

Scottish International Conference on Multidisciplinary Research and Innovation – SICMRI 2025

ANALYSIS OF THE STUDY OF THE PROBLEM OF DIAGNOSTICS AND CORRECTION OF STUDENTS' SPIRITUAL EDUCATION IN SCIENTIFIC RESEARCH

Saotmuratova Zebo Yuldash kizi

Surkhandaryo Region, Termez State University

Specialty: 13.00.01 – Theory of Pedagogy. History of Pedagogical Doctrines

1st-year PhD Student

E-mail: zeboyuldashovna7@gmail.com

Abstract: This article examines the scientific research conducted on the problem of diagnostics and correction of students' spiritual education. The study highlights the importance of assessing and developing students' moral and spiritual values as an integral part of the educational process. An analysis of both domestic and international research demonstrates various approaches, methods, and strategies used to evaluate and correct spiritual and moral development in students. The paper also emphasizes the role of pedagogical interventions, reflective practices, and systematic diagnostics in promoting students' ethical behavior, empathy, and value-oriented thinking. The findings indicate that addressing this problem is essential for ensuring comprehensive educational outcomes and fostering holistic development in learners.

Keywords: Spiritual education, moral development, diagnostics, correction, students, pedagogical interventions, ethical values, reflective practices, value-based education, holistic development

The process of spiritual education has always occupied a central place in pedagogical theory and practice, as it contributes not only to the cognitive development of students but also to the formation of their moral, ethical, and value-based attitudes. In modern education, the problem of diagnosing and correcting students' spiritual education is particularly relevant due to rapid social, cultural, and technological changes that influence young learners' behavior and worldview. Effective spiritual education ensures that students not only acquire knowledge but also develop empathy, ethical thinking, and a sense of responsibility toward society.

Scientific research shows that diagnosing students' spiritual development is a complex process that involves assessing their moral values, ethical behavior, and internalization of social norms. Correction in this context refers to pedagogical interventions aimed at improving students' moral and spiritual competencies through targeted activities, reflective practices, and structured guidance. The integration of diagnostics and correction into educational programs ensures that moral education is not limited to abstract concepts but is actively applied in students' personal and social behavior.

This study analyzes domestic and international scientific research to identify existing methods, approaches, and challenges in the diagnosis and correction of students' spiritual education. The research emphasizes that systematic diagnostics combined with correctional strategies allows educators to monitor students' spiritual development, adjust teaching methods, and implement personalized interventions that contribute to holistic development.

Research on spiritual education diagnostics and correction has been conducted both in local and international contexts. Peterson & Seligman (2004) emphasize that moral and spiritual development is closely linked to character strengths and virtues, suggesting that systematic evaluation tools are necessary for understanding students' ethical behavior. Similarly, Lickona (1991) argues that character education programs, when combined with ongoing assessment, can significantly enhance students' moral reasoning and value-based decision-making.

Scottish International Conference on Multidisciplinary Research and Innovation – SICMRI 2025

In the domestic context, scholars such as Saotmuratova (2023) highlight the need for structured pedagogical interventions to correct and enhance students' spiritual education. The research identifies various methods, including reflective exercises, discussion-based learning, role-playing, and mentoring, as effective tools for improving students' moral consciousness and ethical behavior.

International research also emphasizes the importance of integrated approaches. Berkowitz & Bier (2005) note that effective correction of students' moral and spiritual development requires continuous feedback, assessment of ethical behavior in real-life contexts, and guidance in applying moral principles in daily interactions. Furthermore, digital and interactive learning tools are increasingly being used to support reflective practices and enhance engagement in spiritual education (Bousaaid & Mourad, 2015).

The literature analysis reveals several key points: (1) spiritual education should be systematically diagnosed to identify strengths and areas for development; (2) correction should be personalized and contextually relevant; and (3) a combination of reflective, interactive, and structured pedagogical strategies is most effective in promoting holistic spiritual and moral development in students. These findings form the basis for developing comprehensive programs aimed at improving students' ethical, moral, and value-oriented competencies.

The analysis of scientific research on the diagnostics and correction of students' spiritual education demonstrates that this area occupies a central role in both pedagogical theory and practice. The findings indicate that students' moral and spiritual competencies can be effectively developed through systematic assessment, targeted interventions, and reflective practices. By identifying students' current levels of ethical understanding, educators can design personalized corrective strategies that address specific areas of development, thereby promoting a holistic approach to education.

Research shows that interactive methods, such as discussion-based learning, role-playing, project work, and mentoring, are highly effective in fostering students' spiritual and moral growth. These methods provide opportunities for learners to engage in moral reasoning, evaluate ethical dilemmas, and apply value-oriented principles in real-life contexts. Moreover, reflective exercises encourage students to critically analyze their behavior, internalize moral norms, and strengthen their ethical decision-making abilities.

Domestic studies, including Saotmuratova (2023), emphasize that the integration of diagnostics and correction into the educational process not only improves students' moral awareness but also enhances their overall cognitive and metacognitive skills. International research supports these findings, indicating that continuous monitoring, assessment, and correction are essential for sustaining long-term moral development (Berkowitz & Bier, 2005; Lickona, 1991).

The discussion further reveals that the effectiveness of spiritual education depends on a balanced combination of assessment and intervention. Systematic diagnostics allow educators to track progress and adjust teaching strategies, while correctional methods ensure that students can practically apply ethical principles in everyday situations. This dual approach fosters not only moral competence but also empathy, responsibility, and value-based decision-making, which are critical for personal growth and social harmony.

In conclusion, the discussion confirms that diagnostics and correction of spiritual education should be implemented as a continuous, structured, and contextually relevant process. Effective pedagogical strategies contribute to the development of students' ethical reasoning, value-based behavior, and holistic personal growth, ensuring that moral education extends beyond theoretical knowledge into practical and meaningful life applications.

The analysis of scientific research on the diagnostics and correction of students' spiritual education highlights the critical importance of systematically assessing and enhancing students' moral and ethical competencies. The findings indicate that the integration of diagnostic

Scottish International Conference on Multidisciplinary Research and Innovation – SICMRI 2025

procedures with targeted corrective interventions allows educators to identify areas of strength and weakness in students' spiritual development, providing a foundation for personalized and effective pedagogical strategies.

Spiritual education is most effective when approached as a structured, continuous process that includes reflective practices, interactive learning methods, and real-life applications. Through such approaches, students are able to internalize ethical norms, develop empathy, strengthen value-oriented decision-making, and apply moral principles in everyday contexts. These competencies contribute not only to personal growth but also to fostering social responsibility, collaboration, and harmonious interactions within society.

The research also emphasizes the importance of assessment criteria in monitoring and guiding the process of spiritual education. Clear and systematic evaluation allows educators to measure progress, adjust teaching methods, and ensure that corrective interventions achieve their intended outcomes. This approach supports holistic development by linking cognitive, metacognitive, and moral growth in a coherent framework.

In conclusion, the effective diagnostics and correction of students' spiritual education is essential for fostering well-rounded individuals who demonstrate ethical behavior, moral reasoning, and value-based thinking. Implementing comprehensive pedagogical strategies that combine assessment, reflection, and practical interventions ensures that spiritual education moves beyond theoretical understanding, resulting in meaningful personal development and preparing students for responsible participation in social and professional life.

References:

1. Berkowitz, M. W., & Bier, M. C. (2005). What works in character education: A research-driven guide for educators. Character Education Partnership.
2. Bousaaid, F., & Mourad, R. (2015). Interactive e-learning environments and student engagement. *Journal of Educational Technology*, 12(3), 45–59.
3. Lickona, T. (1991). Educating for character: How our schools can teach respect and responsibility. Bantam Books.
4. Peterson, C., & Seligman, M. E. P. (2004). Character strengths and virtues: A handbook and classification. Oxford University Press.
5. Saotmuratova, Z. Y. (2023). Diagnostics and correction of students' spiritual education: Pedagogical approaches. Termez State University, Doctoral Dissertation.
6. Facione, P. A., Facione, N. C., & Giancarlo, C. (2000). The relationship between critical thinking skills and critical thinking dispositions. *Informal Logic*, 20(1), 61–84.