



THE ROLE OF NAQSHBANDIYA VALUES IN SHAPING THE PERSONALITY OF THE TEACHER

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Abstract

The article presents mechanisms for improving students' professional competence through the scientific heritage of the Naqshbandiya order, including methods of influence through values.

Keywords: Competence, professional competence, tariqa, Sufism, morality, scholar, example, madhhab, advice, service, devotion, dil ba yor, dast ba kor, honesty.

Introduction

In the formation of professional competence of future teachers, values appear as an important fundamental factor. The values promoted in the teachings of Naqshbandiya, such as honesty, devotion, service, and purity, constitute not only theoretical but also practical guiding principles in the development of a teacher's personality.

Mechanisms for developing professional competence imply instilling these values into the individual, applying them in everyday pedagogical activity, and thereby ensuring the harmonious development of the teacher's knowledge, skills, and moral qualities. Therefore, identifying and consistently applying mechanisms for shaping professional competence based on values has become an integral part of the modern pedagogical education process.

One of the main principles of the Naqshbandiya teaching, "dil ba yor, dast ba kor" — meaning "the heart with God, the hand at work" — reflects the unity of spiritual and practical activity in human life.

This principle is of exceptional importance for the teaching profession as well, defining the necessity of forming professional competence and spiritual maturity



as a unified whole in future teachers. The interpretation of “dil ba yor” implies that the teacher’s heart is always imbued with high values such as pure intentions, honesty, tolerance, and devotion. “Dast ba kor” means that the teacher approaches their profession with responsibility and dedication, organizing work and effort effectively on a scientific basis. In this sense, future teachers should not be limited only to providing knowledge, but also, through their personal example, exert a positive influence on the spiritual and moral development of students.

Forming professional and spiritual harmony in students on the basis of this principle teaches them to act by combining personal goals with the interests of society. This, in turn, serves to form teachers’ professional competence more deeply and sustainably.

In modern pedagogy, the axiological approach holds a special place in shaping professional competence.

The axiological approach means developing every knowledge, skill, and competence in harmony with certain values. Professional competence formed in students based on the Naqshbandiya teaching must also rely on values.

For example, students’ competence in independent and critical thinking is connected to the value of “honesty,” ensuring impartiality and truth-seeking in the thinking process. Competences such as teamwork and collaborative problem-solving are harmonized with the value of “service,” fostering the spirit of selfless service to society. Likewise, competences such as professional responsibility and commitment are developed on the basis of the value of “devotion.” Demonstrating personal example, pedagogical ethics, and educational influence are reinforced by the value of “spiritual and moral purity.” Thus, linking the inner essence of each professional competence with values creates the opportunity to shape future teachers not only as qualified specialists but also as educators with high moral and spiritual qualities. This approach serves to develop students’ knowledge, skills, and personal attributes in harmony. In the process of forming professional competence, directly connecting each skill and ability to specific values is an essential condition of pedagogical development. For instance, the competence of critical thinking is closely tied to the value of honesty. Critical thinking requires a person not to assess reality superficially, but to evaluate it deeply and impartially, to seek truth, and not to yield to incorrect judgments or conclusions.



The value of honesty, in turn, is based on the principle of conducting analysis openly and conscientiously, without hiding one's opinion or deviating from the truth.

Similarly, the competence of working in a team is inherently linked to the value of service.

Effective teamwork requires not only considering one's own interests but also taking into account the common goal and the interests of other members of the group.

In the Naqshbandiya teaching, the value of service is based on the principle of helping others and acting selflessly for the benefit of society. Thus, in collective activity, the teacher should prioritize serving overall progress rather than individual achievements.

By shaping professional competences on the basis of values, future teachers develop not only knowledge and skills but also a strong moral position and a sense of social responsibility.

Professional competence of students specializing in technological education includes:

- mastering methodology in technological education practice;
- possessing experience in forming, developing, and guiding youth in labor and technological literacy;
- having knowledge of practical tools in labor and technological education.

Such an approach defines the professional training, theoretical knowledge, and awareness of the foundations of practical activity for students in the field of technological education.

It should be considered that all specialized subjects in the technological education field are directed towards mastering a profession. Profession, in turn, is the most fundamental condition of the Naqshbandiya tariqa. A person without a profession or craft was not accepted into the tariqa.

Among the scientific-theoretical views of the Naqshbandiya order, the criteria of raising each generation with a profession and craft, the role of profession in human spirituality and lifestyle, the foundations of professional knowledge, and the significance of being skilled in human development are examined didactically. The fact that students in the technological education field master a profession well is a sign of their professional competence. Through teaching the scientific heritage



of the Naqshbandiya order, it is necessary to strengthen their aspiration to master a profession, cultivate diligence, and instill through spiritual upbringing the principle of carrying out each task with sincerity and dedication.

To educate teachers who think freely, are able to evaluate the results of their work, and can raise individuals in a dynamically changing world, it is necessary to use not only modern technologies but also our rich spiritual heritage and values that have come down to us through the centuries. After all, there is always a strong demand for skilled, creative, and competitive specialists who are masters of their craft.

Developing professional competence based on the values of the Naqshbandiya teaching serves to form not only the teacher's knowledge and skills but also their moral and ethical qualities. Through this approach, future teachers will grow into individuals who approach their profession with honesty and devotion, prioritize the interests of society over personal interests, and embody high spirituality and integrity. Thus, professional competence shaped on the basis of values significantly strengthens the preparation of pedagogical staff who meet modern educational requirements and deeply feel social responsibility.

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