

## SOME ISSUES OF FORMATION OF MORAL AND MORAL COMPETENCE OF STUDENTS ON THE BASIS OF AN AXIOLOGICAL APPROACH

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### ABSTRACT

The article discusses the psychological and pedagogical mechanism of working with axiological potential in the development of spiritual and moral competence of students, the current importance of moral values.

**Keywords:** Ethics, value, popularization, reflection, phenomenology, metaphor, ritual, diagnosis, correction, prediction, intellectual, algorithm, representative.

### INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The socio-normative abstract that arises as a result of conflicts of habits and traditions in different systems leads to a violation of the boundaries between right and wrong, nobility and evil, law and morality, freedom and responsibility. In addition to the eternal values of the ideal world, local "one-day", "erroneous values", which have no significance, are emerging.

Issues of formation, development and change of pedagogical and psychological values of a person are in the center of attention of philosophers, sociologists, political scientists, economists, psychophysicists, pedagogues and psychologists. The C. Tulenov, E. Yusupov, S. Komilova, I. Karimov, S. Valieva, K. Tulenova and others first covered various aspects of the axiological problem as a separate line of philosophy. The C. Yoldoshev, F. Yuzlikaev, R. Zire " Lost In Test Match Report This Website Ibrahimov, Sh. Mardonov, T. Toshlanov, N. Egamberdieva [1] tried to enlighten values from a pedagogical-psychological point of view in his research.

It is known to us that scientific knowledge, therefore, is accompanied by pedagogical knowledge, fulfills not only creativity, but also the goal of full satisfaction of social needs. The "bridge" between theoretical and practical cognition performs the function of an axiological or value-quality approach.

Axiology (Yun. "Axio " – value and" logos" – science, doctrine) - quot; value science; science about values. In the second half of the XIX century, the German valuer E.Gartman and the French scientist P.Lapis included in science by.

The axiological approach is an inalienable peculiarity of human pedagogy, in which the whole person is regarded as the goal of collective development and the highest value of society. Therefore, Axiology (philosophical theories about natural values (theory)) is viewed as a new philosophy of education and in harmony with modern pedagogical methodology.[2]

Having studied various approaches to improving psychological and pedagogical education in the university, we came to the conclusion that the formation of the student's moral (or spiritual) dignity is carried out on the account of the popularity of general and comprehensive

(educational-analytical, value-oriented and reflexive-activity) psychological and pedagogical disciplines, the activity of students' methods of educational activity and the improvement. At the same time, this potential of psychological and Pedagogical Sciences can be applied only in the quality of the system, which provides for the unity of the components listed above. In this way, the experimental-experimental work was based on the separation of three mutually complementary directions of the implementation of the axiological potential of psychological and Pedagogical Sciences. The first direction – popularization of the valuable composition of psychological and Pedagogical Sciences; the second-activation of students' educational activities with information of a moral nature; the third – improvement of the teacher's managerial activity on the implementation of the previous two stages. Each direction of the section and their pedagogical supply is covered in a row.

The first direction of the implementation of the axiological potential of psychological and Pedagogical Sciences is associated with the popularization of the valuable composition of these sciences. When we say popularization, we mean the assimilation of the spiritual essence of these sciences by the student for the purpose of their application in the activities of the future life, that is, the transition of the text in it from the state of opportunity to the state of truth, which means the “transition” of the object of moral knowledge to a hidden, but

On the basis of an axiological approach to pedagogical processes and the development of scientific literature covering the pedagogical reflex aimed at determining the anthropocentric functions of psychological and Pedagogical Sciences, we have identified the principles of separation of the composition of the values of the disciplines of this field: compliance with Universal and spiritual values; the importance of spiritual knowledge in modern understanding of the essence, openness of information); phenomenological reduction (to distinguish a certain value and concentrate attention on it, to put phenomenals that are open to filling in the study material, not having a single interpretation, appealing to the creativity of the content of demand).

In order to draw the attention of students to the axiological potential of a certain psycho – pedagogical course, department, specific composition of the subject, we have prepared materials of a spiritual nature, consisting of Proverbs, Proverbs, special questions, pieces of pedagogical and artistic works, images, video-audio materials.

We carried out the research process, consisting of psychological and pedagogical disciplines, proceeding from two-stage enrichment (replenishment): the first stage – “horizontal enrichment”, the second – “vertical enrichment”.

The first stage - ” horizontal enrichment ” consisted of a system of activities to supplement the traditional curriculum with special, integrated courses. Such courses could be varied and were conducted on the account of the time allocated to the territorial and OT components of the curriculum. In practice, special courses have been added that carry out the tasks of development, diagnostics (analysis), correction (correction) and forecasting (forecasting) of students' training in the traditional educational process in the areas of” Primary Education and sports tvrbiyal work “and” pedagogy and psychology”. These courses did not replace the main psychological and pedagogical disciplines, the task of which was to emphasize the features of the future professional activity “to bring to the maximum possible the results of the formation of the moral and moral dignity of the student”.

Additional ways of "horizontal enrichment" of the educational process are connected with

additional courses beyond the basic curriculum. First of all, the scope of the study was expanded by short courses, the creation of a creative environment, the organization of research work. Mini (short) courses are in the form of short lessons (2-6 hours) and are devoted to the main problems of the formation of the moral and moral dignity of the student: "moral self-awareness", "spiritual and creative essence of Modern Man", "values of the world of adults and development of the world of children", "psychology of dignity" and others. In our research work, they were carried out by the power of teachers of the Department of psychology and pedagogy. One of the tasks of mini-courses is to expand the moral and moral worldview of students in the field of professional etiquette and direct them to universal values.

The second stage is "vertical enrichment", which is due to relatively rapid movement towards a higher level of knowledge through the following: deepening of the educational material and its spiritual wealth; carrying out educational activities on a specially developed algorithm; enrich the subject under study with real facts of a moral character; setting up an educational module aimed at in-depth analysis of the moral; information enrichment of the environment is a productive use of time, means, materials, various forms of teaching.

At the first stage of work, consisting of psychological and pedagogical disciplines, and proceeding from the above tasks, a number of questions have been developed, which allow educators of these disciplines to systematically pay attention to the values of the subject they are teaching. The need for this was therefore that the students had to understand the spiritual meaning of the subject under study and complete the lecture with certain questions that helped him move from "strange" moral knowledge to knowledge of personal importance. In the lecture on "management of educational process", the following questions were found appropriate:

- what spiritual values did you think about when studying the subject?
- can the learned subject help you understand your spiritual commitment to other people?
- can the content of this theme help you create your own behavior independently, with a sense of responsibility, the need for evaluation and management?

After that, it was planned to carry out work on the basis of a special algorithm of axiological potential in the process of studying psychological and Pedagogical Sciences, which reflected the pedagogical potential of working with axiological potential of these sciences.

The constant use of this algorithm in psychology and pedagogical training allowed to see the interconnectedness between socio – cultural and educational values, social and personal values. This algorithm was used in almost all seminars and laboratory classes and was offered to students as a reminder in the first classes of a particular subject. Bunda during the entire training process with each of its phases (reproducentative, euristic, evaluative, reflexive, predictive) material was carried out baskicchma – step by-step.

The algorithm proposed by US was a dialogue in training, a polilogi keltirib. The students thought with interest about the subject under study, about its spiritual wealth.

Relying on the above, we offer independent forms of working with this algorithm on some topics that have a special place in the development of the moral and moral dignity of students:

- In the study of the issue of "classification of pedagogical and psychological communities "in the course of" pedagogy and psychology " students describe the values of this or that pedagogical Group (a specific class, nationality, occupation, educational groups, family, etc.) topshirish;

- To propose to discuss the moral “rituals” in the leading groups “strong” and “weak” in the study of the topic” interaction within the group;
- To highlight the moral and non-ethical origin for each category (imperative, manipulative and dialogic) in the discussion of the problems of conversation and propose to describe the real-life situations that characterize their origin;
- The main description of social roles” (wife, mother, friend, sister, child, etc.) in the study of the subject proposed Proverbs, among the words of wisdom find the choice of those that reflect the moral norms of this or that role.

In addition, conducting small debates in training: “human aggression from the point of view of morality”, “the social essence of Man and the ideal of humanism of modern youth”, “leading spirituality”, “the influence of the image of a person and the issue of morality”, etc.

In the pedagogical courses, along with the universal questions and algorithm that we developed, the interests of students were attracted to spiritual and professional values, because the future teachers of vocational education and employees of the social sphere, due to the uniqueness of their future activities, are considered to be an ideal spiritual, moral person to their educators.

In conclusion, we can say that the above examples and generalizations on the activation and behavioral values of the axiological potential of psychological and Pedagogical Sciences only show the hidden possibilities of these courses. Experience-according to pedagogues who participate in the experimental work, psychological and Pedagogical Sciences have a very rich axiological resource. In their opinion, almost every subject has issues that can be discussed from the point of view of morality (spirituality). But the methods presented in the process of experimental work not only facilitate the understanding of educators and students of the values in the material under study to master the profession, but also motivate them to perceive them as spiritual priorities for personal development. The value-orientation indicator (value-orientation) has received great development. In the process of observation, we noticed that students began to pay more attention to moral issues, began to successfully compare civil and universal values. In the conditions of spiritual choice, they tried to find a non-standard solution, mainly to independent original thinking, were ready to work within the creative group.

## REFERENCES

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