

THE MAIN COMPONENTS OF THE EDUCATION AND DEVELOPMENT OF THE STUDENT'S PERSONALITY

Bekchanova Soliha Davlatnazarovna

Bukhara State Medical Institute

<https://doi.org/10.5281/zenodo.10667097>

Abstract. *In a situation where Uzbekistan has become an independent state, spiritual and moral education is carried out under the influence of a number of factors. This is first of all visible in the work to form a person on the basis of universal human values. Moral quality brings together all the important characteristics of a person.*

The rise of the material and cultural level of the Uzbek people expands the social base for the future development and strengthening of the new morality, forms a new level of personal preferences and their rational use.

The goal of moral education is the moral formation of a person. Formation of moral consciousness, feelings and behavior, which are important spiritual qualities of a person; patriotism, love for the country, respect for the coat of arms, flag, anthem of Uzbekistan, humanitarianism, conscious discipline and other feelings are the main tasks of moral education. We describe the content of some basic qualities of moral education.

Keywords: *civic duty, altruism, faith, minority, equality, brotherhood, friendship*

Patriotism. Patriotism means love for the Motherland, being ready to protect it, working for the prosperity of the Motherland.

These feelings manifest themselves in the spiritual image of a person. It reflects the highest principles of behavior determined by social duty. Civic duty strengthens social activity in all spheres of human activity. Encourages to fulfill one's civic obligations seriously in the protection of the interests of the country, work, and social activities.

In the process of educating international feelings and internationalist qualities in students, it is of particular importance to explain the superiority of the national unity of the people of Uzbekistan, the interests of the whole state over the interests of some regions or nations. Public activity is manifested as the characteristics of a person and reflects the solidarity of a person with the goals of society. Its structure includes labor and public activity, a sense of duty and responsibility, friendship, mutual help, demands on others and oneself in the interests of the community and the whole society.

The concept of "community" also includes ethical standards of relationships that grow to the level of concern for the success of the development of the community and each of its members.

Responsible attitude to work is one of the most important components of this morality. The main signs of a responsible attitude to work: altruism, a conscious and responsible approach to work obligations, discipline, creative research, initiative, ability to foresee the results of activities and independent decision-making, public cooperation, helping one's friends. preparation for presentation, developing a sense of the value and honor of work.

Conscious Discipline: Conscious discipline is a component of morality. Discipline means fulfilling one's duty, personal and social state, personal and public obligations, and following the norms of behavior accepted by the society towards people, work and public property in social life.

Discipline is a spiritual and political phenomenon. It is not the result of some special disciplinary measures, but rather the result of education. Conscious discipline grows out of faith. Education of discipline in students is carried out at the same time as formation of their faith, development of general culture, regular work and strict fulfillment of duties. The content of moral education is manifested first of all in students' practical activities, study, work, community affairs, the nature of their relationships, methods of interaction, mastery of behavioral standards.

The content of moral education is included in educational programs and textbooks, and it is implemented in the educational process. From the first year of going to school, the child turns to the socially important ideals of the people around him. The ideals of the Republic of Uzbekistan: minority, equality, brotherhood, friendship, and peace are learned by students in the process of studying and activities of youth public organizations.

Any society performs the task of regulating normative-political, legal, moral behavior. What are the characteristics of legal and ethical norms and their mutual relations?

Ethical worldview is closely connected with appropriate standards of behavior. Any views in the legal field are not embodied in legal norms. At the same time, the moral norm covers all areas of human activity and is much more widespread than legal laws. The effectiveness of moral standards is achieved through regulatory mechanisms. With their help, normative requirements become internal necessary relations of a person, his moral qualities. Ethical norms have a universally binding character of behavior and contain instructions about what characteristics and qualities a person should have as a moral person. In this sense, moral standards always have the character of predicting and predicting the desired type, while the legal norm is aimed at the established type of behavior.

Thus, the formation of moral qualities is carried out by the educator's system of holistic approach to the individual, taking into account moral consciousness, moral feeling and moral behavior.

Ways and means of moral education: Moral education is carried out during the entire life of a person, taking into account the environment of family, comrades and friends, which has a decisive influence on the age and the student's right direction. Ways and methods of moral education have a moral character in the organization of special work such as giving moral lessons to students. Providing moral education fulfills several educational tasks: it gives a broad idea about the moral values of human life and culture.

Ethical perceptions influence the formation of views, judgments, evaluations, and on this basis, the formation of moral beliefs. It helps students to observe and enrich their moral experiences. It helps to morally educate the person himself.

Ethical knowledge is mainly carried out through conversations about ethics, lectures, thematic evenings, meetings with representatives of various professions, student conferences and other means. In the organization of moral education, it is necessary to take into account the age characteristics of students, their personal moral experiences, the level of awareness of moral standards, the relationship between the acquired knowledge in the field of ethics and moral requirements.

The explanation of moral standards is carried out effectively based on the worldview that serves as the foundation of moral knowledge. For example, moral concepts that reveal the moral essence of a person's attitude to the motherland, the social structure of the state, the level of

development of productive forces, and social and cultural value can be mastered only with a clear understanding.

The highest effect is achieved only when moral knowledge is combined with ethical images of knowledge in the field of ethics. The moral development of a person includes the formation of moral needs. There is a need for work, communication, assimilation of cultural values, development of cognitive abilities, etc. These needs develop in the real experience of students' activities and relationships. In the process of multifaceted activity, socially useful skills of behavior, moral habits, and stable relationships are formed.

In socially useful activities aimed at a specific goal, the child performs various tasks, each of them prepares him for certain social obligations. He is a student at school, a team captain at sports training, a boy or a girl in the family, etc. Each role requires a certain moral-psychological characteristic (bravery in the sports team and tenderness in the sense of sonship, etc.). Any social role requires the acquisition of the most important moral knowledge. Consciousness, responsibility, hard work, willingness to help, acting with personal interests. Therefore, the conscious acceptance of social obligations can serve as a powerful basis for mastering one or another task and ways of its implementation.

There is a strong connection between the formation of moral desire and practical activity. However, the activity of moral and objective importance does not always create the desired desire in the student.

Labor activity does not give significant achievements if other factors are not used in moral education. Moral habits occupy a special place in the system of moral education. Behavior determined by deep-rooted moral standards is a stable indicator of the moral cause of a habit. Habits include the use of ways of producing learned behavior. The usual forms and methods of behavior are developed in the process of mastering all moral norms. Often, moral habits are necessary for the formation of feelings of humanity, responsible approach to work. Habits are divided into simple and complex conditional behavior. Normal habits mean the actions and actions based on the rules of social life, established disciplinary standards and culture of communication.

Complex moral habits include the need to conscientiously perform civic, work, family duties, and ethical behavior. An important task of moral education is to turn behavior into a habit. Pedagogical requirements for the education of moral habits are based on the unity and interaction of the student's character and mind.

Before training this or that habit, it is necessary to make the student inclined to acquire positive habits and eliminate negative habits.

Education of moral habits is carried out on the basis of positive evidence of the student's character.

It is usually taught consistently from simple to complex and requires self-control and organization. The general environment of the educational institution is of great importance in the education of moral habits. The methods of character formation, which are supported by traditions and community laws, are easily mastered by students. The organization of the experience of the character is basically the creation of means of stable positive influence.

The acquisition of moral standards is enriched by the emotional attitude of a person to these standards. In a certain sense, the moral standard is also determined by the reasons that encourage one or another behavior.

Moral feeling, moral suffering and moral relations have a strictly personal spiritual image. They satisfy a person with noble actions and intentions, and when they violate moral standards, they make people feel guilty. Childhood needs a variety of emotions, and the task of the educator is to be able to give a socially necessary direction to the object of the child's emotions.

According to psychologists, junior school age is characterized by a high tendency to learn moral requirements and standards. This allows to lay a moral foundation in time for the development of a person. The essence of education, which determines the moral development of a person at a young age, is the formation of humane attitudes and relationships based on the child's emotional responsiveness.

At the age of adolescence, a certain experience in mastering the immediate environment appears, stable relations with peers are established. self-awareness, the need to confirm one's individuality increases. A teenager follows the example of people around him, seeks an ideal, and tries to choose a means of determining his position.

The desire to develop self-awareness and find one's place is a characteristic feature of a teenager. This desire forms feelings of interest in human personality, analytical approach to human affairs and their framework.

At a certain stage of the development of the feeling of self-awareness, a desire to find one's place in life appears in a teenager. This need is manifested in a very contradictory attitude, depending on the process of socialization of the person, previous life experience, and the specific characteristics of his mental and physical development. The desire to define one's position is combined with the growth of active independence, which is often manifested during adolescence. In some cases, the intellectual development of today's students surpasses the experience of high spiritual feeling and moral behavior, first of all, in the interaction and interaction with the people around them.

Adolescence and adolescence is a difficult period for education, but if the educator knows the student, his family, the nature of the difficulties that arise in his development, these difficulties can be prevented.

School should prepare a teenager for family life. One of the important means of such preparation is well-organized education. Sexual education is an element of moral education. Its correct implementation is extremely important for a person's hormonal development and moral health.

Labor education: Pupils' education was carried out with the joint effort of school, family and society.

In the course of learning the basics of labor education, the students' acquired knowledge is aimed at a specific goal, the scientific basis of the production process, and the development of their knowledge and professional interests. The student will get acquainted with the wealth created by human labor during all the years of study, and it is understood that these can be created only when they are able to work freely. In addition to what is generally considered, educational activity embodies elements that are generally considered for any kind of work. The student receives the first lesson of scientific organization of work during the educational process.

Labor education and labor education are interconnected and mutually reinforcing. Labor requires certain learning, appropriate skills and abilities, and a positive attitude towards future activities.

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