



MORAL EDUCATION AT THE ENGLISH LESSON IN GENERAL SCHOOLS

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ANNOTATION

This article discusses the moral education of students in English lessons. A list of goals, objectives and methods of moral education at school is given, the moral qualities of a person are indicated, which are formed through a foreign language. The essence of such concepts as "moral education", "goals and objectives of moral education", "conditions for the effective formation of the moral behavior of schoolchildren", "methods of morally directed teaching", "individual moral experience", "personal qualities of the student" is revealed.

The relevance of the issue of moral education of schoolchildren is determined.

The significance of the content side of the discipline "Foreign language (English)" in the process of moral education of students is analyzed and revealed. A list of topics and exercises is given that contribute to the creation of the necessary basis for the effective mastery and demonstration of the moral qualities of schoolchildren in foreign language classes.

KEYWORDS: *English language, moral education, aesthetic and ethical cultures, values, patriotism, skills and habits, social and cultural sphere, spirituality.*

ПРАВСТВЕННОЕ ВОСПИТАНИЕ НА УРОКЕ АНГЛИЙСКОГО ЯЗЫКА В ОБЩЕОБРАЗОВАТЕЛЬНЫХ ШКОЛАХ.

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Аннотация

В данной статье рассматривается нравственное воспитание учащихся на уроках английского языка. Дается перечень целей, задач и приемов нравственного воспитания в школе, указываются нравственные качества личности, которые формируются посредством иностранного языка. Раскрывается сущность таких понятий, как «нравственное воспитание», «цели и задачи нравственного воспитания», «условия эффективного формирования нравственного поведения школьников», «приемы нравственно направленного обучения», «индивидуальный нравственный опыт», «качества личности ученика».

Определяется актуальность вопроса нравственного воспитания школьников.

Анализируется и раскрывается значимость содержательной стороны дисциплины «Иностранный язык (английский)» в процессе нравственного воспитания учащихся. Дается перечень тем и упражнений, которые способствуют созданию необходимой основы для эффективного овладения и демонстрации нравственных качеств школьников на занятиях по иностранному языку.

Ключевые слова: *английский язык, нравственное воспитание, эстетические и этические культуры, ценности, патриотизм, навыки и привычки, социально-культурная сфера, духовность.*

A foreign language at school is an integral component of the learning process. A foreign language acts as a means of forming and educating a morally responsible person, as a means of communication, knowledge,



understanding and interpretation of the facts of a different culture, awareness of one's own culture and familiarization with it of representatives of other language communities. Among the goals of teaching a foreign language is an educational goal, which involves: the education of a humanistic worldview, respect for representatives of other cultures, patriotism; formation of a system of value orientations, moral and aesthetic views; education of a culture of communication, feelings, behavior, the need for self-education [1].

Main part. One of the components of the process of teaching both a foreign language and other subjects at school is moral education, aimed at familiarization with universal and national values, the formation of aesthetic and ethical culture, the education of a culture of self-knowledge and self-regulation of the individual, aimed at creating a need for self-development and social interaction, psychological culture [2]. Morality, in turn, is a set of historically established principles, norms and rules of human behavior, which were supported and are supported by the power of public opinion, traditions, habits, education system and personal beliefs [3]. The process of moral education itself is a purposeful, rich and organized pedagogical process that contributes to the formation of moral views, beliefs, value orientations, the formation of the ability to be guided in situations of moral choice by the motives of duty, conscience, justice, respect and love [4].

The relevance of the issue of moral education stems from the humanistic paradigm of modern pedagogy, aimed at shaping a personality capable of surviving in difficult socio-economic conditions and finding its niche in market relations without losing human dignity. To do this, it is necessary to solve the problem of overcoming the contradictions between the system of national and universal values approved by the progressive public consciousness and the real mores of the microenvironment in which the formation of the initial life experience of schoolchildren takes place. It is necessary not only to introduce children to the system of humanistic values, to develop moral and aesthetic ideals in them, to accustom them to the correct assessment of their actions, to teach them to make the right choice in difficult life situations, but also to raise the moral and psychological culture of parents. The importance of the formation of moral experience was pointed out by Aristotle, A.S. Makarenko and V.A. Sukhomlinsky. Individual moral experience is considered as a motivational-need and operational readiness of a person to self-organize his behavior on the basis of moral principles and values developed by the public consciousness. They act as a motivational core for moral activity, in the process of which a person, realizing various types of duty, develops in himself certain life attitudes, personal qualities that characterize him as a person.

The conditions for the effectiveness of the formation of the moral behavior of schoolchildren include:

- The teacher's focus on the formation of moral motives and attitudes in children;
- Reliance on the theory of student-centered learning and best practices in moral education;
- a variety of methodological support in the formation of the moral experience of schoolchildren in the educational process: the selection of visual material, life situations with moral content, conducting workshops on ethical culture, creative use of the educational potential of one's subject (foreign language);
- timely resolution of contradictions between the moral values of public consciousness and the negative actions of the microenvironment through the organization of individual, group and collective forms of work of children's and parent teams [5].

Thus, the integrity of the formation of the experience of the moral behavior of schoolchildren determines: education, which is organized in the classroom; interactive activity in the lesson; relationships; collective and group tasks; inclusion of the child in all activities; reflection, etc. We must not forget that in order to consolidate the first positive results, it is necessary to give the student freedom of choice, note the positive aspects in his behavior and attitude, encourage with a word and treat with understanding all the student's feelings about his moral choice and self-determination [6].

Based on the foregoing, it is possible to represent the structure of the experience of the student's moral behavior as follows:

- Knowledge: historical and cultural values, ethical, aesthetic and spiritual values;



- Skills: make decisions in situations of moral choice, resolve conflict situations, analyze moral actions and situations, predict the results of behavior;

- Skills and habits: culture of behavior in everyday life, caring for others, behavior in society, positive interaction;

- personality traits: independence of thinking in the sphere of morality, reflexivity, value orientation of thinking, empathy, impression, a sense of the sublime and proper.

To implement the moral orientation of teaching, the teacher can use the following techniques:

- Presentation of the situation with moral content; - personal example of the teacher;

- Holistic intuitive perception of it;

- Sensual individual assessment;

- logical analysis of individual judgments-assessments, correlation of one's assessment with others;

- Introspection;

- Adequate praise;

- Practical consolidation of norms in a behavioral act [5, 6].

The experience of moral behavior will acquire a holistic character if there is a subject in the system of teaching schoolchildren that systematically includes children in various types of personally significant activities that form knowledge, skills, and habits of moral behavior. For schoolchildren of any level, such a subject can be a foreign language (English) [5]. A foreign language (English) as a school subject has a wide and comprehensive content side, which can be divided into the following areas and their components:

- social sphere: family, relationships, help around the house, friends, animals, housing, shopping and shopping, healthy lifestyle, good and bad habits, culture of life, interpersonal relationships;

- educational and labor sphere: school, study, foreign language lessons, rules of conduct at school, school traditions, choice of profession, plans for the future, education in Uzbekistan, the role of a foreign language;

- socio-cultural sphere: national and family holidays, cultural leisure, art, sports, international cooperation, cultural life of Uzbekistan, national character, rules of safe behavior; - social and educational sphere: the Republic of Uzbekistan (geographical position, climate, customs and traditions), prominent people of Uzbekistan, historical information about Uzbekistan and Great Britain, the state structure of these countries. Due to the diverse and deep subject-thematic content of teaching aids for schoolchildren in English, teachers have the opportunity to form the moral qualities of students, they can create various pedagogical situations related to the formation of the moral qualities of the student's personality. A foreign language contributes to the formation of such personality traits of a student as: politeness, gratitude, diligence, friendship and devotion, discipline, nobility, will, patience, mutual assistance, responsibility, sympathy, joy for others, fidelity, self-control, frugality and curiosity.

After analyzing the textbooks for schoolchildren in grades 3-6, we can state the fact that the topics: "Acquaintance", "Family", "My home and pets", "At the lesson", "Day off", "Native land", contribute to the formation, development and application of such morally oriented qualities as caring for oneself, loved ones and pets, love for parents, friendship, diligence, helping elders, discipline, compassion, love for the country, knowledge of the holidays and traditions of the native land, as well as gratitude.

The topics of grades 7 - 11 in English become more in-depth, extensive and more complex: "Studying at school and school life", "Relationships and friendship", "Memorable places", "Holidays", "Health and sports", "Art" , "Professions", "Youth", "Countries of the world", "The world around us". These complex and morally oriented topics are aimed at such educational activities, during which the personal meaning of the moral principles and norms of students is formed, realized, and experienced [7, 8].

The presence of a wide range of topics for study cannot be a guarantee of a productive and successful mastery of moral qualities. Both the content, and the goal, and the methods, and techniques, and the desire of the teacher and students must go together with well-chosen and morally oriented tasks and exercises. Here is just a small list of tasks



that will contribute to the rapid assimilation of both knowledge and moral norms, which will allow the teacher to conduct lessons for the benefit of students, for their moral formation and development:

- express your opinion, judgment, arguments;
- tell your story;
- give advice to the hero who finds himself in a difficult life situation;
- evaluate the actions and deeds of the characters in the story;
- analyze the situation and highlight the positive and negative motives of the behavior of the actors;
- write an essay to put forward their proposals;
- conduct an interview;
- to beat the situation and give it an estimated characteristic; - act as an expert on one of the topics;
- create a project about your country;
- "advertise" the best qualities of your classmate friend; - express praise or blame;
- share tips on how to find a true friend and maintain a good relationship;
- perform voluminous grammatical exercises to consolidate knowledge and educate the will;
- present the family tree and talk about family traditions; - compare the traditions and cultural holidays of your country and the country of the language being studied.

Having considered the possibilities of a foreign language in the process of forming the moral qualities of secondary school students, we can formulate the following conclusions:

- 1) the most important function of education is the formation of moral consciousness and moral qualities of students;
- 2) the specificity of the process of moral education is determined by its content;
- 3) the formation of the moral qualities of a student's personality is an integral part of the process of teaching a foreign language;
- 4) the content of the discipline "Foreign language" contributes to the mastery of certain moral qualities by students;
- 5) selected and carefully thought-out tasks and exercises in foreign language lessons create the necessary conditions both for the acquisition of moral qualities and for the manifestation of these qualities by students in situations created by the teacher.

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