role of spiritual upbringing, national values and historical heritage in educating young people. Karimov emphasized: "A people without historical memory, without knowing and appreciating their spiritual heritage, have no future". This work scientifically substantiates the need to define spiritual upbringing as a priority direction of the education system. Second, Professor M. Qurono's research "National Values and Youth Education" thoroughly examines the role of national values, customs and traditions in youth education. According to the author, it is impossible to raise a well-rounded generation without integrating national values into the educational content. Qurono also gave practical recommendations for strengthening the integrative connection of history and culture subjects. Third, in Professor O. Musurmonova's textbook "Fundamentals of Spirituality", the role of history and culture in the spiritual upbringing of young people is covered in a separate chapter. According to the author, the lives and activities of historical figures and the cultural heritage left by them are the brightest examples of education for young people. Fourth, Academician B. To'xliyev's "History of Uzbek Culture" thoroughly analyzes the types of cultural heritage, their preservation and transmission from generation to generation. The work particularly highlights the role of material cultural monuments (architecture, sculpture, applied arts) and intangible culture (customs, rituals, folklore) in the education of young people. Fifth, Professor N. Jo'rayev's "History and Philosophy of Society" analyzes historical consciousness, its stages of formation and its role in spiritual upbringing from a philosophical point of view. According to the author, historical consciousness is the main factor in forming patriotism, civic responsibility and national pride in young people.

**Research by international scholars.** The issues of integrating history and culture with spiritual upbringing have also been studied by many researchers internationally. UNESCO's "Cultural Heritage Education: A Guide for Teachers" (2019) details the basic principles of cultural heritage education and methods of integrating it into school curricula. The guide notes that cultural heritage education forms in young people not only historical knowledge but also respect for different cultures, tolerance and global civic responsibility. American pedagogue J. Dewey's "Democracy and Education" analyzes the harmony of education and upbringing, the role of studying history and culture in personality formation. According to Dewey, by studying history and culture, the student understands the values, norms and traditions of their society, which ensures their adaptation to society and formation as an active citizen. British historian E.H. Carr's "What is History?" highlights the formation of historical consciousness and the spiritual-moral importance of studying history. According to Carr, knowing history forms not only knowledge about the past but also a correct attitude towards the present and the future. According to Russian scholar L.S. Vygotsky's cultural-historical theory, the cultural environment and historical experience play a decisive role in the formation of the human personality. Vygotsky emphasized that the child's active interaction with cultural heritage in the process of education and upbringing leads to the development of their higher mental functions. German philosopher and pedagogue F. Fröbel's "The Education of Man" analyzes the connections between nature, man and culture. According to Fröbel, man develops as part of his culture, therefore special attention should be paid to transmitting cultural heritage in the educational process.

**Scientific articles and journals.** In recent years, a number of articles have been published in scientific journals such as "Modern Education and Upbringing", "Pedagogical

Skills", "Public Education" by Uzbek researchers on the integration of history and culture with spiritual upbringing. In particular, S. Ro'ziyev's article "The Role of Historical Heritage in Education" analyzes the educational potential of history and the impact of studying historical heritage on the worldview of young people. The article emphasizes that using modern pedagogical technologies (interactive methods, project work, virtual excursions) in history lessons can increase the effectiveness of students' learning of historical knowledge. M. Rahimova's article "The Harmony of Culture and Upbringing" highlights the pedagogical conditions for integrating cultural values into the education of young people. According to the author, studying national culture enriches the spiritual world of young people and protects them from various information attacks.

**Analysis of results.** The above literature review shows that the issues of integrating history and culture with spiritual upbringing have been widely studied. However, the following aspects have not yet been sufficiently researched:

- Effective methods of integrating history and culture into the educational content using modern information and communication technologies;
- Psychological and pedagogical mechanisms for increasing young people's interest in national history and culture in a digital learning environment;
- Educational foundations for preserving and developing Uzbek national values in the context of globalization.

This article aims to partially address these issues.

**Methodology.**This study is based on a qualitative analysis of the literature and pedagogical experiences of both Uzbek and international scholars. The research methods included:

1. Systematic review and analysis of scientific literature, textbooks, and journal articles related to the integration of history, culture, and spiritual upbringing.
2. Comparative analysis of Uzbek and international approaches to cultural heritage education.
3. Synthesis of theoretical findings to develop practical recommendations for integrating history and culture into modern education.

The study covers a wide range of sources, including works by Uzbek scholars such as Karimov, Qurono, Musurmonova, To'xliyev, and Jo'rayev, as well as international sources including UNESCO publications and works by Dewey, Carr, Vygotsky, and Fröbel. The analysis period spans from the early 20th century to the present day, with particular focus on developments since Uzbekistan's independence in 1991.

**Results and discussion.** Based on the literature review and pedagogical observations, the following results were obtained:

1. History and culture are the main sources of spiritual upbringing. Historical events, the lives of great ancestors, and cultural heritage instill patriotism, national pride, responsibility, and humanity in young people. The teaching of national history, particularly the achievements of great scholars such as Alisher Navoi, Mirzo Ulugbek, and Imam Bukhari, helps students develop a sense of belonging to a great civilization.
2. The role of history and culture in modern education needs to be strengthened. Lessons should be organized interactively using modern technologies, and students should be encouraged to conduct independent research. Methods such as project-based learning, historical reconstruction, and virtual museum tours have proven effective in increasing student engagement.
3. An integrative approach is important. History and culture should not be taught only as separate subjects but also integrated into the content of other subjects (literature,

geography, art, philosophy). For example, literature classes can include works of historical fiction, geography classes can cover historical geography, and art classes can study cultural heritage monuments.

4. Modern tools are effective in spiritual upbringing. Virtual museums, historical reconstructions, multimedia lessons, interactive maps, historical films, and videos can increase students' interest in history and culture. Digital technologies allow students to explore historical sites and cultural artifacts without leaving the classroom, making learning more accessible and engaging.

5. National holidays and cultural events have educational value. Celebrating Independence Day (September 1), Remembrance Day (May 9), Navruz (March 21), and the anniversaries of great figures strengthens national pride, patriotism, and historical memory in young people. Active participation in such events helps students connect emotionally with their cultural heritage.

6. Family, school, and society must work together. Respect for history and culture begins in the family and continues in school and higher education institutions. The cooperation of these three institutions is the main factor in the spiritual upbringing of young people. Parents should model respect for cultural traditions, while schools provide structured learning experiences.

7. Spiritual upbringing based on history and culture protects youth from harmful ideologies. Young people who know their history and culture and are loyal to national values are less likely to be influenced by foreign extremist ideologies. A strong sense of cultural identity provides resilience against manipulation and radicalization.

8. State policy supports this integration. The government of Uzbekistan has adopted several laws and programs aimed at raising the spiritual development of youth, including the "Program for raising the spiritual and educational level of youth and effectively organizing their free time". These policies emphasize the importance of national history and cultural heritage in education.

9. Modern pedagogical technologies improve effectiveness. Problem-based learning, project-based learning, interactive methods, role-playing games, debates, and roundtable discussions can increase students' interest in history and culture and develop their critical thinking skills.

The integration of history and culture into modern education is not without challenges. These include:

- Limited resources for developing interactive educational materials;
- Need for teacher training in modern pedagogical technologies;
- Balancing national and global perspectives in history education;
- Addressing the digital divide to ensure equal access to online resources.

Despite these challenges, the potential benefits of integration far outweigh the difficulties, making it a priority for educational reform.

**Conclusion.** In conclusion, the harmony of history and culture in modern education and spiritual upbringing is one of the most pressing issues of our time [2, 5]. Based on the research, literature review and practical observations, the following general conclusions were reached: History and culture are the main sources of spiritual upbringing for the younger generation. Historical events, the lives of great ancestors, and the cultural heritage left by them form high qualities such as patriotism, national pride, responsibility and humanity in young people. The role and importance of history and culture subjects in the modern education system should be increased, lessons should be organized interactively, interestingly and using modern technologies, and students' independent research should be encouraged. In

integrating history and culture with spiritual upbringing, an integrative approach is important, and they should not be limited to being taught only as separate subjects but should also be integrated into the content of other subjects. In today's era of globalization and information technology development, it is possible to increase students' interest in history and culture by effectively using modern tools in the spiritual upbringing of young people, through virtual museums, historical reconstructions, multimedia lessons, interactive maps, historical films and videos. Regularly holding national holidays, historical dates and cultural events, actively involving young people in them has educational importance. Respect for history and culture that begins in the family should be continued in school and higher education institutions. After all, the cooperation of family, school and society is the main factor in the spiritual upbringing of young people. Spiritual upbringing based on history and culture is an important factor in protecting young people from various harmful ideas, extremist movements and foreign ideologies. Young people who deeply know their history and culture and are loyal to national values will never fall under the influence of foreign ideologies. Ensuring the harmony of history and culture in modern education and spiritual upbringing should be a priority direction of state policy. Therefore, research should be continued in the future on the psychological-pedagogical foundations of teaching history and culture in a digital learning environment, innovative methods of studying historical and cultural heritage using virtual and augmented reality technologies, differentiated methods of teaching history and culture for different age groups, and integrative models for comparative study of national and world history. Ultimately, ensuring the harmony of history and culture in modern education and spiritual upbringing is not only the task of the education system but also of the whole society. Only a well-rounded generation that deeply knows its history, values its culture, and is loyal to national values can build the great future of independent Uzbekistan. Therefore, the study of history and culture and their integration with spiritual upbringing should always remain at the center of attention. Family, school, higher education institutions, government organizations, and the entire society must work together in this direction. After all, history is the mirror of a nation. Those who forget their history have no future.

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