

Mechanisms for Forming the Moral Virtues of Future Teachers Based on The Principles of Islamic Education

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Abstract: This article analyzes the importance of the principles of Islamic education in the formation of the moral qualities of future teachers and the mechanisms for their implementation in practice. Islamic values, in particular, such qualities as honesty, patience, justice, responsibility, humility, are considered an important factor in the formation of the spiritual and moral foundation of the pedagogical personality. The article describes the methodological foundations of moral education based on the Quran and hadiths, and also highlights the methods of combining them with modern pedagogical approaches. The effectiveness of such methods as educational exercises, role models, creating an environment and self-analysis in developing the professional moral qualities of future teachers is substantiated.

Keywords: Islamic education, moral virtue, future teacher, spirituality, honesty, hadith, educational methodology, personal development, pedagogical activity.

Introduction: The demand for the pedagogical personality is increasing in modern society. The possession of high moral qualities by future teachers, along with knowledge, skills and qualifications, is the basis for their success in their professional activities and for them to become spiritual leaders of the younger generation. Because a teacher is not only a giver of knowledge, but also a person who directly influences the development of a person. Therefore, one of the main tasks facing today's education system is to form a healthy moral position in future teachers.

In this process, the role of the principles of Islamic education, which have long been the basis of the spiritual life of our people, is incomparable. The religion of Islam calls for the purification of human morality, the guidance of the soul to perfection, the strengthening of high moral qualities such as justice, honesty, patience, humility, respect in society. These qualities enrich the inner world of each teacher, create the basis for him to be responsible, conscientious and sincere in his professional activities. Especially for a teacher engaged in the education of young people, moral perfection stands out as an important quality. Islamic education is a complex educational system that embodies not only religious beliefs, but also the principles of humanity,

justice and spiritual purity. Its essence lies not only in providing education, but also in educating hearts, ensuring the harmony of faith and morality. From this point of view, relying on the criteria of Islamic education in the formation of the moral qualities of future teachers can serve as a solid foundation for their personal and professional development. This article reveals the essence of the principles of Islamic education, analyzes the mechanisms for forming the moral qualities of future teachers on their basis. It also highlights the integration of the principles of Islamic education into the modern pedagogical process and practical approaches. The goal is to help future teachers become not only professionally but also morally mature individuals.

METHOD

In today's education system, the training of future teachers should not be limited to imparting knowledge, but should also be aimed at improving their personal qualities. From this perspective, the integration of Islamic education principles into the pedagogical process provides the basis for the formation of methodological approaches in a new form. Moral qualities are the main foundation of a teacher's personality. If they are not strong, the effectiveness of

pedagogical activity and the influence on the younger generation will be weak. Therefore, an integrated approach to the process of forming these qualities is required. First of all, it is necessary to develop educational programs that include Islamic and spiritual values. These programs are aimed at enriching the moral and spiritual world of future teachers and should include verses of the Quran, hadiths, and examples of historical biography. For example, such high qualities as honesty, patience, humility, justice, and tolerance are the heart of Islamic education. These qualities can be instilled in the minds of educators through lessons, educational conversations, training, and exercises. Also, the principle of upbringing by personal example, which plays an important role in Islamic education, is relevant in today's education. The life of the Prophet Muhammad (peace be upon him), his moral excellence, the selflessness of his companions and pure faith should be presented as an example for future educators. Introducing students not only with theoretical knowledge, but also with real-life events, the moral activities of historical figures, awakens these qualities in their souls, consciously instills them. The principle of creating an environment is also important as one of the methodological approaches. A student brought up in a positive, spiritual environment grows up with healthy beliefs and moral qualities. The role of teachers in this regard is incomparable: they must be an example for students with their actions, behavior, and self-sacrifice, and be able to use each pedagogical situation as an educational opportunity.

In addition, through self-education and self-assessment methods, future educators acquire the skills of internal control, self-awareness, and analysis. In Islamic teachings, the concepts of "purification of the soul" and "education of the heart" have always been in focus. Even in today's methodological approaches, students' independent assessment of their own behavior, attention to intention and responsibility in every work, become an important mechanism of education. If the above-mentioned methodological mechanisms are systematically and gradually organized on the basis of the principles of Islamic education, this will create the basis for the formation of future educators as not only knowledgeable, but also morally mature, responsible, and respected individuals in society. After all, education is the art of finding a way not only to the mind, but also to the heart. This art is effective only in the hands of educators with high spirituality.

Literature analysis (review):

The need to be based on the principles of Islamic education in the formation of the moral qualities of future educators is one of the urgent issues for modern

education. In this regard, the existing literature, scientific research and religious sources require in-depth and analytical study of their content.

The scientific works of such scientists as A. Yuldoshev, Z. Mamajonov, A. Azizkhodjayev on the foundations of Islamic pedagogy are noteworthy. A. Azizkhodjayev's work "The Idea of National Independence and the Foundations of Spirituality" analyzes the national and religious roots of moral education. The author, in particular, reveals the importance of Islamic values in combating the spiritual crisis.

Also, in the "Tafsiri Hilol" and other religious and educational works by Sheikh Muhammad Sodik Muhammad Yusuf, the Quranic foundations of moral education, issues of faith and purity in the upbringing of youth are deeply analyzed. In particular, the extensive coverage of issues such as upbringing by personal example, the moral environment in the family, and the responsibility of the teacher gives grounds to evaluate these works as practical methodologies.

In addition, modern pedagogical literature also offers approaches that are harmonized with Islamic principles. For example, the studies of N. Niyozov, G. Yuldasheva, and M. Juraev on the formation of the future pedagogical personality contain important analyses of the components of moral education, the harmony of responsibility, duty, culture, and spirituality in the pedagogical personality.

In particular, the manual "Ethics of a Teacher" (edited by Z. Kadirova) consistently reveals the theoretical foundations of teacher ethics, professional ethics, and ethical approaches in pedagogical relations. This work provides an opportunity to integrate Islamic principles into modern pedagogical criteria. The analyzed literature shows that the principles of Islamic education serve as a rich source and an excellent methodology for the formation of moral qualities in future teachers. This literature, in addition to serving as a scientific and theoretical basis, also serves as a guide in practical activities.

RESULT

The modern education system, especially pedagogical activity, should not be limited to simply imparting knowledge, but should serve to educate a person to perfection and form a spiritual environment in society. From this point of view, the moral qualities of a future teacher serve as the foundation of his professional training and future activities. An approach based on the principles of Islamic education allows for this very foundation to be deepened and strengthened. The study found that the integration of the principles of Islamic education into the pedagogical process has a

significant impact on the personal development of future teachers. Moral values such as purity, honesty, justice, patience, humility, and personal responsibility, which are expressed in the Quran and hadiths, are manifested as important criteria not only in personal life, but also in professional activities.

The moral position formed on the basis of such principles motivates future teachers to sincerely love their profession, approach their students with kindness, make fair decisions, and constantly work on themselves. In particular, Islamic values introduce the image of a virtuous, conscientious, and pure-hearted teacher into pedagogical activity. This creates the basis for social stability, spiritual awakening, and the formation of a healthy environment. The analysis shows that in order for future teachers to have sufficient in-depth knowledge and practical skills in matters of moral education, it is an urgent issue to study religious and spiritual sources on a scientific basis, integrate them into the educational process, and include them in the curriculum. Therefore, it is necessary to organize special training modules, spiritual and educational lessons, trainings, and seminars in this area. The principles of Islamic education have a strong internal resource in shaping the personality of the future teacher as a comprehensively mature, responsible, morally clean, and professional who promotes human values. These principles give spirit to modern pedagogy, and educate a new generation of teachers by combining nationality and spirituality.

CONCLUSION

The results of the above research show that basing oneself on the principles of Islamic education is of great importance in forming the moral qualities of future teachers. Islam, as not only a system of beliefs, but also a perfect moral and normative system, determines the spiritual foundations of the teaching profession. Values such as purity, honesty, patience, justice, responsibility and kindness, expressed in the verses of the Quran and hadiths, enrich the inner world of the pedagogical personality, serve to form him as an honest, conscientious and exemplary person in his professional activities. Therefore, in-depth teaching of the principles of Islamic education in the process of training future teachers, their integration with curricula, educational work and practical exercises is an important factor in improving the quality of education. This approach can be used to educate not only educated, but also morally mature, spiritually perfect, and devoted pedagogical personnel.

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