



SOCIAL NATURE OF SPIRITUAL NEEDS

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ABSTRACT

In this article to make the process of perfect officer cadres, to form military-professional adjectives of individual and continuous dependency of improvement of spiritual needs, feedbacks about social essence of spiritual needs are lightened.

KEY WORDS: *science, education and upbringing, perfect officer cadres, needs, spiritual needs, content of spiritual needs, spiritual values, social; essence of spiritual need.*

In our country, democratic reforms are being systematically implemented across all spheres of societal life. Emphasizing the goal of advancing Uzbekistan towards becoming a developed nation, as reiterated by the President of the Republic of Uzbekistan, Shavkat Mirziyoyev, "We aim to elevate Uzbekistan to a developed country on our own terms, achieving this through prompt reforms, knowledge, and innovation" [1]. Moreover, he emphasizes, "The cornerstone of progress and the power that makes the country strong and the nation great is science, education, and upbringing" [2, 23 p.].

When examining the historical trajectory of social and economic development, enhancing the quality of education and ensuring its effectiveness plays a crucial role in securing reliable defense capabilities in any state's life. In this context, the matter of ensuring military security takes on a vital role. Consequently, the process of preparing highly skilled officer personnel places the development of the individual's military-professional qualities and the enhancement of their moral needs at the forefront.

As a result of the ongoing comprehensive reforms in our Armed Forces, our national army is evolving into a swift and capable force, ready to respond to any potential threats and challenges. Our national army is actively contributing to the establishment of an independent, free, and prosperous life in our country, serving as a reliable guarantor and defender of democratic reforms [3, 217 p.].

In this regard, the modernization of the military education system is of global significance, aligning with a broad worldview, strategic thinking, high national spirit, creative engagement, and the holistic development of physically and morally mature officer personalities. Similar to any field of activity, the readiness of a future specialist in the military domain to participate in the social and economic development of society is determined by established standards. These standards encompass global awareness, intellectual development, ethical, legal, psychological competence, and an appreciation for aesthetic culture.

Contemporary education aims not only to shape models of human activity for the future but also to mold the components

that constitute its spirituality. Recognizing that the guiding principles for the dynamic and motivating force of human life, including its spirituality and productivity, lie in the formation of needs, the primary task of military education institutions is to shape and develop the spiritual needs of future officers through military-professional training and upbringing.

Indeed, spiritual needs contribute to the integrity of the individual and society, fostering progress based on broad and profound spiritual knowledge. Spiritual maturity is closely linked to the content and degree of spiritual needs. Just as each stage of societal development is not considered complete without progress, the culmination of spiritual development is never reached. Each phase of spiritual maturity is characterized by its unique needs and possibilities.

Moreover, the imperative to adapt to the new horizons of spirituality is a transformative force that significantly influences human activity and societal life, serving as a crucial factor in the well-being of both individual endeavors and the broader community.

It is evident that human life and activity are based on three fundamental pillars: needs, thinking ability, and the facilities required to realize them. "Needs" constitute the essential driving force for individual and societal activity and living, acting as internal forces propelling an individual into motion. Needs arise from the necessity to transform human life. Activity itself is a social phenomenon that is intrinsically linked to meeting the needs of individuals and society. Without understanding and acknowledging one's needs, an individual cannot effectively translate them into action. Only when needs are recognized can individuals take steps to address them. An individual actively demonstrates productivity when engaged in activities that satisfy their acknowledged needs. A positive attitude towards one's needs requires a harmonious integration of material and spiritual needs.

Spiritual needs are not fully formed at the moment of birth; rather, they develop gradually through the process of upbringing and education. Their completeness and effectiveness provide insight into the individual's level of development. Spiritual needs reveal the cultivated spiritual



culture of a future officer to a considerable extent. In this context, as Abu Rayhan Biruni stated, "Great honor is shown to a person - intellect, courage, and strength are given to him. Therefore, the spiritual world of a person is created for him to fulfill high tasks, and he must be intelligent, knowledgeable, and enlightened to achieve this." The renowned scholar Abu Nasr Farabi emphasizes the vital role of education in achieving excellence, promoting theoretical wisdom, teaching ethics, and shaping genuine moral virtues. Education and knowledge stand as essential factors for the stability of society, inviting individuals to kindness and encouraging them to be compassionate, patient, and content [2, 285 p.].

Spiritual needs represent the highest form of human needs, manifesting in self-expression and realization through knowledge, excellence, and the pursuit of lofty ideals. They serve as a stage in which individuals showcase their creativity, create and utilize spiritual values.

Spiritual needs are inherently objective, emerging from all the conditions of human life and revealing the objective necessity for developing the natural and social environment in the context of spiritual advancement. The more a society is cultured and developed, the more prominent the principle of "ascension of needs" becomes. Simultaneously, spiritual needs take on a subjective form, as they manifest in the internal world of individuals, serving as a means for their social and personal self-realization and self-expression.

Spiritual needs reflect the level of societal progress, ethical ideals, and the direction of goals and benefits. They encapsulate the capabilities of creativity, development, and innovation within their nature, contributing to the progress of society and fostering its social, economic, and political advancement. In this regard, spiritual needs are an enduring necessity that can empower and serve the state, society, and individuals for continuous development.

Spiritual needs positively influence the personal and cultural development of an individual, aligning with A.Maslow's hierarchy of needs [4] and exerting their influence across all levels. This principle provides the opportunity to define strategic directions in shaping the officer's personality, identifying the tasks of the educational process, and purposefully shaping the needs of future officers within the military education system.

In philosophy, spiritual needs are considered as the source of self-cultivation and self-improvement. According to the main service activities of future officers, the constituent elements of spiritual needs are manifested in the following aspects:

1. Intellectual (the need for acquiring knowledge).
2. Aesthetic needs.
3. Moral needs.
4. Ideological needs.
5. Communication needs.
6. Self-discovery in work activities.
7. Self-improvement needs.

The spiritual needs of an individual are directly related to the system of spiritual values formed within them. Spiritual values

encompass ethical principles, values, beliefs, and traditions that shape the moral character of an individual. The cultivation of spiritual needs is carried out through various types of activities, including professional training.

The theoretical and practical analysis demonstrates that the educational process of the Officer Training Higher Military School (OHTMS) plays a significant role in shaping and developing the spiritual needs of cadets. It adheres to the traditions of officer training and holds substantial importance in fostering self-improvement from a spiritual and moral standpoint.

The traditions, rules, and values established throughout history in the field of military education are understood when referring to the principles of preparing officer personnel. These include adherence to established rules, values, and principles in the training of military personnel, continuous attention to the content and structure of military education, uniqueness and consistency in teaching military personnel, and the objective adaptation of their service activities to established conditions.

The social significance of spiritual needs encompasses:

- 1) Cultivating a complete individual;
- 2) Cultivating a spiritually rich and intellectually mature individual who actively contributes to societal progress;
- 3) Safeguarding the security of society and individuals;
- 4) Creating conditions for self-awareness and engagement in creative activities with the goal of further elevating society and individual development.

In shaping and developing spiritual needs, it is essential not to overlook the elements that constitute its composition – intellectual, moral, and aesthetic needs. Cultivating the intellectual needs of learners involves realizing potential through knowledge, experience, and other means of objective realization.

In such situations, the forms of emotional and intellectual understanding – perception, imagination, creativity, sense, observation, conclusion – gaining new aspects, highlighting contrasting situations between specific events is crucial for the service activities of cadets to achieve their set goals. It is essential to emphasize the significance of a particular fact, information, or knowledge in such conditions. In these conditions, the sciences are directed towards meeting intellectual needs. For learners, each task fosters an expectation of some novelty, revealing their ability to engage in analytical activities.

The content of moral needs not only focuses on positively evaluating objects in the environment but also involves assessing oneself morally, not relying on external pressure but basing itself on determining its own destiny and self-regulation. One of the significant characteristics of moral needs is that the learner understands the necessity of certain ethical values and is internally motivated toward them. The moral needs of an individual can vary widely in content. Cadets may exhibit various moral feelings, opinions, perceptions, and values within their moral needs, such as conscientiousness, patriotism, justice, military duty, responsibility, honesty, integrity,



intuitiveness, kindness, a sense of brotherhood in arms, and more.

Aesthetic needs stand as the highest among human needs, encompassing both material and spiritual desires. Each individual's cultural level and spiritual maturity are measured by their level of aesthetic needs. The degree of cultural development and spiritual well-being of a person is determined by their level of aesthetic needs. Aesthetic needs express the inclination of an individual to appreciate beautiful events, particularly in understanding and creating artistic works. Aesthetic needs are essential for influencing an individual's spiritual growth. Friedrich Schiller eloquently stated, "To educate a thinking and feeling individual, it is necessary to first educate them aesthetically".

Equipping future officers with aesthetic sciences based on modern achievements, teaching them to think based on aesthetic concepts, deepening their understanding of true works of art, developing their ability to appreciate beauty, and cultivating aesthetic taste contribute to fostering a sense of loyalty to the homeland. If a military servant is cultivated with aesthetic education, they can endure any life difficulties and challenges, overcoming them with grace. In any challenging task, they can find beauty and execute it with enthusiasm. Hence, "Knowledge is the light in darkness, ignorance and, certainly, deviating from the right path will occur in the absence of light" [2, 24 p.].

In conclusion, it can be stated that the need for spirituality shapes the completeness of an individual, defining the purpose and content of life. Spiritual needs emerge as the non-material essence of a person, manifested based on the objective requirements of the external world. Although the formation of needs is based on objective environmental influences, the ways to bring them to light are closely related to an individual's spiritual world.

In the system of preparing national officer cadres within the Armed Forces of the Republic of Uzbekistan, the significance of spiritual needs is substantial. In this context, military-scientific knowledge must align with spiritual values, independence, and the most crucial conditions for activity and effectiveness. As expressed by modern educators, "Salvation is achieved through education, salvation is achieved through upbringing, salvation is achieved through knowledge. All noble goals are achieved through knowledge and upbringing." The depth of knowledge directly correlates with the emergence of values that resonate within its conscience. These values, in turn, serve as a robust foundation in navigating the path between virtuous and harmful intentions. Moreover, without instilling a sense of love and respect for the national aspirations, traditions, language, and culture of one's own people, it is not possible to cultivate an individual who has understood their own identity and can nurture the pure aspirations of their homeland.

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