

MENTAL ENLIGHTENMENT SCIENTIFIC –
METHODOLOGICAL JOURNALMENTAL ENLIGHTENMENT SCIENTIFIC –
METHODOLOGICAL JOURNAL<http://mentaljournal-jspu.uz/index.php/mesmj/index>AN EMPIRICAL STUDY OF THE FORMATION OF MORAL VALUES IN
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ABOUT ARTICLE

Key words: communication, culture of communication, attitude, interpersonal relations, complex relations, culture of attitude, decision, morality, education, fact, decree.

Received: 16.03.25**Accepted:** 18.03.25**Published:** 20.03.25

Abstract: In the article, moral development is an opportunity unique to a human being, and therefore absolutely necessary and mandatory processes that should accompany a person throughout his life, and the moral development of a child begins in the family, continues at school, and at any stage of life. It is said that it should not remain. At the same time, the interest of students of junior school age turns from interest in specific facts to interest in laws and principles, psychological studies conducted in recent years show that interest in the ways of mastering knowledge may arise in the middle of junior school age. Means and methods of moral education have their own characteristics when organizing certain activities aimed at moral education. Especially at school, it is necessary to raise morals based on the opportunities of finding the child in the community. Communication with peers and teachers, joint activities are able to form moral habits and qualities of social and social importance.

Introduction

The spiritual and moral culture of students is considered as a mechanism for self-awareness and development of the individual. The importance of university students' leisure

time, self-education and participation in social life is revealed [1, 2]. Spirituality and morality determine certain norms and stereotypes of behavior for young people, which they adhere to in most life situations [3]. Thus, spirituality and morality are specific components of the system of managing human activity at any level, from personal to social [4]. The work [5] expresses the idea of designing a spiritual and moral model of the individual. It is common for student youth that many external factors influence the formation of students' cultural and moral orientations, among which the influence of subcultures and fashion trends is a very important component [6, 7]. An analysis of recent publications shows that most of them are based on a qualitative analysis of the current situation, which makes it difficult to develop effective management decisions. Among the publications related to the research topic, two works can be distinguished in which quantitative assessments are used to some extent [8-9]. Among the works that provide a comprehensive quantitative assessment of the value system of Uzbek youth, one can distinguish the work [10]. The logical conclusions in this work are based on the analysis of expert assessments.

In this study, we proposed to describe the processes of forming students' spiritual and moral values using quantitative assessments obtained as a result of analyzing data from student questionnaires as follows.

Materials and methods.

The research task was to empirically study the psychological characteristics of the manifestation of moral values in students. To implement this task, we used D.A. Leontyev's "Directions of Life Meaning", S. Schwartz's "Method of Studying Value Directions", I.G. Senin's "Directions of Values", and the author's questionnaire "Reflection on Life Experience" modified by N.E. Shchurkova [11].

D.A. Leontiev's Life Meaning Test.

This method consists of a scale of 20 symmetrical questions, which consist of completely alternative sentences with the same title. The test indicators include a general indicator of the meaning of life (ML), as well as five subscales reflecting three specific life directions and two aspects of the locus of control:

1. "Goals in life". Describing purposefulness, the presence or absence of goals that give meaning, direction and time perspective to life in the future life of the subject.
2. "Life process or interest and emotional intensity of life". A person's satisfaction with his current life determines the perception of his life process as interesting, emotionally rich and

meaningful. The content of this scale corresponds to the idea that the only meaning of life is to live.

3. "Life effectiveness or satisfaction with self-realization". It measures satisfaction with the past part of life, evaluation of the past part of life, feeling how productive and meaningful the part lived was.

4. "Locus of control is me (I am the master of life)." Describes the idea of a strong individual with sufficient freedom of choice to build his life in accordance with his goals and ideas about its content and to control the events in his life.

5. "Locus of control is the life or control of life." Reflects the belief that a person has the ability to control his life, make free decisions and implement them, the belief that human life is consciously controlled [12].

S. Schwartz's method of studying value orientations.

Schwartz's method of diagnosing value orientations allows you to diagnose the structure of value orientations of a person or group. (through the average indicators of the group)

The main feature of this technique is that the concept of value is differentiated in it. That is, value is not seen as a monolithic thing. The author of the test identifies two types of values:

Values as abstract ideals. They are determined by evaluating nouns and adjectives that characterize various values.

Values as a guide to action. These indicators are determined by evaluating specific actions of people.

In some empirical studies, this division of values can be important and interesting. After all, often at an abstract level a person is oriented towards certain guidelines, and in practical activities - towards others.

Contents

1. Purpose
2. Theoretical basis
3. Description of the Schwartz technique
4. Testing process
5. Keys to the Schwartz values questionnaire
6. Description of the Schwartz test scales for diagnosing value orientations
7. Interpretation of results
8. An example of analyzing values using the Schwartz test [13].

I.G. SENIN'S QUESTIONNAIRE "VALUE DIRECTIONS"

Instruction: "You are presented with questions that reflect various desires and wishes of a person. Read each question carefully and compare its content with yours.

The answer options are as follows:

1. It has no importance for me.
2. Not so important.
3. Of some importance.
4. Important, necessary.
5. Very important, absolutely necessary [14].

N.E. Shchurkova's test "Reflection on life experience"

The purpose of the test is to reveal the moral education of students.

To successfully pass the test, absolute silence and anonymity are required (gender can be indicated only by putting the letter "u" for a boy, and the letter "d" for a girl). For more convenient calculation of the results, sheets of paper are prepared in advance.

It is important to ensure that the atmosphere during the test is conducive to concentration, sincerity and sincerity. Test questions should be read one by one in a flat, monotonous voice, so that the saturation of intonation does not affect the choice of answer.

"This methodology reflects 4 main indicators of morality

- attitude to society, patriotism (social, ethnic tolerance);
- attitude to mental labor (social, tolerance);
- attitude to physical labor (social, tolerance);
- attitude towards people (social, ethnic tolerance) [15].

Result and discussion

We proceed to the analysis of the initial results obtained through D.A. Leontiev "Directions of Life Meaning" questionnaire, which was selected based on the goals and objectives of our initial study (Table 1).

Table 1.

Analysis of the preliminary results of the questionnaire of D.A. Leontiev - "Directions of Life Meaning" (n=300)

Scale Name	Average (M)		Differences
	Stage 3, n=160	Stage 4, n=140	t
Goals	8,7	6,5	-2,4*
Process	7,4	9,3	-2,5*
Outcome	8,4	9,1	-1,6
Locus of Control-Self	8,5	10,8	-2,8*

Locus of Control-Life	7,3	8,2	-1,2
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Note: * $p < 0,05$, ** $p < 0,01$, *** $p < 0,001$.

According to the analysis of the preliminary results of the questionnaire "Directions of Life Meaning" by D.A. Leontyev, significant differences were noted in the factors "life - goals" ($t = -2.4$; $p < 0.05$), "life - process" ($t = -2.5$; $p < 0.05$) and "life result" ($t = -2.8$; $p < 0.05$).

On the initial "goals" factor of the methodology, 3rd-year students achieved high results. It is known that students are characterized by such characteristics as the ability to initiate creative activity, think, analyze, pay attention to problematic issues, solve non-standard problems, quickly adapt to difficult situations, adequately perceive new views and values, and be open to new ideas. Therefore, these characteristics serve to increase professional responsibility in students.

Table 2.

Analysis of preliminary results obtained using S. Schwartz's "Value Orientation Study Method" (n=300).

Name of scales	Average (M)		Differences
	Stage 3, n=160	Stage 4, n=140	t
Purpose	10,2	13,1	-3,4*
Theoretical basis	14,5	11,3	-2,9*
Description of the Schwartz technique	9,1	11,5	-2,1*
Testing process	10,4	12,2	-2,5*
Keys to the Schwartz Values Questionnaire	10,1	12,0	-2,6*
Description of Schwartz test scales for diagnosing value orientations	10,6	13,7	-2,3*
Interpretation of results	11,3	9,5	-2,1*
An example of analyzing values using the Schwartz test	12,4	12,5	-1,5

Note: * $p < 0,05$, ** $p < 0,01$, *** $p < 0,001$.

In the course of our research, the factor of willpower that affects the formation of students' sense of professional responsibility was also studied.

Significant differences were noted according to the analysis of the preliminary results obtained by S. Schwartz "Method of studying the direction of value". Including "purpose" ($t = 3.4$; $p \leq 0.05$), "theoretical basis" ($t = 2.9$; $p \leq 0.05$), "Description of Schwartz technique" ($t = 2.1$; $p \leq 0.05$), "trial process" ($t = 2.5$; $p \leq 0.05$), "Schwartz values questionnaire keys" ($t = 2.6$; $p \leq 0.05$),

"Value differences were observed in the factors "Description of Schwartz test scales" ($t=2.3$; $p \leq 0.05$) and "Interpretation of results" ($t=2.1$; $p \leq 0.05$)

Significant differences were observed on the initial "goal" factor of the methodology. In particular, aspects such as patience, commitment to fulfilling one's obligations in studies and work, responsibility, and thinking before starting a job were identified.

Table 3.

I.G. Analysis of preliminary results obtained according to Senin's "Directions of Values" methodology (n=300).

Name of scales	Average (M)		Differences
	Stage 3, n=160	Stage 4, n=140	t
Not important to me	8,7	6,5	-2,7*
Not very important	7,4	10,4	-3,1*
Somewhat important	6,4	8,1	-2,6*
Important, necessary	8,5	9,6	-1,5
Very important, absolutely necessary	6,3	8,2	-1,4

Note: * $p < 0,05$, ** $p < 0,01$, *** $p < 0,001$.

No significant differences were observed in the "Method of studying the value direction" factors. This indicates that the students of the 3rd and 4th level were able to understand the meaning of life, that they are responsible for their own life, and values were shown as one of the main criteria.

I.G. According to the analysis of the preliminary results obtained by Senin's "Directions of Values" methodology, "It has no importance for me" ($t=-2.7$; $p < 0.05$), "It is not so important" ($t=-3.1$; $p < 0.05$) and "Known importance" ($t=-2.6$; $p < 0.05$) factors were found to have significant differences.

According to the methodology's next factor "Known importance", the students of the 4th stage recorded a positive result. This means that they have a high level of self-esteem, belief in their abilities and abilities, willingness to overcome difficulties and experience in solving problems in educational activities.

At the next stage of our research, N.E. A questionnaire modified by Shchurkova "Thinking about life experience" was conducted.

Table 4.

N.E. Analysis of preliminary results of the questionnaire "Reflections on life experience" modified by Shchurkova (n=300)

Name of scales	Average (M)		Differences
	Stage 3, n=160	Stage 4, n=140	t
Attitude towards society, patriotism (social, ethnic tolerance)	9,7	11,6	-2,5*
Attitude to mental work (social, tolerance)	9,4	7,2	-2,1*
Attitude to physical work (social, tolerance)	7,8	10,1	-3,1*
Attitude towards people (social, ethnic tolerance)	8,2	10,7	-2,5*

Note: * $p < 0,05$, ** $p < 0,01$, *** $p < 0,001$.

N.E. According to the analysis of the preliminary results of the questionnaire "Reflection on life experience" modified by Shchurkova, "Attitude to society, patriotism (social, ethnic tolerance)" ($t = -2.5$; $p < 0.05$), "Attitude to mental work (social, tolerance)" ($t = -2.1$; $p < 0.05$), "Attitude to physical labor (social, tolerance)" ($t = -3.1$; $p < 0.05$) and "Attitude towards people (social, ethnic tolerance)" ($t = -2.5$; $p < 0.05$) factors revealed significant differences.

We can see that the first factor of the methodology "Relation to society, patriotism (social, ethnic tolerance)" has a high result in students of the 4th stage. This is determined by the fact that students of the 4th stage give priority to the methods of communicative influence in the processing of educational information, in the formation of scientific innovative ideas. It was also found that internal speech is highly important in stabilizing the emotional states that arise in the process of communicative information exchange and adaptation to educational activities.

According to the methodology's next factor "Relation to mental work (social, tolerance)", it was found that students of the 3rd level have a high level of such aspects as the desire to avoid problems, the team, failure, lack of confidence in one's own strength, and low self-esteem. According to the next factor "Relation to physical work (social, tolerance)", the students of the 4th stage recorded a positive result compared to the students of the 3rd stage. So, the role of social motives in directing them to educational activities is incomparable. Because this motive is inextricably linked with students' needs to improve their position in the group and work on themselves. It was found that social motives have a lower index in the students of the 3rd stage due to the influence of social difficulties related to the educational process in them.

Conclusion

The results of the theoretical analysis of scientific works and the experimental survey made it possible to draw the following conclusions.

- Factors affecting the formation of moral values were identified.

First, moral credibility is a characteristic of a person's level of self-awareness, in which life goals and the means of achieving them are implemented, regulated and regulated according to moral standards. It has cognitive, semantic, emotional and moral determinants measured by psychological methods.

Second, moral credibility is ensured by a compromise between moral and economic values of the employee.

- It is shown that students are connected with moral values and directions of life meaning. Moral and value orientations reveal to man the choice between good and evil, which he does not because of necessity, but because of the awareness of this necessity. The basis of moral value orientations is the freedom of choice, which is an internal regulator of human behavior, even when no one is observing it. The definition of value directions occurs in the human mind, and their formation occurs in the process of gaining personal experience.

- The level of moral education in the formation of moral values among students is determined. The study was developed taking into account the cultural, historical, ethnic, socio-economic, demographic characteristics of the region, the characteristics of students and parents, the characteristics of the educational process and the resources of the social environment.

- A program aimed at the formation of moral values was developed and its effectiveness was determined. Thus, the testing of the "Ethical Choice" program in two educational groups proved the effectiveness of social-psychological training as a means of developing the moral sphere of a 20-22-year-old student.

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