



## Technologies Of Spiritual And Moral Education Of Pupils In Modern Education

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### ABSTRACT

One of the most important aims of modern pedagogy is the education of spiritually minded people. An important role in this is played by technologies based on education and upbringing. The article presents comparative and analytical approach on the topic and recommends the use of effective technologies for teaching students.

### KEYWORDS

Pedagogical process, spiritual and moral, value, educational technologies, the essence of education, didactic goal, quality of education, educational process.

### INTRODUCTION

In the process of globalization, the rapidly growing opportunities for information exchange, there is a growing need for spiritually and physically healthy, harmoniously developed people, selfless and responsible enlightened people. Therefore, the scope of

responsibilities of the participants of the education system is expanding and accelerating.

It is known that the formation of a spiritually and morally mature person is one of the

priorities of the state policy today. The formation of a person with high spiritual and moral qualities is a multi-stage, complex process that requires a technological approach. The technological approach to the formation of spiritual and moral qualities requires its expediency and rational organization.

The formation of spiritual and moral qualities should be considered as a sphere of production. The process of education aimed at solving this task is similar to the process of production. It is based on the expected results and methods of achieving them, planning that requires modeling of methods of achievement, the implementation of developed plans and models, the educational activity of the educator in relation to managing the activities and behavior of people in this sphere.

### MATERIALS AND METHODS

There is a simple and clear order in the production process, the formation of spiritual and moral qualities is complex, and the technologicalization of this process is a process with unexpected features that are not similar to production:

- 1) In contrast to production processes, the formation of spiritual and moral qualities has a holistic character, the pedagogical effect is realized in the form of small steps or the gradual formation of individual qualities. The educational effect is realized as a whole, not in a step-by-step parallel;
- 2) Involving a person in this process is a complex task and requires the educator to carry out the technological process from beginning to end. Here, the educator is required to have individual skills based on

general technology. Based on this basis, Sh. T. Ergasheva considers the process of spiritual and moral education of the person as a sequence of the following stages:

- Value-oriented stage involves the identification and updating of existing personal experience as a starting point for its spiritual and moral formation, helps to determine the content and direction of the pupil's formation as a person;
- Cognitive-intellectual stage, the entry of the future specialist into the world of life-practical, scientific and professional knowledge, values, relationships; characterized by the reflexivity of the mind, which allows to understand and evaluate their thoughts, ideas, actions, as well as the need to organize their own subjective experience on the basis of scientific knowledge and perception of the world;
- The active-behavioral stage of the model is associated with reproductive, exploratory and creative forms of student behavior. At this stage it happens that the internal position is transferred to the external plan of action, the axiological consciousness is manifested in a specific activity - in behavior, in actions. The pupil needs to expand the scope of his/her knowledge, his moral development. This stage of the pupil's moral formation continues throughout his life, first in the process of college and university education, and then outside of them - in the profession, in life. The proposed model combines the meaningful and organizational-methodological components of moral education. [4, 41].

- The technology of moral education proposed by Sh.T. Ergasheva includes the following three stages:
- To determine the personal moral experience of the pupil;
- knowledge and understanding of moral values;
- To transfer of internal perspective to the plan of external actions.

Kharlamov's technology of training moral qualities has its own characteristics:

1. Identification of contradictions in moral development, shortcomings in the development of moral qualities;
2. Definition of tasks on elimination of shortcomings;
3. Involve students in cognitive activities aimed at understanding the nature of the formed quality;
4. Influence on the development of the role and behavioral components;
5. To practice the right behavior, to strengthen it [2, 57].

## RESULTS AND DISCUSSION

It is clear from these technological approaches that the possibility of a technological approach is embodied in the educational process itself due to its multifactorial nature - the influence of many factors, the lack of rapid results, the direction of educator's activity (direct or indirect), multi-stage. Multilevel is

characterized by the transition of the pupil from the level of imagination about this or that quality to the formation of the ability to act in accordance with the understanding and later mastered, as well as the formation of correct behavioral habits. In accordance with such an idea of the process of formation of certain forms of behavior (habits), an idea of the sequence of education in general is formed: first knowledge of the rules and norms of behavior is acquired, then skills of behavior are developed, and finally a systematic exercise with are brought up in sensible manners. On this basis, V. S. Selivanov concludes that the process of education, the sequence of its stages has a complex specificity. Upbringing, the formation of personality traits, begins with the development of emotional orientation, a creative attitude to a particular form of behavior. The second step is to practice the skill of doing the right thing, that is, doing the right thing. On this basis, the child develops an idea of the right norm of behavior. He then becomes accustomed to sensible behavior while performing the action many times with a positive attitude towards it. Assimilation (formation) of the concept is the next stage of the educational process. On the basis of mastered concepts, the experience of social behavior is organized and the basics of ethics, aesthetics, human relations and other sciences about society are mastered [5, 119].

V. S. Selivanov's technology of moral education consists of the following stages:

- Arousing a positive emotional response to a particular form of behavior;
- Formation of rational behavior;

- Formation and strengthening of the notion of socially acceptable form of behavior;
- Exercises on the development of rational behavioral habits;
- Mastering the concept.

Sh. T. Khalilova developed a three-stage technology of formation of moral culture and showed the peculiarities of its application in the process of learning world languages:

I. Motivation:

- 1) Self-education of pupils;
- 2) Self-formation;
- 3) Self-expression in professional activity;
- 4) Motives motivating them to act;
- 5) Target installations.

II. Meaningful:

- 1) Knowledge of the essence of the moral culture of the person;
- 2) Concepts of the structure of moral culture;
- 3) Knowledge of folk traditions, customs, ethnoethics.

III. Procedural:

- 1) Skills and abilities to communicate with people;
- 2) The ability to control their behavior on the basis of ethical norms;
- 3) Skills and competencies to follow the rules of etiquette and ethnoethics [1, 151].

Ensuring the active participation of students in educational and creative activities in the research of N. M. Egamberdiyeva on personal and professional socialization of students of pedagogical higher education institutions, as well as the connection of theory with practical and professional activities, the connection of general concepts of culture and ethics with pedagogical culture and ethics "Socialization" technology has been used as an effective tool. This socialization technology has the following appearance:

1. To envisage gradual socialization (first stage: a small group of pupils - the whole group; second stage: the whole group - a specific professional activity in the educational institution).
2. Implementation of pupils' activities through algorithms at each stage [3, 25].

Research shows that there is a great need to break down the whole system of these technologies into individual parts, to correctly define the exact type of pedagogical form and methods. Through pedagogical tools, it is necessary to demonstrate the transition of moral ideals to moral beliefs, student behavior, and qualities. The hierarchy of technology algorithms requires the re-creation of the process, for example, despite the undisputed importance of the emotional relationship, it is necessary to carry out the stage of "presentation" (demonstration of value, explanation) beforehand. Based on the analysis of the technologies discussed above, as well as the generalization of the pedagogical potential of action and axiological approaches, we present the following technology of moral education of students in modern education (Figure 1).

STAGE	Dating, getting to know	Evaluation, reflection, selection	Interiorization	Recreate value in action, update	Strengthen
Meaning	Presenting and demonstrating value, pattern of behavior, explanation	Interaction with the value presented by the teacher - attitude, assessment; to incorporate or in-work into one's own experience, one's own value system. Provide a possible positive emotional response to that value	Defining the content and importance of value in general and for each student. Accepting value and accepting it as a guide book to action.	Incorporating a valued attitude, a pattern of behavior, into the real-life conditions of activity and communication. Strengthen moral ability through practice.	Strengthening value in activities through repetitive situations (exercises).

**Figure 1. Technology of spiritual and moral education of pupils**

Experience in the implementation of the developed technology has shown that the most important, as well as the most difficult in the process of pedagogical interaction between the teacher and the pupil: a) "transfer" of socio-ethical value (situation) to a personal-oriented value; b) the realization of the pupil's personality from the internalization of values to their practical realization - the transition to behavior.

The tasks of moral education are solved by "transferring" the social situation of student development to the pedagogical situation. Such a transfer is called "pedagogical interpretation" and is carried out, firstly, at the level of the highest values, and secondly, consists of a socio-valuable explanation of the diversity of life events, objects, evidence. The pedagogical interpretation is also a position

(perspective) in the perception of the vast social space from the micro scale to the macro scale that is offered to the pupil.

Implementation of pedagogical interpretation in the following two areas is highly effective:

1. By strengthening moral and human values:

- Assistance;
- Show kindness, kindness;
- Condolences;
- Take responsibility;
- Creation of beauty;
- Care for wildlife.

2. Formation of active resistance to the violation of values:

- Sadness;
- Discrimination;
- Insult;
- Lie;
- Greed;
- Jealousy;
- Indifference;
- Laziness;
- Disorder;
- Irresponsibility.

## CONCLUSION

The "transfer" of socio-ethical values from external influences to the internal, personal point of view is also felt through the implementation of pedagogical forms such as role play, discussion, dispute, which play a role in transforming conceptual perceptions and verbal reactions into behavioral reactions. effective methods.

From the above, it is clear that in the process of modern education, the issue of spiritual and moral education of pupils is extremely important. At the same time, the teacher is required to carry out systematic activities on the basis of a specific plan, relying on special effective technologies. Educational technology, based on moral values and taking into account the intellectual potential of the student, lays the foundation for significant achievements in didactics.

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