

THE INFLUENCE OF SPIRITUAL HERITAGE AND UNIVERSAL VALUES ON THE DEVELOPMENT OF YOUTH PROFESSIONAL CULTURE

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Annotation. This study examines the impact of spiritual heritage and universal values on the formation and development of professional culture among young people. It highlights how ethical principles, moral traditions, and cultural heritage shape the professional behavior, work ethics, and interpersonal skills of youth in modern society. The research emphasizes the importance of integrating spiritual and moral values into educational and professional environments to foster well-rounded, socially responsible, and culturally aware professionals.

Key words: Spiritual heritage, universal values, youth, professional culture, moral education, ethical development, social responsibility, cultural awareness

Spiritual education is one of the main factors encouraging modern youth to develop a strong work ethic. This process, in turn, is important not only for individual development but also for the formation of universal societal values and the advancement of national labor culture. Developing the professional culture of young people requires instilling diligence, social responsibility, and moral values. National values and labor traditions, especially customs passed down to us as a legacy from our ancestors, play an important role in educating youth.

As the future of society, young people need to possess traditions that encourage diligence. They must have an educational system that incorporates not only professional culture but also spiritual values. In this context, the customs and values inherited from our ancestors that promote diligence, along with national labor traditions, play a crucial role in nurturing young people as healthy and spiritually enriched individuals.

Analyzing customs, traditions, and values that encourage youth to work diligently from the perspective of spiritual education is an important part of the social and cultural life of society. These values are invaluable in shaping individuals spiritually, morally, and socially, as well as in ensuring the stability of society. Each nation's historical, cultural, and social traditions have their unique significance in spiritually educating young people, and these values are highlighted as an essential factor in fostering diligence and ensuring successful and moral growth in society. Thus, analyzing customs and values that encourage youth to work diligently should be reconsidered not only from a historical perspective but also within contemporary philosophical paradigms, from the standpoint of moral and social education in society [3].

The issue of how customs and traditions encourage youth to work diligently is closely linked to the historical development of human attitudes toward labor. Great thinkers such as Al-Farabi viewed labor as an integral part of human perfection. Al-Farabi, in particular, emphasized the social and spiritual significance of labor, stating that "Labor is the perfection of man and the main means that determines his spiritual and moral maturity." He also noted that through labor, a person can shape their inner world and develop both physically and



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spiritually. Al-Farabi's view aligns closely with Immanuel Kant's modern philosophical idea that "a person realizes their freedom and spiritual flourishing through labor" [2]

The customs, traditions, and values inherited from our ancestors that encourage youth to work diligently play an important role in the social and spiritual development of society. These values are not only essential in shaping the economic life of society but also have an unparalleled significance in the development of an individual's inner world. Diligence has traditionally played a key role in social and economic processes and continues to do so today. However, scientifically analyzing how these values and customs influence the education of young people, especially through contemporary philosophical paradigms, is of great importance. The attitude of our ancestors toward diligence, their spiritual and moral values, and how these values are reflected in modern youth education and applied in contemporary pedagogical practice require careful scholarly analysis.

In the development of society, we can observe that the formation of different peoples and nations is closely connected with their unique customs and traditions. In other words, customs and traditions represent specific characteristics that form a particular perception of a nation. From this perspective, it is crucial in youth education to refer to the values, customs, and traditions created by our people and preserved through centuries up to the present day. National traditions, through historical development, have served as positive, influential factors accepted by the majority of a nation's members and have shaped their spiritual, social, and political life in the past [4].

Looking at history, we find that in the sacred Zoroastrian book known as the "Guide to Life" – the Avesta – as well as in the works of our great ancestors, the issue of customs, traditions, and values that encourage youth to work diligently occupied a central place. Our ancestors left us a rich legacy of high knowledge and profound cultural-spiritual heritage, whose relevance today is of inestimable value. In the Avesta, we can see that customs, traditions, and values that promote diligence among youth are embodied. Moreover, the emergence of these humanistic ideas in the Avesta three thousand years ago, and their continued relevance today, confirm the high level of thought of our ancient ancestors. At the time of the emergence of Zoroastrianism, schools were first established near places of worship, and a system of youth education and upbringing was seriously developed by the priests. This system included religious and moral education, physical training, and literacy instruction. Indeed, the Avesta, which provides information about the ancient culture and spiritual world of our ancestors, paid special attention to the practice of societal order, goodness, and humanistic principles.

It is worth emphasizing the idea that the Avesta "is valuable as a unique, enduring collection of our ancestors' moral and aesthetic codes and ancient customs." Indeed, the noble intentions and inspiring, uplifting feelings presented in the Avesta leave a lasting imprint on the heart of every individual. Today, its contribution to the development of artistic, philosophical, moral, legal, and social spheres is being studied with great interest by scholars worldwide. The Avesta is not only a priceless heritage of our country's history but also a significant treasure of the Turan region and several peoples, as highlighted by numerous philosophers and researchers. In particular, Professor Qiyom Nazarov emphasizes that the Avesta "is a source providing information about the social and economic life, religious beliefs, perceptions of the world and humans, customs, and moral values of the peoples of Turan, Khorasan, Azerbaijan, Iraq, Iran, and Asia Minor in ancient times before the Common Era."



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As described in the Avesta, as a part of nature, humans were obliged to “honor all of nature – the earth, water, trees, plants, and animals; to cultivate and irrigate the land, establish gardens and fields, practice animal husbandry extensively, and treat water and fire as sacred.” These principles served to foster an ecological culture that remains relevant even today [5].

The humanitarian views in the Avesta, in terms of their meaning, essence, and structure, influenced the prosperity of that era. Similarly, customs, traditions, and values that encourage youth to diligence reflect the ideal of every individual becoming a complete human being, building a free and prosperous homeland based on their ideals, and creating a flourishing life. The Avesta also emphasizes the benefits of reading books in different classes of the educational system, noting that “a person who studies with a sincere heart gains clarity and completeness in learning.”

The Zoroastrian education system for young people was structured primarily for children aged 7 to 15. Children under the age of seven were not given formal education; they were introduced only to Zoroastrian laws. In this system, it was believed that children were protected from various sins and the influence of Ahriman. A child who turned seven was wrapped in special cloth adorned with sacred symbols of saints. Considering that a seven-year-old could distinguish between good and evil, the child was assigned specific duties and responsibilities in accordance with these moral teachings [7].

The moral and spiritual-cultural principles embedded in our people’s values, customs, and traditions that encourage youth to develop diligence are among the main factors in meeting young people’s social, moral, spiritual, and intellectual needs. For this reason, as President Shavkat Mirziyoyev has emphasized: “We are beginning a new era of reforms under the slogan ‘Ensuring a stable society and sustainable development in our unique homeland is our common primary goal.’ In the development strategy of the New Uzbekistan, working with youth, protecting their lawful interests, and providing them with comprehensive support have been designated as one of the key criteria of our reforms” [1].

Indeed, today the issue of youth requires special attention at the level of state policy. In encouraging young people to develop diligence, it is crucial to consider their interests and aspirations based on the ancient customs, traditions, and values of our people, while paying attention to the changes occurring in their hearts and minds and addressing their spiritual, moral, and ethical needs.

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