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Research Article

MORAL EDUCATION IN LEARNING ACTIVITIES

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ABSTRACT

This article describes the principles of developing moral education in the educational activities of students, that spirituality and morality are important characteristics of a person, and spirituality is defined as a person's pursuit of selected goals, a value inherent in consciousness, and morality is the general behaviour of a person towards each other and society. It is expressed as a set of principles.

KEYWORDS

Morality, spirituality, educational activity, education, value.

INTRODUCTION

Organizing the training process of future English language teachers in our country based on international qualification requirements, to train future English language teachers based on advanced foreign experience, and to train specialists who can communicate freely in foreign languages is the norm for the wide use of the achievements of world civilization. foundations were created and the material and technical base was enriched. In the Strategy of Actions for the further development of the Republic of

Uzbekistan, "increasing the quality and efficiency of higher education institutions based on the introduction of international education standards and evaluation of the quality of education"[1] was set as a priority. As a result, the possibility of teaching languages integrated with subjects in higher education institutions has expanded.

Moral education or moral education. Comenius quoted the ancient Roman philosopher Seneca: "learn first

good morals, then wisdom. Without the first, it is difficult to learn the second. There he also quoted the famous saying: "he who succeeds in the field of science, but lags behind in good morals, is more behind than he led. remains."

The main results and findings

There are no specially designed holidays or ordinary days, hours or lessons for preventing emptiness of the soul, for developing the sensitivity of the heart, for teaching how to control your inner world, for the cultivation of the personality, and there cannot be. Our students are educated with every word, every look, every action, the classroom environment, the work in the learning and experience field, and the system of relations with the outside world. This is important to remember. It is dangerous to forget about it[2].

"Teaching is a work no less than the creation of art, a writer or a composer, but more difficult and responsible. A teacher appeals to the human soul not through music like a composer, not with the help of paints like an artist, but directly through his personality, knowledge and love. Spiritual and moral education is the process of organized, purposeful external and internal (emotional and intimate) influence of the teacher on the spiritual and moral sphere, which is the basis of the inner world of a person.

This effect is complex, combined with the feelings, desires, and thoughts of a person. It is based on a certain value system that is included in the educational content and implemented by a certain position of the teacher. Spiritual and moral education in a general education school can be carried out on the basis of the educational content, extracurricular activities and humanistic values of the additional education system[3]. Deep socio-economic changes taking place

in modern society force us to think about the future of our country and its youth. At present, the moral guidelines are violated, and the young generation can be accused of lack of spirituality, lack of faith and aggressiveness. This is for various reasons:

1. first, in the modern world, a person lives and develops surrounded by various powerful sources that have a positive and negative effect on him;
2. secondly, education itself does not guarantee a high level of spiritual and moral education, because education cannot determine the daily behaviour of a person, his attitude to other people, mutual respect and goodwill.

Benjamin Franklin, an American educator of the 18th century, still a printer's worker, drew up for himself "thirteen principles of small daily virtue. They include temperance, quietness, order, perseverance, activity, openness, thrift, moderation, purity, calmness, chastity, and modesty. He persistently developed and cultivated these qualities in himself.

Spirituality and morality are the most important, basic characteristics of a person. Spirituality is defined as a value inherent in consciousness, the pursuit of a person's chosen goals. Morality is a set of general principles of human behaviour towards each other and society, together they form the basis of the individual, where spirituality is the basis of morality in interaction with each other and with nature[4]. In order to become a full-fledged participant of the world cultural process in the conditions of internationalization, today's schoolchildren must perceive various spiritual and moral values. At the same time, everyone in the world cultural space should have certain means of global communication. Therefore, knowing even one foreign language is of great importance.

Language is the space of folk folklore, which reflects all its knowledge experience, moral, social, aesthetic and general educational ideals. In modern conditions, the incomparable pedagogical experience of moral, artistic, aesthetic and labour education is used in teaching foreign languages to students.

Today, the problem of teaching a foreign language at school is more relevant than ever. A foreign language teacher should form a person who can participate in intercultural communication. Knowing the cultural characteristics of other peoples and countries plays an important role. Without them, it is impossible to form communicative competence, even within a limited scope. Therefore, it is necessary to have an idea about the specific characteristics of the country of the language being studied.

Moral formation takes place in all classes. And there are no major and minor subjects in this regard. It educates not only the content and methods of teaching, the teacher, his personality, knowledge, and beliefs, but also the atmosphere that develops in the lesson, and the style of relations between the teacher and children[5]. Constantly influencing the surrounding macro- and micro-cultural environment and mastering its individual elements, each teacher becomes a carrier of several macro- and micro-cultures — the culture of his country, a certain ethnic culture (that is, he possesses the richness of the national language that expresses the national culture of a certain people). First of all, it is necessary to show what principles and values of moral values the teacher should teach the students in English classes:

1. The educational component is one of the important areas of implementation of the state educational standard. This includes intellectual education, citizenship and patriotism, as well as spiritual and moral education. The spiritual and moral development

of the student is an important aspect of the socialization of a person in the conditions of rapid development of society, a factor of gradual and conscious inclusion in various spheres of social activity and social life.

2. It is obvious that in order to become a full participant in the global cultural process, modern schoolchildren must master the spiritual and moral values accumulated by mankind over the centuries. A person and a whole nation entering the universal cultural space should have various means of inter-ethnic communication. In this regard, knowing at least one foreign language plays a big role.

3. Among many educational subjects, foreign language has a special place. Its peculiarity is that in the process of studying it, students develop the skills and abilities to use a foreign language as a means of communication, as a means of obtaining new and useful information. The communicative direction of the subject, its daily life, customs, traditions and, first of all, the study of the language of another nation helps to educate a person's citizenship, patriotism and high moral qualities.

4. Today, English is not only an interesting discipline, but also an important means of intercultural communication. Gradually, the English language is becoming a tool of international communication and universal human unity. In the process of learning a foreign language, topics will be discussed that will allow you to connect your views with the norms of public morality. Such topics include environmental issues, family issues, national culture, holidays, customs and traditions, mass media, tolerance, famous people, and more.

5. Among the topics discussed during the study of the English language are many current issues, such as

tolerance, the modern family, charity, national culture, poverty and the fight against it.

6. Thematic lessons play an important role in the implementation of spiritual and moral education in the English language class. In such lessons, children get acquainted with the spirit and culture of people who speak their native language. Students must first support their native culture in order to properly perceive the reality of another's culture. As a result, comparing a foreign peer and themselves, countries, students identify common and unique things that help to unite, approach, develop understanding and kind attitude towards the country, its people, traditions. To achieve these goals, various forms and methods of academic and extracurricular work are used in English classes.

7. For example, when working on the topic "my family" in the 5th grade, students study their family tree, and then present projects of family trees up to the fifth generation.

8. When studying the topic "Heroes and pride of your country", they will have the opportunity to analyze the biographies of famous people of the country of the studied language and our Motherland, as well as the sights of the countries of the studied language", "education", etc. Here, the cultural aspect of learning, there is a comparison of the national culture of different nations.

9. The school prepares the child for further participation in the process of interpersonal and intercultural interaction by teaching English. At the same time, its task is to educate the child's tolerance, to perceive the culture of a foreign language with positive interest, and to develop respect for the culture of his people among schoolchildren. The process of understanding the culture of a foreign language

continues by enriching the inner experience of the child, forming his cognitive and communicative skills.

10. Learning a foreign language increases spiritual and moral culture, develops logical thinking, has a great impact on memory, expands worldview and increases general culture. Learning a foreign language contributes to moral and aesthetic development, affects the spiritual formation of a person.

An important principle of the new process of educating the modern generation is the principle of cultural compatibility. This means that the child not only gets to know the culture of the country where the language is being studied, but also compares it with his own language. In other words, the culture, traditions and customs of another country allow students to be educated in the context of cultural communication.

Among academic subjects, English language stands out. The communicative direction of the subject, the study of everyday life, history, literature, traditions, and culture provides unlimited opportunities for the development of morals, patriotism, and the formation of a sense of pride in one's country. In English lessons, great attention is paid to the education of spiritual and moral values accumulated by mankind over many centuries[6].

Students learn the main topics of the national culture of Great Britain and the United States (history, geography, political and public relations, education, sports, etc.) There are types. Working with linguistic and cultural text, working with pictures, working with geographical maps, working with cultural signs and symbols, etc.

The development of the worldview of students is ensured by the systematic use of real texts of a regional character, various educational materials on

the culture and native languages of the country being studied, photos, manuals, maps, announcements, posters, menus, audio tools, and extensive use of videos of regional studies in English.

The textbook should contain texts that contribute to the education of moral qualities such as respect for nature, desire for knowledge, education of the will, hard work, and responsibility for one's actions. Also, the textbook should contain many texts that give students a basic idea about the customs and traditions of the peoples of the world. By studying these topics, children learn about the customs of the peoples of the world and share the customs of their people[7]. When talking about traditions and customs, children remember human qualities such as kindness to a neighbour, respect for elders, readiness to help a friend in difficult times, etc. Effective use of artistic texts created within the framework of different cultures, working with pictures, geographical maps, working with cultural signs and symbols, round discussions, quizzes on the topic, excursions, and role-playing games play an important role. All of the above forms of including materials of regional and linguistic content help to assimilate into a foreign culture, help their involvement in intercultural communication, creative and cognitive abilities, increase interest in learning a foreign language in general, and most importantly, contribute to the moral education of schoolchildren through the prism of another culture.

Texts that reveal the problem of modernity, which is the problem of ecology, educate love for nature, protection of nature, wildlife and flora, and respect for our planet. Such activities help students to understand that people are responsible for the Planet they live on and have a purpose - helping our planet survive the effects of technological progress and be beautiful and prosperous.

When working on texts, for example, with texts about famous athletes, teachers face another task of moral education - this is to educate hard work and responsibility for one's actions. It is very important to teach students to consciously approach their favorite business, to understand its importance, even the smallest. Understanding the importance of any work makes students think about the result of this work, how it will be, whether it will be useful not only to them, but also to those around them[8]. Thus, students learn to think not only about their own benefits, but also about the benefits they bring to the people around them and the Motherland.

The development of students as members of society is ensured by reading and listening to texts of various functional styles (artistic, scientific-popular, journalistic) and discussing the problems that arise in them. Students exchange ideas based on what they have read and heard, and based on speaking situations, they exchange ideas on a wide range of issues in the topic being studied. Students develop tolerance for other views, become more tolerant and polite. They have the ability to analyze, understand other values and norms of behavior, respond adequately to things that do not correspond to their beliefs.

Texts about education and school help students understand the importance of a good education and develop a desire for knowledge. Only with good knowledge can a person find himself in life, realize himself and benefit his country.

Textbooks should also contain texts that tell about the Motherland, the motherland, while working on them, the teacher can form an important moral quality such as patriotism in students; about friendship, about willingness to help in difficult situations, this is a very necessary quality in our time[9].

Unfortunately, not all textbooks have poems that help students to criticize themselves, their actions, and realize that they are doing something wrong. They learn to determine the purpose of their life and ways to achieve it through self-improvement. Such poems help to develop diligence.

Proverbs and proverbs are of great importance in the education of morality, for example:

- find the correct translation of proverbs;
- choose your own proverbs on this topic;
- explain the proverb;
- choosing a proverb for a certain episode in the story;
- make up a story based on the proverb.

Such work with proverbs helps children to better understand the literal and figurative meaning of the expressions in the proverbs.

The learner also educates himself, turning from an object into a subject of education. For moral education, it is important to organize teaching as a collective activity steeped in high moral attitudes. Educational activity becomes a teamwork, if a cognitive task is set as a common task for children, a team search is needed to solve it. During the lesson, certain business and ethical relations between students constantly arise. Students communicate with each other and influence each other by solving common knowledge tasks assigned to the class. The teacher sets a number of requirements for the student's activity in the classroom: do not interfere with others, listen carefully to each other, and participate in the common work - and evaluates the students' ability in this regard. The joint work of schoolchildren in the classroom creates relationships between them characterized by many

signs. These signs are characteristic of any teamwork relationship[10]:

- * the attitude of each participant to his business as a general attitude,
- * the ability to work together with others to achieve a common goal,
- * mutual support and at the same time demanding each other,
- * The ability to criticize yourself,
- * evaluate your success or failure in terms of the structure of educational activities.

To implement these lesson opportunities, the teacher must create situations during the lesson in which students have the opportunity to communicate with each other. You can communicate with children in all classes. The teacher also gives the children such tasks, to complete which it is necessary to contact a friend. A lesson in which children experience satisfaction and joy from a completed common work, which awakens independent thought and creates joint experiences of students, contributes to their moral education.

CONCLUSION

Thus, in the process of educational activity, the formation of moral qualities of students is influenced by the content and texts of the lesson, teaching methods and organization, the teacher and his personality, knowledge, beliefs, and a favourable psychological environment.

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