

THE IMPORTANCE OF PROMOTING SPIRITUALITY IN THE EDUCATION AND UPBRINGING OF YOUNG PEOPLE WITH DISABILITIES

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ABSTRACT

Spiritual propaganda not only encourages the moral growth of students with disabilities but also fosters their resilience, love for life, purification of the heart, and the will to fight in any situation, inspiring them to constantly strive for development based on their capabilities. Today, our country faces challenges in ensuring that young people with disabilities have access to education and in establishing an effective mechanism for conducting spiritual propaganda among them. Addressing these challenges and finding solutions requires the need for scientific research.

Keywords: Human factor, human dignity, disability, social protection, upbringing, education, system, spirituality, spiritual propaganda, morality, modern technologies.

INTRODUCTION

Every individual, while living in this world, desires to enjoy all the opportunities created for them in society as an equal subject. However, sometimes a person's limited natural abilities may not allow them to fully utilize all the conditions in society. Therefore, it is essential to create special conditions in society for such individuals with limited abilities, shape their social protection and support, and implement the principle of equality in the education and upbringing process.

It is known that limited abilities are a problem related to a person's overall health. In other words, among members of society, there are individuals with visual, auditory, musculoskeletal, speech, or other organ impairments. It is crucial to develop a rational approach to these individuals with limited abilities in society, establish a respectful communication with them, and ensure their ability to adapt to life and engage in activities like everyone else.

In this regard, especially in the education and upbringing system, the demand for modernization and innovative technologies is increasingly rising. Therefore, the issue of educating individuals with limited abilities and conducting spiritual propaganda with them is a necessity to be explored not only in pedagogy and psychology but also in philosophical knowledge, including spiritual and moral fields.

RESULTS AND DISCUSSIONS

Education and upbringing are the fundamental pillars of human life, crucial components that shape one's future prospects. Their proper organization plays a constructive role in shaping a well-rounded individual. Therefore, regardless of whether someone has limitations or not, every individual has the right to receive education and upbringing.

"Upbringing is a systematic process aimed at the comprehensive development of the younger generation, based on specific goals and socio-historical experience, shaping their consciousness, moral and ethical values, and worldview; education is a systematic process

aimed at providing learners with in-depth theoretical knowledge, skills, and practical abilities, as well as developing their general and professional knowledge, skills, abilities, and fostering their talents" [1].

Therefore, education and upbringing are fundamental systems that provide vast opportunities for human development, moral growth, and the enhancement of scientific and intellectual potential.

Having limitations automatically has a significant impact on a person's living conditions, daily routine, education and upbringing process, and mental state. The psychological adaptation of those with limitations within a community of able-bodied individuals is also a complex process. Therefore, in every society, carrying out reforms on a targeted, systematic, and effective basis with those with limitations is considered one of the urgent problems.

Preventing individuals with limitations from being isolated in society, ensuring their education, upbringing, and well-being is one of the primary demands of today's modern society. Because in this current era, human dignity, their inviolability, their personal, socio-political, and economic rights are becoming increasingly consolidated and guaranteed not only within a specific country but also internationally.

It is important to note that the Uzbek people's moral and ethical consciousness has long fostered a culture of compassion, support, and preventing isolation for individuals in need of social protection or those with disabilities. This issue is now being addressed at the level of state policy in our country. For example, the Decree of the President of the Republic of Uzbekistan "On Measures to Fundamentally Improve the State System of Support for Persons with Disabilities" and the Resolution of the Cabinet of Ministers "On Approving the Procedure for Admitting Persons with Disabilities to Higher Education Institutions Based on Additional State Grant Quotas" serve as vivid examples of this [2, 3].

However, every "individual is a conscious and active person who has the opportunity to choose a certain way of life. Social psychology pays great attention to studying the individual and psychological qualities of a person, as knowing and taking this information into account in interpersonal relationships is crucial. A person, as a member of society, operates within various forms of interaction. In addition to interpersonal relationships, existing political circles and ideological views in society significantly influence the process of individual formation. For example, ideological views, as a system of certain ideas in society, influence an individual, contributing to the development of their psychology, worldview, personal and social attitudes" [4; 5].

Therefore, in the development of a person as an individual, communication with members of society plays a crucial role. This communication, established on the basis of moral and ethical principles, is important for a person with disabilities to find their place in society and build their future. In this context, moral and ethical knowledge within the education and upbringing process plays a significant role. The strength of moral and ethical knowledge is important not only for the development of a healthy person's thinking but also in the lives of those with disabilities.

The ability to understand the state's, society's, and able-bodied individuals' rational social policy towards those with disabilities, correctly perceive humanistic relationships, or rationally utilize social protection functions requires the formation of ideas of spirituality, culture,

morality, and aesthetics in the thinking of those with disabilities. The ability to not use disability as a weapon, not abuse social protection, and consciously accept the attention and warmth of society members requires a high level of spirituality. From this perspective, the issue of spiritual propaganda is relevant not only in the education and upbringing process of able-bodied individuals but also in the education and upbringing system for individuals with disabilities.

In our view, spiritual propaganda is a process that purifies people's consciousness, thinking, and hearts, actualizes their subjective capabilities, and leads to moral-aesthetic, cultural, educational, and socio-political growth. Spiritual propaganda is primarily implemented within the family, then in the education and upbringing system, and throughout a whole societal system.

Spiritual propaganda is carried out directly through ideological and ideological education and upbringing. However, "The issue of ideology and ideological education is of vital importance for our country, which has gained independence, is building the foundations of a democratic, legal state, and a free civil society. It is clear that it is impossible to achieve the desired goals without a national ideology, a set of ideological and theoretical views embodying these aspirations and aspirations, and an educational system based on it" [7; 17]. Most importantly, for the hearts and minds, and the mental state of young people with disabilities, ideological and spiritual nourishment is essential. Their need in this regard is higher than that of other individuals. However, those with disabilities are in constant need of spiritual support. This support can mainly be provided through the education and upbringing process within families and educational institutions. In this regard, the philosophical thinking, psychological state, pedagogical skills, creativity aspects, competency, and experience level of those conducting spiritual propaganda are crucial. Individuals who themselves need psychological and moral-ethical support may not have sufficient capacity for spiritual propaganda. Therefore, a very cautious approach is necessary in this area.

"It is not advisable to define the social upbringing system and structure in a narrow sense. This process, as a whole system, encompasses various social institutions, public organizations, political parties, cultural and educational associations, educational and ideological events they conduct, as well as the educational and ideological opportunities of cultural heritage, national values, and public opinion" [6; 3]. Based on these ideas, it is important to note that every social institution in society participates in the upbringing process and ensures its effectiveness. In particular, it is worth noting the importance of the family institution in this process. The family is considered the most important foundation and driving force of society. The responsibility of a family with a child with disabilities in terms of education and upbringing is considered even more complex, important, and relevant. The spiritual environment in such families is formed through high moral and aesthetic principles such as reason, humanity, patience, conscience, morality, duty, love, and affection. These aspects in those who are engaged in the upbringing of a child with disabilities create an opportunity for these qualities to take root in the children they raise.

However, "Upbringing emerged at the beginning of human society and has been serving the interests of humanity. Upbringing ensures the connection between generations. Adults have taught their experiences gained in life to the next generation. The younger generation, while finding solutions to new problems they encountered in their activities, acquired skills and knowledge, enriched the knowledge inherited from previous generations, and passed it on to the next generation" [5; 5]. Therefore, upbringing is an eternal, continuous process that is

constantly passed down from generation to generation based on the principle of inheritance. The importance of spiritual knowledge is crucial in achieving a high level of upbringing. The main shaping source and tool of spiritual and moral knowledge is determined by the mechanism of spiritual propaganda carried out through various methods and means.

CONCLUSION

First, spiritual propaganda conducted within the education and upbringing process, and the moral and ethical knowledge that develops as a result, are crucial for human development. The strength of moral and ethical knowledge is essential not only for the development of a healthy person's thinking, but also for the future prospects and achieving a prosperous life for those with disabilities.

Second, the rational organization of the spiritual propaganda process plays a crucial role in every person with disabilities finding their place in society, building their future, establishing effective communication with others, self-development, and living as an equal subject in a particular society.

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