



## An Innovative Approach To Improving The System Of Moral Education Of Future Teachers

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**Abstract:** All over the world, there are currently contradictions in the development of material and moral qualities. In the process of development of world civilization under the influence of scientific and technological world ownership, human thinking becomes purposeful, rational, purely instrumental and unable to critically analyze the strategic goals of scientific and technological culture.

**Keywords:** students, innovative, teachers, ethics, education, personal spirituality, experience, progress, conversation, improved such didactic stages as comprehension, analysis, methods and techniques.

### **Introduction:**

Education and training in the country are undoubtedly related to the development of society, and an innovative approach in this regard is considered one of the important tasks. The scientific novelty of the research is as follows:

- improved such didactic stages as comprehension, assimilation, clarification on the basis of cognitive-targeted provision of proportionality of the degree of repeated impact on pedagogical and psychological characteristics (pedagogical culture, intellectual activity, correction) of the process of preparing future teachers for moral education of students in their future activities;
- clarified the components of the professional competence of preparing future teachers for moral education by associative integration of educational methods (debates, facilitation) into the dynamics of the educational process;
- improved the effectiveness of the process of preparing future teachers for moral education on the basis of motivational and diagnostic adaptation of such technologies of acmeological motivation as professional skills (design of an educational lesson, management of the pedagogical process, mastery of pedagogical techniques), deontological qualities;
- improved the traditional methods of preparing future teachers for moral education on the basis of the introduction of a new technological coaching program "Intensive education is the key to progress", based on a sequence of didactic and effective components.





The centuries-old experience of the development of our people is analyzed, and the educational processes changed as an important part of social life, based on the principles of the ideas of national independence. The process began with the creation of a legal framework for public education policy. Raising education and upbringing to a new, innovative high level based on the idea of independence is both an urgent demand of our time and a social task of society.

The subject of the research is the forms, technologies and means of improving the system of training future teachers for the moral education of students in the pedagogical directions of higher educational institutions.

- research objectives: scientific substantiation of pedagogical possibilities of improving the system of moral education of students;
- development of a holistic model for the formation of the competence of moral education of students among future teachers;
- improvement of the pedagogical algorithm for preparing future teachers for the moral education of students;
- development of scientific and methodological recommendations aimed at expanding the pedagogical capabilities of future teachers in the moral education of students.

#### **Research methods.**

Innovative scientific research methods such as observation, interview, social survey, test, theoretical and logical analysis, comparison, pedagogical experiment, generalization, mathematical and statistical analysis were used in the implementation of research and formation of scientific and pedagogical conclusions.

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educational lesson, management of the pedagogical process, mastery of pedagogical techniques), deontological qualities;

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The practical results of the research are as follows:

- developed a system of formation and improvement of professional competencies among future teachers, covering methods, methods and means of educating students of spirituality, high moral qualities;

- a number of practical suggestions are given to enrich the content of the course "Theory and History of Pedagogy" and special courses taught at HEU, introducing the ways of forming moral education among students;

- clarified the categories and levels of moral education taught to students in the educational process, developed the characteristic of the mechanism of formation of moral qualities and their improvement at the level of a personal trait;

- developed a system of practical recommendations, consisting of effective organizational and pedagogical methods and tools aimed at developing the moral qualities of future teachers.

### **Methods.**

President Islam Karimov: "In fact, there are no restrictions on educational reform. As long as life goes on, both education and upbringing will be constantly updated and updated in accordance with the new requirements of the time", he said. a new way of reconstruction has created a new model of education. [1;62]

Indeed, the great thinkers of the Uzbek people in their many years of research and discoveries have determined the principles of educating people polite, hardworking and patriotic. The works of our scientists pay great attention to the education of children, hard work, manners and the role of teachers in this work. In particular, according to Nasriddin Tusi (1201-1274), so that a teacher can influence the minds of students, he should feel responsible for gaining the confidence of students and take a place in their hearts. Farabi emphasizes that one of the main tasks of a teacher is to focus on the acquisition of moral standards, as well as practical skills and abilities of youth. According to Ibn Sina, training is a noble and useful activity. He emphasizes that the study of science through the human mind is important in the work of a teacher. In the





educational work of Beruni, the goals, objectives and place of education, his views on the development of man and the young generation are built on a truly humane and anthropological basis. The most important of Beruni's pedagogical ideas is the need for a thorough and reliable acquisition of knowledge. [2,72]

The importance of research in the field of public education in the study of the cultural heritage of the past is growing.

Therefore, the generalization and study of historical and pedagogical materials, called folk pedagogy is of great scientific importance.

The study of Uzbek folk pedagogy, the traditions of mentoring, moral education of young people, including the moral education of young schoolchildren, the use of modern methods of folk pedagogy in the practice of pedagogical activity has a certain scientific value. and practical value.

In modern pedagogy, prominent figures pay special attention to the use of the rich pedagogical heritage of the people.

A number of research works have been carried out on this topic, especially in the 20-30s of the last century, which were aimed at training students for teaching activities and the study of teaching activities.

In the conditions of independence of our state, the state education system needs a bright personality of the educator. A modern teacher should be an example of practical high morality, affirm the principles of goodness and justice, strengthen spiritual ties between all people living in our country.

Pedagogical activity remains a practical area of cognition and study of personality, which is a condition for the development of a teacher's personality.

The emphasis is on the psychological factors of moral education, the formation of new thinking. Continuing education creates favorable conditions for the general and professional development of every modern person. Teacher training is an integral part of lifelong learning.

### **Results.**

The future of our country depends on the general education and training of the young generation and on what moral values they have. In this regard, it is necessary to focus on creating human resources capable of making revolutionary changes in the economy, enriching culture, and updating the spiritual life of society.

The current stage of development of society presents new requirements for the theory and practice of learning. School teachers are also the subject of research. Scientific research makes a significant contribution to solving this





problem. They study the personality of the teacher separately. the importance of a teacher with a wide range of knowledge, pedagogical skills and abilities. Attempts are being made to determine the content of the teacher's professional activity and its organizational components. The importance of ideology, socio-political activity, a wide range of knowledge, the ability to work with children, love for them, a creative approach to work, methodological experience.

Spiritual culture as an important factor in the socialization of a future teacher is the acquisition of values in society and social activity based on achieving social and personal maturity, the ability to independently determine your goals and determine ways to achieve them, is a source of self-confidence.

As you know, the process of thinking is usually focused on finding a solution to the situation, the first stage of which involves a more or less understanding of the problem situation at the model level. How this process unfolds and develops depends on the sequence of creative thinking, depending on the situation. In the process of scientific and creative thinking, depending on the situation, a person makes comparisons, analysis, generalizations.

Creative thinking is an organizational process that determines what a sequence of steps is based on. So, this is clearly an algorithmic process that determines the quality of thinking, that is, the successful solution of practical problems facing a person. The sequence of the search for a solution to the situation is as follows: familiarize yourself with the situation, choose a solution strategy, determine specific actions, compare the results with the situation conditions.

A situation is a set of figurative, verbal and analytical information that reflects the course of events or the result of a specific process of interest to a person. Socio-pedagogical situations are a set of figurative, verbal and analytical information that allows you to draw clear conclusions by observing, identifying and solving the realities of public life. Socio-pedagogical situations play an important role not only in determining the active attitude of students to social and spiritual reality, but also in accelerating their social adaptation.

First of all, based on the objectives of the study, a research methodology was developed to organize experimental work to improve the system of preparing future teachers for the moral education of students.

Based on the essence of the goals and objectives that first of all needed to be realized, the general course and stages of experimental work were



determined. The following principles were the priority when determining these stages:

1. Achieving the implementation of specific goals and objectives at each stage.
2. Ensuring that there is a logical relationship, as well as consistency between stages.

In accordance with the results of the ascertaining experiment, experimental work was carried out at the preliminary and final stages, 704 future teachers from the third-fourth year students of Gulistan State University, Samarkand State University, Jizzakh State Pedagogical University took part in them.

When analyzing the results of pedagogical experimental work, the method of mathematical and statistical analysis was used, based on the results of experimental work conducted with students regarding the orientation of students towards research activities.

704 people took part in the experimental process, of which 350 were in the experimental group and 354 in the control group. The results of students' learning in the experimental and control groups are reflected in the following table (Table 1).

**Table 1.**

**Results of student learning in the experimental and control groups**

| №  | The content of moral education of students by future teachers | Results        |         | Number of students                           |   |
|----|---|----------------|---------|--|---|
|    |   | In percentages | Ratings | Results of assimilation in the control group | Results of assimilation in the experimental group |
| 1. | 1-5   | 92-100         | 5       | 53   | 9<br>2  |
| 2. | 6-9   | 83-91          | 4       | 58   | 9<br>8  |
| 3. | 10-14   | 74-82          | 3       | 90   | 7<br>3  |
| 4. | 15-18   | 65-73          | 2       | 75   | 5<br>2  |





|    |       |          |   |    |        |
|----|-------|----------|---|----|--------|
| 5. | 19-20 | below 65 | 1 | 78 | 3<br>5 |
|----|-------|----------|---|----|--------|

The brief essence of the question is this: let two main sets be given. One is the average knowledge scores of students in the experimental group, and the other is the average knowledge scores of students in the control group. The scores are assumed to have a normal distribution. This hypothesis is valid, since the conditions for approaching the normal distribution are simple, and they are met. Based on the above table, hypothesis N1 is selected, showing the effectiveness of student learning in the experimental and control groups, and hypothesis N0, which contradicts it. The results obtained are shown in Table 2.

**Table 2.**

**The degree of assimilation of the effectiveness of improving the system of preparing students for moral education by future teachers**

| Groups             | Number of students | Degree of assimilation |     |     |     |     |
|--------------------|--------------------|------------------------|-----|-----|-----|-----|
|                    |                    | "5"                    | "4" | "3" | "2" | "1" |
| Experimental group | 350                | 92                     | 98  | 73  | 52  | 35  |
| Control group      | 354                | 53                     | 58  | 90  | 75  | 78  |

Having determined the assimilation indicators and, accordingly, the number of students in the experimental group using  $X_i$ , as well as through  $Y_j$  in the control group, we will obtain the following statistically grouped variation series, and also denote the rating "5" with 5 points, the rating "4" with 4 points, the rating "3" with 3 points, rating "2" with 2 points and rating "1" with 1 point.

**Discussion** It is known that the formation of a person with a high spiritual culture is today one of the priorities of our state policy. The formation of a person with a high spiritual culture is a multi-stage, complex process requiring a technological approach. The technological approach to the formation of spiritual culture requires its feasibility and rational organization.

The basis of the educational process aimed at solving this problem is the expected results and methods for achieving it, planning activities that require modeling of achievement methods, implementing the developed plans and



models, and the teacher's educational activities related to managing people's activities and behavior. etc.

The formation of a spiritual culture is complex, and the technologization of this process does not always achieve the expected results: the formation of a spiritual culture is holistic, the pedagogical effect manifests itself in the form of small steps or the gradual formation of individual qualities. The educational effect is gradual rather than parallel; Involving a person in this process is a complex task and requires that the teacher supervise the process from beginning to end. This requires individual skills based on common technology.

### **Conclusion.**

Having studied the results of the analysis, the presented theoretical and methodological developments in the research work, as well as their impact on the results, the following conclusions were formulated:

1. The study and assimilation of national values as an important factor in preparing future teachers for the moral education of students, the manifestation of social activity on the basis of social and personal maturity, the independent establishment of goals, and the determination of ways to achieve them serve as a source of confidence in one's place in society.

2. When preparing future teachers for the moral education of students, it is necessary to be based on specific methodological approaches and theories, taking into account the integrity and unity of historical, philosophical, national, pedagogical and psychological factors.

3. The mechanisms for preparing future teachers for the moral education of students have been improved on the basis of a differentiated approach aimed at the harmony of nature and society, humanism, and the value-based and meaningful activity of the individual.

4. The diagnostic system for preparing future teachers for the moral education of students has been improved on the basis of sensory-emotional and activity-creative criteria focused on information-cognitive, personal values, as well as a set of pedagogical and psychological methods for diagnosing indicators that meet these criteria.

5. It has been established that block-modular technology, including the stages of observation, acquaintance, cognition, assessment, reflection, interiorization, actualization, strengthening and correction, used in preparing future teachers for the moral education of students, gives a great effect in conditions of inextricable and continuous integration.





6. Preparing future teachers for the moral education of students forms the basis of the modern educational paradigm and serves the personal and professional position of future specialists.

7. It has been established that when preparing future teachers for the moral education of students, it is necessary to pay attention not only to the consciousness, but also to the feelings of students, to form their behavioral habits and skills in accordance with the moral requirements that society sets for the individual, to rely on the pedagogical possibilities of unity "consciousness-sensation-will".

8. When preparing future teachers for the moral education of students for the successful implementation of the intended goal, it is appropriate to increase the efficiency of cooperation between families, mahallas, non-governmental and non-profit organizations, and the rational use of the reading culture that is being formed in society.

9. It is important to classify the influence on the moral education of students along with such qualities necessary for students as hard work, honesty, and such shortcomings as indifference, cruelty, selfishness.

Based on these results, we can say that the curriculum was developed in order to improve the system of training future teachers for the formation of social skills in students based on a new innovative approach, the project of forming social skills in students and the organization of these processes. developed. The model, as well as the use of presented methods and recommendations, serves to ensure the effectiveness of pedagogical processes.

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