



# STATE POLICY ON THE DEVELOPMENT OF SPIRITUAL AND EDUCATIONAL WORK AND ITS PRACTICE IN THE EDUCATION SYSTEM OF SURKHANDARYA REGION

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**Abstract.** This scientific article analyzes the main directions, mechanisms and results of the state policy implemented in the Republic of Uzbekistan on the development of spiritual and educational work. The main attention of the article is paid to the practical implementation of state policy in the education system of Surkhandarya region, its effectiveness, problems and prospects. The study studies the relationship between the theoretical foundations of state policy and practice at the regional level, the level of compliance and regional characteristics.

**Keywords:** state policy, spiritual and educational work, education system, Surkhandarya region, policy implementation, regulatory and legal framework, spiritual education, educational work, regional policy.

## **Introduction.**

In the years of independence, the Republic of Uzbekistan has identified the formation and development of youth spirituality as one of the priority directions of state policy. Spiritual and educational work is not only part of the education system but also an integral component of the overall development strategy of society. Laws, programs, and strategies adopted by the state to develop the spiritual and educational sphere define the country's general development prospects [1].

Surxondaryo region, located in the southern part of Uzbekistan, as a territory with an ancient cultural heritage, rich historical traditions, and a diverse ethnocultural environment, presents unique opportunities and challenges in organizing spiritual and educational work. The activities carried out in this field in the region are a vivid example of the implementation of state policy at the regional level [2].

The purpose of this study is to identify the main principles of state policy in developing spiritual and educational work, to evaluate their practical application within the education system of Surxondaryo region, and to propose ways to increase their effectiveness [3].

## **Literature Review.**

Issues of spiritual and educational work and state policy have been studied in the works of several Uzbek and foreign researchers. In the context of Uzbekistan, these issues are highlighted in I. Karimov's works "*High Spirituality – Invincible Strength*" and "*On the Path of Spiritual Enlightenment*", as well as in Sh. Mirziyoyev's "*Youth – the Solid Foundation of Our Future*", where the principles of state policy are discussed. Scientific works such as M. Jo'rayev's "*The System of Spiritual and Educational Work: Theory and Practice*" and A. Asqarov's "*State Policy and Spiritual Education*" analyze the mechanisms of state governance in the spiritual and educational sphere [4].

The official concept of reforms is reflected in the following documents:

*"Strategy for the Development of the New Uzbekistan"*



Decrees and resolutions “*On Comprehensive Measures to Further Develop the Education Sector*”

“*Concept for the Development of Higher Education until 2030*”

Annual state programs (e.g., “*Year of Youth*”, “*Year of Spirituality and Enlightenment*”).

Analysis of these documents shows that the priority directions of reforms include digitalization, privatization, improving quality and fairness, and enhancing teachers’ careers.

In international literature, educational policy and spiritual education have been studied by J. Dewey, M. Nussbaum, K. Roth, and others. Experiences of countries such as Turkey, Malaysia, and Singapore have also been examined, particularly regarding the role of spiritual education in state policy. According to the current literature review, although the principles of state policy in the spiritual and educational sphere are well studied, the regional-level implementation of this policy – especially in culturally rich and demographically dynamic regions like Surxondaryo – has not been sufficiently researched. Therefore, the scientific novelty of this study lies in a comprehensive examination of the practical application of state policy in the regional education system.

The modern global world is developing under conditions of intense competition, the dominance of the knowledge economy, and the struggle for national identity. The country’s future is determined by the quality of its human capital, namely the knowledge level, creativity, spiritual resilience, and patriotism of its youth. From this perspective, the success of reforms in education and spirituality becomes a key factor in the country’s position, stability, and development [5].

### **Methodology.**

This study was conducted using a combination of theoretical, empirical, and comprehensive analytical methods. The theoretical component involved analyzing normative and legal documents regulating the spiritual and educational sphere, reviewing scientific literature, lectures, and strategic documents, and applying methods of comparison and generalization. Empirical research included surveys conducted in 52 schools across 14 districts of Surxondaryo region, involving 750 students, 180 teachers, and 85 school administrators. In-depth interviews were carried out with 35 participants, including regional education department staff, district methodologists, and school officers responsible for spiritual education. Observations of 25 spiritual and educational events were performed to evaluate their organization and implementation. Additionally, 12 education experts provided assessments, and statistical data from the regional education department and the Ministry of Preschool and School Education were analyzed. Comprehensive methods included logical modeling of policy implementation, SWOT analysis, and interpretation of results within the socio-political context.

### **Discussion and results.**

The state policy of the Republic of Uzbekistan regarding the development of spiritual and educational work is guided by several key principles. Education is rooted in national values, emphasizing respect for Uzbek traditions, customs, and cultural heritage. Patriotic education fosters awareness of independence ideals and historical consciousness, while humanitarian and tolerance-focused education promotes interethnic and interfaith harmony. Legal education ensures understanding of constitutional rights and responsibilities, and an innovative approach encourages the use of modern technologies and pedagogical methods. The



main directions of state policy include establishing a normative-legal framework through laws, decrees, and programs; ensuring financial support; training and professional development of personnel; developing material and technical infrastructure; engaging all segments of society; and creating an effective system for monitoring and evaluation.

In Surxondaryo region, the implementation of state policy is facilitated through multiple mechanisms. Organizational mechanisms include departments for spiritual and educational work within regional and district education offices, designated officers in each school, integration of school, parents, and local communities, and methodological support provided by the regional pedagogical center. Financial mechanisms involve funding from the state budget, contributions from local charitable foundations, international grants and projects, and sponsorship from local businesses. Personnel training is supported through professional development courses at the regional pedagogical center, training at national centers, methodical associations within schools, and seminars for experience sharing [6].

The regional implementation of state policy demonstrates several characteristics. Positive factors include the region's rich historical and cultural heritage, the presence of a multiethnic community, well-preserved traditional crafts and folklore, and active local community organizations. Challenges include openness to external influences due to the border location, disparities between urban and rural areas, inadequate infrastructure in some districts, and limited availability of preschool education, covering only 48% of the population. The effectiveness of policy implementation shows that all schools have plans for spiritual and educational activities, 82% of students regularly participate in such events, 45 schools operate "Spiritual and Educational Centers," and an annual "Spiritual Brightness" festival is organized in the region. Additionally, 12 specialized methodological guides have been developed. However, issues remain, including insufficient knowledge of 38% of teachers in spiritual education methodology, limited availability of modern technical equipment in only 40% of schools, inconsistencies between policy requirements and practical capabilities, the ineffectiveness of the monitoring system, and financial constraints, with only 65% of planned funding being realized [7].

### **Conclusion and Recommendations.**

The state policy of the Republic of Uzbekistan for the development of spiritual and educational work is based on clear principles, directions, and mechanisms, with the strategic aim of shaping the moral and spiritual worldview of young people. In Surxondaryo region, this policy is implemented through organizational, financial, and personnel mechanisms. However, in practice, there are certain discrepancies between the requirements of the policy and the regional capabilities. The region's rich cultural heritage and multiethnic composition provide positive opportunities for organizing spiritual and educational activities, while border proximity, infrastructure challenges, and limited resources reduce overall effectiveness. Key issues in policy implementation include insufficient methodological preparedness of teachers, inadequate technical support, ineffective monitoring systems, and limited financial resources.

To enhance the effectiveness of state policy in Surxondaryo, the following recommendations are proposed. First, to improve policy design, a differentiated approach should be introduced that accounts for regional characteristics. The development of a "Surxondaryo Model," tailored for border regions, and a separate policy for state-specialized schools is recommended. Second, organizational and operational mechanisms should be strengthened by establishing a "Center for Spiritual and Educational Work" in the region,



introducing specialist positions in schools for spiritual and educational activities, and creating a “Digital Spirituality” platform for virtual excursions and online events. Third, financial mechanisms should be enhanced through public-private partnership projects, the attraction of international grants and initiatives, and incentives for local business sponsorship. Fourth, personnel training should be improved by introducing a specialized qualification in “Spiritual and Educational Methodology,” opening dedicated faculties or programs at Surxondaryo University, and organizing online professional development courses. Fifth, the monitoring and evaluation system should be refined by developing an effectiveness index assessing student engagement, knowledge, and behavior, establishing an independent monitoring service, and publishing results on an open data portal. Finally, regional cooperation should be promoted through experience exchange with neighboring regions (Qashqadaryo, Bukhara), international collaboration with Afghanistan and Tajikistan, and the organization of a “Southern Regional Spiritual Forum”.

Implementation of these recommendations will ensure the effective application of state policy in Surxondaryo region, improve the quality of youth moral and spiritual education, and positively contribute to regional development.

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