

Creating A Spiritually Healthy Environment For Teaching Team Members In The Context Of Digitalization Of Education

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Abstract: In the modern education system, the teacher's role transcends traditional instruction, positioning them as moral architects and spiritual leaders of society. In Uzbekistan, this philosophy is embedded in legal texts, including the Constitution and the Law on Pedagogical Personnel, which recognize teaching as a sacred duty. However, the contemporary erosion of respect toward educators—driven by societal changes and institutional mismanagement—calls for renewed emphasis on the teacher's foundational role. This article explores the enduring symbolic significance of teachers, advocating for policies and cultural shifts that reaffirm their central role in nurturing a morally resilient generation. Elevating the teacher's status is vital not only for educational excellence but for safeguarding the nation's ethical future.

Keywords: Activity, quality, effectiveness, school, education, teacher collaboration, School team dynamics, Professional development, Teacher support.

Introduction: Today, the education system is more important than ever. At the center of this process are always teachers who, with their knowledge and abilities, lead the young generation to perfection. A teacher is a torch that shows the way to life. He is a person who embodies love in his heart, patience in his soul, and infinite wisdom in his thinking. Behind every successful person is a teacher who raised him with love and initiated him into knowledge. The work of a teacher is not an ordinary profession, it is a sacred duty that leads society to perfection. Their work is not only a profession, but also a high responsibility that serves the development of society. Therefore, the work of teachers is treated with deep respect and attention. A teacher is the sun that shines on hearts, a lantern of love that teaches life lessons. Every word contains meaning, every deed contains a lesson. The work of a teacher cannot be written on pages, but rather lives on in hearts, passing from generation to generation. Let us look at the work of these patient, selfless people.

The period when teachers graduate from higher education and enter the school threshold coincides with the most prosperous, full of strength, and mature period of their lives, while the physically active part of the day coincides with the time when the school lesson

process is conducted. Considering that the retirement age is 55 years, we will not be mistaken if we say that a teacher's life is spent in school raising the people's children. Teachers are people who love their students as if they were their own children. They fight for their future like parents, and they willingly do things for their students that are not part of their job. However, in recent years, respect for this profession has waned, and we are witnessing the abuse of their hard work not only by the population, but also by their colleagues. On social networks, images of teachers coming into conflict with colleagues, students, and parents are often found. What is the reason for this? Is it because they lack a sense of responsibility, lack of professional training, or do school leaders lack sufficient management skills? Or are parents afraid of fighting with teachers due to the decline in respect for teachers in society? Professional decline is observed among teachers working in general secondary schools. Considering the above factors, we will analyze the literature on legal and pedagogical sciences.

The legal framework for the activities of teachers in Uzbekistan is reflected in a number of laws, resolutions and regulatory documents. The main legal documents are:

1. "Constitution of the Republic of Uzbekistan" – establishes general principles for the organization of pedagogical activity and the development of education.
 2. "Law on Education" – is the main legal document regulating the education system in Uzbekistan. This law defines the rights, obligations, professional development processes and general principles in the field of education of teachers.
 3. "Law of the Republic of Uzbekistan "On Pedagogical Personnel"" – This law includes the rights and obligations of teachers, the main requirements and criteria for pedagogical activity. It also defines the social protection of teachers, salaries and other benefits.
 4. "Labor Code of the Republic of Uzbekistan" – establishes the working conditions and rights of teachers, in particular, employees in the field of education. Includes regulations related to labor rights, vacations, working hours, and other labor issues for employees in educational institutions.
 5. "State Program for the Development of the Education System in the Republic of Uzbekistan" – A state program aimed at strategic planning and development in the field of education. This document considers measures to improve the qualifications of teachers and improve the quality of education.
 7. "Regulatory documents and resolutions" – In Uzbekistan, not only basic laws, but also "sub-legal acts" play an important role in the legal justification of the activities of teachers. Below are some of the subordinate legal acts regulating the activities of teachers:
 - "Resolutions and decrees of the Cabinet of Ministers of the Republic of Uzbekistan:"
 - "Regulatory and legal acts of the Ministry of Public Education of the Republic of Uzbekistan:"
 - "Regulatory and legal acts of the Ministry of Labor of the Republic of Uzbekistan and other departments:"
 - "Decrees and resolutions of the President of the Republic of Uzbekistan:"
 - "Other documents determining the legal status of teachers:"
 - "Internal regulations and standards in educational institutions" — Internal regulatory documents regulating the activities of teachers within each educational institution.
 - "Regulatory documents on health, social protection, labor and other areas" — Documents aimed at ensuring the social protection and health of teachers.
- These documents legally regulate the activities of

teachers in the education system, serve to improve their working conditions, improve their qualifications, and ensure the quality of education.

Article 52 of the Constitution of the Republic of Uzbekistan states that

The work of a teacher in the Republic of Uzbekistan is recognized as the basis for the development of society and the state, the formation and upbringing of a healthy, harmonious generation, the preservation and enrichment of the spiritual and cultural potential of the people. It is established that the state shall protect the honor and dignity of teachers, take care of their social and material well-being, and professional growth. In addition, the Order of the Legislative Chamber "On the Status of a Teacher" No. O'RQ-901 dated 01.02.2024, and the Order No. O'RQ-637 dated September 23, 2020.

Features of the professional activity of a teacher. Human labor activity is a specific form of his interaction with the outside world. In any work process, a person spends his muscular and mental energy, activation and strengthening of many physiological functions occur. Labor is only a natural process for the human body, in which the entire body and its individual organs and systems participating in the labor process work within the limits of physiological capabilities, and Protection of labor rights Improving working conditions, Trade unions monitor and strive to improve the working conditions of teachers. It is recognized that if a teacher's labor rights are violated (for example, non-payment of monthly salaries or incorrect determination of working hours), the trade union can protect these cases in pre-trial proceedings.

By order of the Minister of Public Education of the Republic of Uzbekistan dated 09.06.2016, the Model Regulations on the Pedagogical Council of a General Secondary Educational Institution were approved in accordance with the Laws of the Republic of Uzbekistan "On Education" and "On the National Program for Personnel Training". On the basis of this document, the purpose, main tasks and the procedure for organizing the activities of the Pedagogical Council of a General Secondary Educational Institution are determined and are used in the development of the Regulations on the Pedagogical Council. It consists of 6 chapters and 28 articles.

The main tasks of the pedagogical council are: to direct the activities of the pedagogical team of a secondary educational institution to ensure the knowledge, skills and qualifications that students must acquire, to improve the quality of education and upbringing of students; to discuss and approve the programs of educational and extracurricular activities; to hear

information and reports on the directions of the board of trustees of a secondary educational institution and pedagogical staff, to discuss and give a final conclusion on the sanitary and hygienic condition of the secondary educational institution, fire prevention work, labor protection, the health and life of students, and other issues; to hear information on the decision of a special commission under the secondary educational institution to establish bonuses to the basic salaries of pedagogical staff from the director's fund for encouraging exemplary employees of the secondary educational institution before the start of the new academic year; conducting staged control and final state certification, promoting students from one grade to the next, to make decisions on permitting final state certification, including allowing external candidates to be certified, issuing graduates with certificates of completion of studies, including their duplicates, and encouraging students with excellent performance and exemplary behavior; to consider the issue of introducing additional final certification in a specialized subject (in state specialized general education institutions where certain subjects are studied in depth); to take measures to implement the use of advanced pedagogical and information and communication technologies in teaching students; to develop and implement recommendations on educating students in a high spiritual and moral, universal and national spirit, based on national values that honor their Motherland and people, and are aimed at peace and stability; to make decisions aimed at creating optimal conditions for organizing the educational process in a general education institution and increasing the effectiveness of education; to approve the list of students from families in need of social assistance who are provided with a set of textbooks free of charge, based on the petition of citizens' self-government bodies and the conclusion of the parents' committee; to study and popularize the work experience of advanced teachers, recommend them for state awards, , organization of methodological assistance to young teachers; analysis of the activities of the pedagogical team in certain areas related to the creation of optimal conditions for organizing the educational process and increasing the effectiveness of education and drawing up a final conclusion; development, approval and control over the implementation of regulatory requirements for the team of a general education institution within its competence; making decisions on the transfer of students to the appropriate institution of the Ministry of Health of the Republic of Uzbekistan (in specialized state general education institutions for children with disabilities); making appropriate decisions on the transfer of children with mental retardation or mental

retardation, who have a three or more significant age difference compared to their classmates, one grade higher (in specialized state general education institutions for children with disabilities); consideration of issues related to the duration of stay of pupils of a specialized school for children in need of special conditions, upbringing and education in this educational institution (in specialized schools for children in need of special conditions, upbringing and education);

The Pedagogical Council may also be assigned other tasks in accordance with legislative acts.

This law stipulates the formation of a small group to consider any incentives, bonuses and other opportunities for teachers, the group should include a representative from the neighborhood committee of parents, a representative from the pedagogical team, and the school principal should be elected as the chairman of the group.

LITERATURE ANALYSIS

In our country, the scope of scientific and practical work is expanding in order to improve the activities of teachers, management in education, national education, and the creation of modern textbooks.

In particular, textbooks, study guides and methodological recommendations are being developed in general secondary schools in order to form tolerance, increase communication, pedagogical mobilization, and form a scientific vision of teaching staff. Below we will analyze the views of our country and foreign scientists on working with teachers in a team, professional ethics, and corporate culture.

This idea was expressed in the manuscripts of Central Asian thinkers and is still widely used today. We can get acquainted with the recommendations of people striving for perfection in acquiring knowledge in Abu Raykhan Beruni's "Monuments of Ancient Nations", [4] and Abu Nasr Al-Farabi's "City of Virtuous People". According to him - A teacher is considered the main support of the spiritual development of society, and knowledge and spirituality are one of the most important parts of human life. Therefore, a teacher is a person who leads people to the truth, educates them with intelligence and wisdom.

"A teacher is a guide to society to true happiness."

- A teacher should be like a virtuous leader

Farabi calls the ideal society a virtuous city. In such a city, mature leaders and teachers will reign. They should be educated, wise, just, and well-versed in the truth. "The leader of a virtuous city must first of all be a wise, intelligent, well-educated and perfect person." This definition fully applies to a teacher. He is not just a

giver of knowledge, but a mentor who educates a mature person.

- A teacher is a spiritual leader Farabi sees a teacher as a spiritual and moral leader of society. He not only imparts knowledge, but also directs the younger generation to high moral values. "If a person who has knowledge does not guide others, his knowledge is of no use."

- A true teacher is a person who deeply understands human nature

According to Farabi, a teacher should not be limited to teaching only subjects. He should also have a deep understanding of human nature, psychology, morality, and society. Abu Nasr Al-Farabi considers the teacher to be the main foundation of a virtuous society, a sacred profession that leads humanity towards progress. According to him, the teacher should be a propagator not only of knowledge, but also of morality, justice, truth and virtue.

Abdulla Avloni, one of our Jadid enlighteners, gave his recommendations on teaching activities. Abdulla Avloni is one of the major figures of the Jadid movement, an enlightener, poet, publicist and pedagogue, and his ideas on education and upbringing famous. He paid great attention to the personality of the teacher and saw him as an important factor in the development of society. [5]

"The teacher is the educator of society:" Avloni sees the teacher not only as a teacher, but also as an important educator who influences the entire society, especially the younger generation. He said, "The teacher is the sun of the nation, the educator of the people, the spreader of perfection and enlightenment. "The teacher should be exemplary:" According to him, the teacher should be an example to students not only in knowledge, but also in such qualities as morality, honesty, patriotism, and purity. "The teacher should be the foundation of a nation, its greatest servant."

Possession of modern knowledge and methodology"

Avloni abandoned the old-fashioned, rote learning and supported modern pedagogy based on providing new, understandable and practical knowledge. He encouraged teachers to be open to innovation. "Education is inseparable from education: for Avloni, the task of a teacher is not only to teach, but also to educate the student in all respects. He said: "Every teacher should educate himself first. Because he who has not been able to educate himself cannot educate another." [6]

A.V. Mudrik — Conducts in-depth analyses of the pedagogical process, the personality and professional skills of a teacher, and considers the processes of

upbringing, education and training as integral processes that form the human personality. According to Mudrik, education is carried out not only in school, but also in the family, society, and the media. The principles of effective education (scientificity, systematicity, conscious active participation, reinforcement, individual approach) are discussed. The teacher is not only a giver of knowledge, but also a personal educator, psychologist, and leader. The moral qualities, professional skills, and personal example of the teacher are recognized as important. [7] Konstantin Dmitrievich Ushinsky defines the teacher as the center of the educational process. Ushinsky saw the teacher not only as a giver of knowledge, but also as a person who carries out the spiritual and moral education of students. He defines the main task of the teacher as the formation of the personality, contributing to its intellectual and moral growth. The teacher must have deep knowledge of his subject, because he not only gives students knowledge, but also teaches them a worldview and moral principles. [8]

Saida Rajabova is an Uzbek pedagogue, scientific researcher and teacher, known for her research on a healthy pedagogical environment and innovative methods in the educational process. Her scientific work is mainly focused on the development of primary education, pedagogical skills and research activities. Ismoilova Adolat Anvarovna has developed recommendations for the formation of an acmeological culture in teachers. American pedagogical scientists such as John Dewey and Carl Rogers have also provided information in their research that a person-oriented education system and maintaining a healthy environment in the pedagogical team directly affect the working ability of teachers

Problem

In our republic, where science and technology have developed, the process of digitization is underway in many areas, including the education system, including admission to schools and kindergartens, the assessment system, information about students, the rating of educational institutions, systems have been created for teachers to undergo attestation, participate in various competitions, publicize their activities, and conduct professional development online. This prevents people from wasting time, money, and unnecessary needs, and ensures fast and high-quality implementation of the practice. However, conflicts arise among teachers in general secondary schools in the following areas

- lesson distribution,
- determination of annual bonus percentages,
- teacher incentives,

- recommendation for various awards,
- various assistance provided by the trade union, referrals to sanatoriums for rest and health restoration

Despite the fact that the Ministry has developed guidelines for regulating the above areas, the lack of transparency as a result of their voluntary implementation by the school management is causing conflicts among members of the pedagogical team. This situation leads to distraction from the main function of teachers, healthy competition, violation of the traditions of the student-teacher relationship, and negatively affects the quality and effectiveness of education, undermining the morale of teachers.

Among teachers, there are cases of young specialists who have just joined the team not being accepted by some members of the team, not being able to get help from experienced older teachers in cases where they need help, and in case of shortcomings, they are criticized and pressured by the team, which leads to the cessation of their professional activities.

Teachers teaching upper grades face the following problems in the process of educating students: finding solutions through mutual cooperation, receiving methodological recommendations, failure to establish dialogue between older members of the team and younger specialists, failure to take into account the opinions of young people, external influences on the team, such as parents coming to quarrel or team members not being able to unite during illegal inspections, which hinder the work of teachers.

Solution

To prevent such situations, a solution can be provided by digitizing all areas where the human factor is involved in order to achieve transparency. The fact that teachers can plan their activities, work on themselves, and realize that the path to achieving any material and moral incentives set for them through digitization will prevent disagreements.

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Financial stability, decent remuneration and social guarantees are important factors determining the well-being of a teacher at school. Good wages, health care services, and recreational opportunities restore the teacher's energy and strengthen his commitment to the profession.

3. Professional development opportunities

If a teacher has the opportunity to improve his skills, gain new knowledge, and get acquainted with advanced experience, he improves not only himself, but also the entire educational process. For this, support and necessary conditions must be provided by the management. 4. Respect and recognition are the greatest motivation.

When a teacher's work is respected and his work is appreciated, it gives him strength, spirit and responsibility. Recognition from students, parents and society further glorifies the profession of a teacher.

A teacher's prosperous life at school is not just about improving the conditions of one person, it means investing in the future of the entire society. Because a prosperous teacher is the main force that brings up an educated, educated, conscious and comprehensively developed generation.

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