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THE CULTURE OF "ASSALAMU ALAYKUM" AND ITS SPIRITUAL AND EDUCATIONAL SIGNIFICANCE IN ART EDUCATION

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Abstract: The article discusses the pedagogical and spiritual and educational significance of the greeting "Assalamu alaikum" in the educational process. The role of the greeting culture in the formation of communicative competence, moral virtues and social activity in students is analyzed. The issues of creating a positive psychological environment through greetings, developing speech culture, forming aesthetic taste and improving the professional training of future artists are discussed.

Keywords: Assalamu alaykum, greeting culture, pedagogy, upbringing, communicative competence, speech culture, art education, spiritual values, spiritual values.

Аннотатция: В данной статье рассматривается педагогическое и духовно-нравственное значение приветствия «Ассалому алайкум» в образовательном процессе. Анализируется роль культуры приветствия как важного средства формирования коммуникативной компетентности, нравственных качеств и социальной активности обучающихся. Обосновывается влияние приветствия на создание положительного психологического климата, развитие речевой культуры, эстетического восприятия и профессионального становления будущих деятелей искусства.

Ключевые слова: приветствие, Ассалому алайкум, педагогика, воспитание, культура общения, образовательный процесс, искусство, духовно-нравственные ценности, педагогическое мастерство.

"Assalamu alaykum" is not just a simple greeting, but a great value that strengthens love, peace and kindness between people. In Islamic teachings, greeting is interpreted as a spiritual act that calls for humility, brotherhood and mutual respect. Through this word, a person expresses his inner world of pure intentions, good wishes and sincere attitude towards others.

Responding to greetings is an important social mechanism that strengthens moral relationships. By responding with “Wa alaykum assalamu”, a person not only accepts the greeting, but also raises it to a higher spiritual level. In this process, such human virtues as mutual respect, love and solidarity are formed. Thus, greetings are the starting point of a culture of communication, the spiritual foundation of social relations.

From a pedagogical point of view, the culture of greetings is of particular importance in the upbringing of a person. In the educational process, the first address of the teacher, his tone of voice, facial expression and, of course, the form of greeting form the initial mental atmosphere in students. Scientific studies show that a positive psychological environment created at the beginning of the lesson increases the effectiveness of the educational process, helps students to concentrate and actively participate.

In particular, the role of the culture of greetings in art education is invaluable. Because art is not only a set of knowledge and skills, but also a complex creative process that encompasses emotions, spirituality and aesthetic perception. From this point of view, every action of the teacher, including greetings, is a means of educational influence.

The activities of Yunus Turaev, Honored Artist of Uzbekistan, Professor of the Department of "Pop Singing" at the National Institute of Pop Art named after Botir Zokirov under the State Conservatory of Uzbekistan, are an exemplary example in this regard. As soon as the teacher enters the lesson, the enthusiastic, sonorous and sincere "Assalamu alaykum" awakens a positive spirit, enthusiasm and inspiration in the hearts of students. This can be assessed as a subtle but effective form of pedagogical influence.

In the educational process, the following important competencies are formed in students through greetings:

- communicative culture and communication skills;
- social activity and the ability to work in a team;
- the habit of observing moral and ethical norms;
- a sense of respect for national values and their preservation.

The regular and conscious use of greetings also develops internal discipline and a sense of responsibility in students. Because each greeting is not only an address, but also an action that requires a certain spiritual state. By greeting, a person concentrates himself, concentrates his attention and prepares for communication.

This aspect is even more important for young people studying in the field of art. Because in the future, as performers working on stage, they will enter into direct communication with the audience. The first address on stage, in most cases, begins with a greeting. If this address is sincere, enthusiastic and rich in spiritual content, then a spiritual connection with the audience is established quickly and effectively.

From a pedagogical point of view, teaching greetings is a systematic process of upbringing. It includes the following steps:

1. **Modeling** - through the teacher's personal example;
2. **Explanation** - explaining the meaning and significance of the greeting;
3. **Practice** - systematic application in everyday life;
4. **Reinforcement** - forming as a positive habit.

In this process, the teacher appears not only as a source of knowledge, but also as a spiritual guide. His every word, including his greeting, has an educational effect.

Also, the culture of greetings is inextricably linked with the culture of speech. The correct pronunciation of the greeting, its intonation, timbre and expressiveness - all this plays an important role in shaping the stage speech of students. This, in turn, serves to improve their professional skills.

From a socio-pedagogical point of view, greetings are one of the effective means of creating a positive atmosphere in society. It strengthens trust, respect and mutual understanding between people. This factor is especially important in the upbringing of the younger generation, serving to shape them as spiritually mature individuals.

In conclusion, the word “Assalamu alaykum” is not only a form of greeting, but also a socio-moral phenomenon with a deep spiritual and pedagogical content. Its conscious and purposeful use in the educational process, especially in art education, is of great importance in the formation of high spirituality, aesthetic taste and professional culture in students. This, in turn, serves to educate a spiritually mature, creative and responsible generation in our society.

The greeting culture of Teacher Yunus Turaev manifests itself as a unique pedagogical phenomenon in the educational process. His starting each lesson with a sincere, enthusiastic and meaningful “Assalamu alaykum” is not an ordinary habit, but an important educational method that shapes the learning environment.

This approach forms respect, discipline, positive mood and creative activity in students. Greeting here serves not as the beginning of dialogue, but as the first stage of spiritual influence. It arouses interest in students, spiritually prepares them for the lesson process, and strengthens teacher-student relationships.

Also, this method is especially important for art education, preparing students for future stage activities. Because the first impression on stage is often made precisely through greetings. Through the example of a teacher, students form not only their professional skills, but also speech culture, behavior, and skills of communicating with the audience.

Thus, Yunus Turaev's greeting culture is not a simple element in education, but is of great importance as an important means of spiritual education, pedagogical influence, and professional formation.

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THE ROLE OF FOOD HYGIENE AND BALANCED NUTRITION IN ENHANCING PUBLIC HEALTH OUTCOMES: AN EVIDENCE-BASED REVIEW

Brandon Mitchell

Abstract

Food hygiene and proper nutrition play a crucial role in maintaining public health and preventing nutrition-related non-communicable and infectious diseases. Inadequate food hygiene practices contribute significantly to foodborne illnesses, while improper dietary patterns increase the risk of metabolic disorders such as obesity, diabetes mellitus, cardiovascular diseases, and hypertension. This review article analyzes the importance of food hygiene within the framework of nutritional science, emphasizing safe food handling, storage, preparation, and consumption. Evidence from international organizations such as the World Health Organization (WHO), Food and Agriculture Organization (FAO), and peer-reviewed scientific literature is synthesized to highlight the relationship between food hygiene and health outcomes. The article also discusses global challenges, preventive strategies, and the role of public education in improving food hygiene practices.

Keywords: food hygiene, nutrition, public health, food safety, disease prevention

Introduction

Nutrition is one of the fundamental determinants of human health and well-being. The quality, safety, and hygienic conditions under which food is produced, processed, stored, and consumed have a direct impact on population health. Food hygiene, a core component of food safety, refers to the conditions and measures necessary to ensure the safety of food from production to consumption.

According to the World Health Organization, unsafe food containing harmful bacteria, viruses, parasites, or chemical substances causes more than 600 million cases of foodborne diseases and approximately 420,000 deaths globally each year. These statistics underscore the importance of food hygiene as a public health priority. In addition to infectious diseases, poor food hygiene is indirectly associated with malnutrition and chronic non-communicable diseases due to contamination, nutrient loss, and unhealthy dietary habits.

Rapid urbanization, globalization of food supply chains, and increased consumption of processed foods have introduced new challenges to food hygiene. In many developing and transitional countries, limited awareness, inadequate infrastructure, and insufficient regulatory enforcement exacerbate these risks. Therefore, an evidence-based approach to food hygiene and nutrition is essential for disease prevention and health promotion.

Materials and Methods

This review is based on an analysis of authoritative and reliable sources, including publications from the World Health Organization (WHO), Food and Agriculture Organization (FAO), Centers for Disease Control and Prevention (CDC), and peer-reviewed scientific journals indexed in international databases. Relevant literature published in English over the last two decades was reviewed to ensure scientific validity and relevance.

The methodological approach included:

Analysis of global food hygiene guidelines and recommendations

Review of epidemiological data on foodborne diseases

Examination of studies linking nutrition, food hygiene, and health outcomes

The collected data were systematically analyzed to identify key themes, risk factors, and preventive strategies related to food hygiene in nutrition.

Results

Food Hygiene and Foodborne Diseases

Food hygiene failures are a major cause of foodborne diseases. Contamination can occur at any stage of the food chain, including primary production, processing, transportation, storage, and preparation. Common biological hazards include Salmonella, Escherichia coli, Listeria monocytogenes, and noroviruses. These pathogens thrive in conditions of poor sanitation, inadequate temperature control, and improper handling.

Studies indicate that improper hand hygiene, cross-contamination between raw and cooked foods, and insufficient cooking temperatures are among the most frequent causes of foodborne outbreaks. In households and food service establishments, lack of knowledge and negligence further increase the risk.

Nutritional Value and Hygiene

Food hygiene not only prevents contamination but also preserves the nutritional value of food. Improper storage and preparation can lead to nutrient loss, particularly of heat-sensitive vitamins such as vitamin C and B-complex vitamins. For example, prolonged exposure to high temperatures or repeated reheating can significantly reduce micronutrient content.

Additionally, contaminated food may lead to gastrointestinal infections, which impair nutrient absorption and contribute to malnutrition, especially in children, pregnant women, and the elderly.

Impact on Non-Communicable Diseases

Although food hygiene is traditionally associated with infectious diseases, it also influences non-communicable disease risk. Consumption of unhygienically prepared processed foods high in salt, sugar, and trans fats contributes to obesity, hypertension, and cardiovascular diseases. Street foods and fast foods prepared under unsanitary conditions often combine poor nutritional quality with high contamination risk.

Discussion

The findings of this review confirm that food hygiene is an integral part of nutritional health and disease prevention. Ensuring food safety requires a multidisciplinary approach involving public health authorities, food industry stakeholders, healthcare professionals, and consumers.

Education plays a pivotal role in improving food hygiene practices. WHO's "Five Keys to Safer Food" — keeping clean, separating raw and cooked foods, cooking thoroughly, keeping food at safe temperatures, and using safe water and raw materials — provide a simple yet effective framework for public awareness.

Regulatory measures and monitoring systems are also essential. Implementation of Hazard Analysis and Critical Control Points (HACCP) systems in food production and catering establishments has proven effective in reducing contamination risks. However, in many low- and middle-income countries, enforcement remains insufficient due to limited resources.

From a nutritional perspective, integrating food hygiene education into broader healthy diet promotion programs can enhance their effectiveness. Healthcare professionals, particularly nutritionists and hygienists, should actively participate in community-based interventions to promote safe and balanced diets.

Conclusion

Food hygiene is a cornerstone of proper nutrition and public health. Unsafe food practices pose a significant threat to health by increasing the risk of foodborne illnesses, malnutrition, and chronic diseases. Evidence from international sources highlights the need for comprehensive strategies combining education, regulation, and individual responsibility.

Improving food hygiene practices at all levels of the food chain can significantly reduce disease burden and enhance nutritional outcomes. Future public health policies should prioritize food hygiene as an essential component of sustainable development and health promotion.

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