

MAIN TASKS OF MORAL EDUCATION AND THE ROLE OF YOUTH IN LIFE

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ANNOTATION

The content of moral education reflects the essence of knowledge, skills and abilities, personal behavior and qualities that must be acquired by students in accordance with the goals and objectives. The content of moral education consists of the essence of social requirements for the formation of the individual, determined on the basis of the ideas of socio-economic development, the nature and level of interpersonal relations, as well as the ideology of society. The article describes in detail the main tasks of moral education and its role in the life of students.

Keywords: ethics, upbringing, culture, student, person, value, approach, factor, method, tool.

INTRODUCTION

In the process of organizing social education, a number of tasks are solved. These tasks are determined based on the purpose of social education. At present, in the independent Republic of Uzbekistan, the following tasks are important in the process of educating the younger generation:

- a) To understand the essence of universal moral values (humanity, humility, mutual assistance, love, kindness, protection of humanity, humanity, hatred of immorality, etc.), to achieve in students the decency of behavior, high culture;
- b) Instilling in students a sense of respect for moral and ethical norms and a sense of citizenship, determination of responsibility for social duty;
- c) Responsibility for the protection of nature and the creation of ecological balance;
- d) Formation of a sense of patriotism and internationalism, respect for other nations and peoples, determination of a sense of non-discrimination of their rights and duties;
- e) Independent state - learning to accurately and objectively assess the domestic and foreign policy of the Republic of Uzbekistan;
- f) To value man as a supreme value, to teach him to respect his honor, dignity, dignity, rights and duties, etc.

These are the general tasks of social education in the Republic of Uzbekistan.

At the same time, a number of tasks are carried out in the areas of social education - moral, mental, physical, environmental, economic, moral and political, based on the specific purpose of education. For example,

- 1) In the process of organizing moral education - to inform students about the content of socio-ethical norms, to explain to them the importance of ethical norms in social life, to form in them a sense of respect for socio-ethical norms (requirements and prohibitions);

- 2) In the organization of mental education - the formation of thinking, the development of worldview in the form of informing students about the achievements, innovations and discoveries in science, engineering and technology, giving them knowledge of the basics of social and natural sciences;
- 3) In the process of organizing physical education - to create a sense of care for students to maintain and strengthen their health, strengthen the body, its proper physical development and increase its working capacity, to develop skills and abilities in new networks, to equip them with special knowledge, to develop the basic movement qualities of students in accordance with their age, gender (strength, speed, agility, endurance, stability, hard work, endurance, will and character decision-making), to cultivate in them a conscious attitude to personal hygiene;
- 4) In the process of aesthetic education - the development of aesthetic feelings in students, aesthetic taste, their creative abilities, aesthetic needs and love of beauty, the development of feelings of aspiration to beauty, the formation of aesthetic culture;
- 5) In the conduct of environmental education - to explain to students the unity and connection of the individual, society and nature on the basis of environmental education, to determine their understanding of the important role and importance of ecosystems in the development of man, humanity, society, to treat nature with care and responsibility. deciding emotions such as caring for nature, as well as shaping an ecological culture;
- 6) In the process of organizing economic education - the formation of skills and abilities to participate in the process of ensuring economic stability of the country, compliance with market infrastructure rules, filling the domestic market, creating small and medium businesses on the basis of providing economic knowledge to students. conservation of wealth, determination of feelings of concern for their reproduction, formation of economic culture;
- 7) In the process of organizing moral education to explain to students the meaning of the Constitution of the state, the doctrine of the state, the rights of citizenship, family, labor, economy, administrative benefits, litigation and management, to inculcate in them the importance of social and ethical norms in life; to provide them with an understanding of the nature of moral relations, to form in them moral consciousness, as well as skills and competencies in the organization of moral activity, the formation of a moral culture;
- 8) In the process of organizing ideological and political education - to provide students with political knowledge, the Constitution of the Republic of Uzbekistan, the foundations of civil society, the national state structure, the activities of state bodies, as well as the content of domestic and foreign policy of the Republic of Uzbekistan. to find, to form a political culture;
9. In the process of organizing information and communication education - to provide students with information knowledge [3], the formation of a culture of using the Internet and social networks on the basis of our national values, etc.

Principles of education. The content of education reflects the essence of knowledge, skills and abilities, personal behavior and qualities that must be acquired by students in accordance with the goals and objectives. The content of education is based on the essence of social requirements for the formation of the individual, the essence and level of socio-economic development, interpersonal relationships, as well as the ideas of the ideology of society. The following principles lie in the content of modern education:

1. Clarity of the purpose of education. In the first years of socio-political independence of the Republic of Uzbekistan, the purpose of education in the country was clearly defined. According to the Law of the Republic of Uzbekistan "On Education" and the "National Program of Personnel Training", the main purpose of social education is to bring up a mature person with a free, creative, independent mind and a qualified specialist. The main task in achieving this goal is to cultivate in the individual the elements of common culture, that is, the mental, moral, physical, aesthetic, economic, ecological, moral, political and labor culture of the individual [1].
2. Interaction of students and adults. The search for the best example of the formation of the spiritual culture of teachers with students, on the basis of which the definition of vital norms and values of the work of the educator leads to the active participation of the student in the educational process. For students whose worldview has not yet been fully formed, the life experiences of adults, their personal examples, have the power of educational impact.
3. Self-awareness. Education leads to the formation of beliefs, democratic views and life position in a person. One of the most important elements of the content of education is characterized by a person's vital self-awareness, his recognition as a subject of his personal life and activities. Aspects of civic, professional, and moral self-awareness are important in human maturity.
4. Individual orientation of education. This idea is not the program of educational work, activities, their form, methods and means at the center of the practice of the educational institution. Perhaps it serves to indicate that the student is standing. In the process of upbringing, it is necessary to develop his personal characteristics, interests, peculiarities, feelings of self-worth.
5. Volunteering. Without the free will of the pupils, it is impossible to decide the essence of the ideas of upbringing. The process of upbringing, if it is organized wisely, serves to enrich the spirituality of both the student and the teacher at the same time. Only when the educator is able to see and understand the student's interests, activities, friendship and civic duty, aspirations for independence, will it be clear that he or she is willing. Effectiveness is achieved in the process of activities aimed at influencing the personality of the pupil, provided that the will of the pupil is ensured.
6. Team direction. The content of educational work is to decide on a positive attitude towards the community. With the help of the team, a person is able to fully develop, to understand the world, to fully understand it, to develop and develop a sense of humanity and cooperation. In the modern pedagogical process, teaching the pupil: mental, aesthetic, moral, physical, political-ideological, economic, ecological and religious education is ineffective. The student is interested in issues such as why the above-mentioned areas of education are needed, what they can give to a person. In the education system of developed foreign countries, this aspect of the problem is given priority. The above ideas should serve to bring up a well-organized pedagogical process - a mature citizen, a qualified specialist and a well-rounded family owner. The content of modern education and the ideas put forward in them as a whole look like this: Laws of education. In order to achieve the goals and objectives of social education, it is important to understand the specific laws of the educational process. They can also include: purposeful education, humane and democratic principles of education, the principle of education in relation to life and work, the principle of priority of national-cultural and universal values in education, the principle of taking into account the age and

personal characteristics of students, consistency, systematic, the principle of unity and continuity of educational effects, etc. [2].

The process of upbringing has its own characteristics. Its most important feature is that it is goal-oriented.

In the modern interpretation, the educational process means effective collaboration between teacher and students to achieve a specific goal. After all, in the process of education, the joint activities of teachers and students are organized, managed and controlled. The way to achieve a single goal describes the purpose of the modern educational process.

The process of upbringing is a multifaceted process in which internal and external (subjective and objective) factors serve to illuminate the essence of upbringing. While subjective factors help to understand the content of a person's inner needs, interests, life relationships, objective factors create conditions for a person's life, formation, positive solution of life problems. The more the content, direction and form of educational activity are in harmony with the objective conditions, the more success will be achieved in the formation of the individual. Not only the activity of the teacher, but also the age and psychological personality of the student, his thoughts and views on life play an important role in the organization and management of the educational process.

Another feature of the educational process is that it lasts a long time. The results of the training are not immediate or obvious. It takes a long time to bring up a person who is able to show human qualities. The fact that a person acts at a certain time, in a situation where different views exist, complicates the process of upbringing. The education carried out in educational institutions plays an important role in the formation of the individual's consciousness and worldview. Consequently, the human nervous system becomes highly sensitive and unstable during adolescence.

Therefore, the success of education requires the proper upbringing of the individual during the same student years.

Another feature of the educational process is its continuity. The educational process in an educational institution is a process of continuous, systematic joint efforts of teachers and students. In the decision-making of positive qualities in students, a single goal-oriented, complementary, enriching, improving activity is of particular importance. Therefore, it is expedient to ensure the continuity of educational activities organized in cooperation with the family, educational institutions and the public.

Although a professional college plays a leading role in educating a student, it cannot have a continuous educational impact on students because students spend most of their time in the family, on the street, in the community, under the educational influence of a teacher for a certain period of time. During the fall, winter, spring, and especially summer vacations, students are left out of the influence of the teacher of the educational institution. This means that the education of students in an educational institution is limited in time, and when they are away from the educational work carried out outside the classroom and professional college, they move away from the influence and control of the teacher or educator [4].

In order not to weaken the influence of the educational institution on students, special attention is paid to the organization of educational work outside the classroom, professional college and during the holidays. For this purpose, a number of educational activities are carried out [4].

Currently, there are additional educational institutions in the country in order to keep students away from educational institutions. In additional education institutions, students can master private subjects and foreign languages, acquire knowledge in technical and artistic areas, gain practical skills and competencies. Meetings, exhibitions, competitions, conversations on various topics and topics organized in additional education institutions play an important role in enriching the thinking of students, building in them a strong character and will.

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