BASIC PRINCIPLES OF THE PROCESS OF MORAL AND AESTHETIC EDUCATION

Turkmenov Farrux Nuritdinovich
senior lecturer
Bukhara Institute of Engineering and Technology
REPUBLIC OF UZBEKISTAN

Abstract. This article analyzes new scientific ideas for the organization of pedagogical activity based on the analyzed laws and principles in order to develop the process of moral and aesthetic education.

Improving the process of moral and aesthetic education in the higher education system is an important and urgent task. Moral and aesthetic concepts, faith, honesty, piety, honor, modesty, the ability to feel beauty, and similar human qualities do not develop spontaneously. At the heart of all this lies upbringing. In particular, the importance of higher education institutions in the development of perfection, thirst for knowledge, willpower, richness of mental and moral qualities, aesthetic tastes.

In order to develop the personality in higher education, special attention is paid to the principles, factors, system, conditions and essence of moral and aesthetic education of future professionals. The principles of moral and aesthetic education are:

- the age of students, their individual psychological characteristics, the initial level of moral and aesthetic education;
- structure, consistency, step-by-step, integrity, interdependence between disciplines, sequence, integrative;
- technology, unity and integrity;
- use of all didactic principles;
- regularity, from raising the problem to solving it;
- positiveness, exemplary, showy, the pursuit of ideals;
- combining the educational process, moral and aesthetic education of future professionals, the development of their personality with humanistic ideas;
- cultural compatibility is associated with national-cultural, universal, moral and aesthetic values;
- person-centered - attention to the person, attention to what he prefers, his choices, reading and self-expression in life, and so on [3].

It is known that moral and aesthetic education is inextricably linked with the moral and aesthetic worldview. Because the worldview is also formed in the process of upbringing.

Just as a comprehensively developed harmoniously developed person is formed in the process of upbringing, so a person's moral and aesthetic worldview develops in this process. After all, upbringing is a manifestation of a pedagogical process aimed at the acquisition of purposeful, consciously carried out social experiences: knowledge, skills and abilities, methods of creative activity, social and spiritual relations. Through education, social experiences are mastered, knowledge is transformed into beliefs and convictions, behavior and worldview are formed, the essence of beauties in material and spiritual life is studied, moral and aesthetic ties
between people are perceived, and creative activity is formed. It is therefore not expedient to treat upbringing as a simple phenomenon. “Education is an eternal process in society, a holistic pedagogical system with its own structure: purpose, material base, principles, laws and methods, forms and means, subject-object, management and achievement of results. As in other social structures, education requires the observance of certain laws in its organization”. Accordingly, the laws of upbringing are strong, repetitive, and fundamental connections in the educational process, and are an influential result of the formation and development of the individual.[1-5]

The more useful the activities of those preparing for the future profession are for the country, the more purposeful, and the more rationally organized the relationship, the more effective it will be for both the society and the specialist. It should be noted that the relationship between people is formed in the process of activity and achieves the goal. Advanced pedagogical, psychological doctrine shows that a person is formed and develops as a person in the process of his attitude to reality, social environment and other people. The formation and development of a person as a person is the formation of relationships in the process of human activity. In particular, the subjects of educational institutions - educators, teachers, school administration, students, parents, school communities and their organizations, neighborhoods, etc. Interpersonal relationships in communities create an educative relationship, and they are important for the formation and development of valuable personal qualities and qualities for a person. Therefore, the recognition of activities and attitudes in the educational process of higher education is the basis and source of development of the student's moral and aesthetic worldview [7-10].

Areas of activity of the process of moral and aesthetic education of students of physical culture of higher education institutions through sports holidays have been identified (Figure 1.3.1).

Figure 1.3.1. Areas of activity in the process of moral and aesthetic education of students

Principles of moral and aesthetic education are the rules that reflect the requirements for the content of moral and aesthetic education, the form, methods, means, organization of its development, the dialectical relationship between the subjects and objects of this process, the norms of moral and aesthetic education.
These rules will be the basis for the development of the process of moral and aesthetic education of students. Experience has shown that it is effective and efficient if the activities are organized in the process of moral and aesthetic education. After all, principles play a guiding, goal-orienting role for the participants in this process. The principles of moral and aesthetic education are:

1. **The principle that moral and aesthetic education is goal-oriented and socially oriented.** The organization of educational work on the basis of the general purpose, requirements, needs of the society, providing students with national moral and aesthetic knowledge, skills, competencies, confidence in ethical and aesthetic ideas, devotion to building a democratic civil society, direct participation in socially useful work effective use of educational tools. This principle helps the student community to see the prospects of social development, to strive for the future.

   Man lives and functions in a certain space as a social being. His lifestyle, direction of activity should be organized on the basis of the requirements of this space. As we build a democratic state and civil society based on the rule of law, the qualities of a person with a developed moral and aesthetic upbringing should be based on the laws adopted and applied by that society and serve to form moral and aesthetic qualities in people. It is known that the main goal of our national ideology is to build a free and prosperous Motherland, a free and prosperous life, the development of the Motherland, Peace in the country means educating young people who are fighting for the welfare of the people. In this process, the main activity of the teacher is to inculcate these ideas in the minds and hearts of young people, to educate them in a morally and aesthetically harmonious way, and on this basis to develop such qualities as creative thinking, moral and aesthetic beliefs, ideals, honesty, kindness. Approaching the development of the process of moral and aesthetic education of students on the basis of the principle of social orientation, effective organization of the educational process ensures the development of young people as true and selfless, because moral and aesthetic education is a means of educating students to be truly patriotic, hardworking, religious [11-14].

2. **The principle of connection of moral and aesthetic education with social life and work.** A person is formed and developed in the process of useful activity under the influence of the social environment. On this basis, moral and aesthetic education reflects the scientific, ideological views of man on nature, society, himself and people, the events of society. Ethical and aesthetic knowledge is aimed at acquainting students with the essence and life of the civil society being built, to make them active participants in the construction of this society.

   Therefore, in addition to the audience, spiritual and educational activities are of great importance as a continuation of this process. Because in the process of spiritual and educational work carried out outside the classroom, physical education activities serve to fully meet the demand for action. In particular, various sports clubs ("Young Gymnast", "Football", "Volleyball", "Wrestling", etc.), sports competitions, sports holidays, meetings, excursions, optional classes, etc. are included in out-of-class sports events. Among them, various sports holidays play a special role in the moral and aesthetic education of students in higher education institutions. Because the importance of sports holidays in higher education and its role in the physical education of students plays a key role in the upbringing of healthy children, both for the Motherland and for every family. At the same time, the younger generation is gaining moral and aesthetic perfection.

   For example, sports festivals such as "Universiade", "Balli qizlar", "Balli yigitlar", "Alpomish avlodlari", "Barchinoy avlodlari" are among them.
3. The principle of humanization of the process of moral and aesthetic education. It is well known that civil society is a free individual, a society of humane people. In this society, human rights and freedoms are recognized and the rule of law prevails. At the same time, a person independently determines the goals and objectives of his activity, reaches the level of full use of his strength and capabilities, as well as personal interests in the interests of the country and the people. The principle of humanization of the process of moral and aesthetic education of students requires the observance of the following in the application of this principle:

- The student is a pupil, respect for his dignity and humane treatment.
- Formation of vital skills and abilities in students;
- Fostering the qualities of mutual respect and friendship, educating young people in the spirit of patriotism;
- Rely on positive norms of behavior, habits of the student in the process of organizing and conducting exemplary educational situations, situations, events.
- To inculcate in the minds and hearts of every young person that the goal of humanity is to fully improve human life and activity, to ensure rights, freedoms and liberties.

4. The principle of a holistic approach to the development of the process of moral and aesthetic education. The development of the process of moral and aesthetic education of students is based on the mutual unity and influence of consciousness, emotions, behavior, behavior. A distinctive pedagogical feature of this principle is that it also provides a systematic approach to the development and management of the process of moral and aesthetic education. This enhances impact and interaction.

5. The principle of reliance on national and universal values in the moral and aesthetic education of students. This principle of education, including moral and aesthetic education, is formed and developed on the basis of the values formed on the basis of high thinking during the centuries-old life and activity of our people, the meaning of which is important for a better understanding of national identity. After all, they reflect the spiritual and cultural image of man, lifestyle, various aspects of the development of society. Therefore, the role of values in the development of national pride, moral and aesthetic beliefs, moral and aesthetic ideals, morality, honesty, confidence in the future, national ideology in the younger generation is invaluable.

Universal values are created by the intellect based on the needs and requirements of people, embody their imaginations, thoughts, dreams, aspirations, beliefs, rules of etiquette, are designed and tested in life, and are the basis for the development of moral and aesthetic education of students. Therefore, the development of moral and aesthetic education in the interdependence of both national and universal values is beneficial for both the country and society, and has an important pedagogical value in the training of educated, qualified, well-developed specialists.

5. The principle of personality orientation of moral and aesthetic education. This principle implies a reliance on the personal qualities of the student, that is, the student's personality is at the center of educational work in higher education institutions. On this basis, in the organization and practical application of educational influences, the educator must be based on the valuable plans, directions, formed worldviews, activities and behavioral motives of students. This requires the educator to regularly study the individual characteristics of students, types of temperament, specific aspects of character, attitudes, tastes, habits [15].
Physical education and sports are also a means of strengthening peace, cooperation and friendship between different peoples. With its help, students regularly engage in friendly communication and cooperation with people of different nationalities. As a result of participating in sports competitions in different countries with students of different nationalities, students are able to get acquainted with the culture, lifestyle, historical monuments of that nation, make mutual friends and enter into cooperation. The joint participation of people of different nationalities in sports competitions strengthens communication and friendship between them. An atmosphere based on sincere friendship in competitions, mutual support, respect for the opponent creates conditions for the introduction of interethnic relations not only among athletes, but also among spectators and fans.

Thus, the organization of pedagogical activity based on the analyzed laws and principles in order to develop the process of moral and aesthetic education serves as a program in the moral and aesthetic education of students, which is typical for members of a democratic state governed by the rule of law and civil society.

References:
[1] Olimov Sh.Sh. Fundamentals of spiritual and moral education. (Monograph). - T.: “Science and technology”, 2015. - 228 pages.
[2] Hasanova Z.D. "Development of moral and aesthetic outlook in future teachers of vocational education." B. : "Buxoro", 2016. - 195 p.
[3] file:///C:/Users/Admin/Downloads/family_and__conditions_and_conditions.pdf.
[4] Raxmonov K.S., Zakvaski spontannogo brojeniya - effektivnoe sredstvo profilak-tiki kartofelnoy bolezn xleba // Isabaev I.B. // Journal «Xranenie i pererabotka selkosyrya» - M., 2011.- № 12. - S.23-25.
[5] Raxmonov K.S., Influence of a substrate of a nutrient medium on a composition of a population of microorganisms in spontaneous fermentation // Isabaev I.B., Axmedova Z.R.// Journal «Protection and processing of agricultural machinery». M, 2012 .. - № 9. - S.40-43
[6] Rakhmonov KS, Analysis of typical sources of microbial contamination of bread // Scientific information of Bukhara State University. // 2014. -3. - S.37-43.
[7] Raxmonov K.S. Kartofelnaya bolez xleba i sposob eyo predotvrashcheniya // T.I. Atamuratova // Journal "Xlebopechenie Rossi". M, 2014.- № 5. - S.37-38.
[8] Raxmonov K.S., Biotechnological aspects obepecheniya mikrobiologicheskoy chistoty xleba // E.Muratov, T.I. Atamuratova // Chemistry and chemical technology. 2015.- №2. - S.64-68.
[9] Rakhmonov K.S. Wheaten ferments spontaneous fermentation in biotechnological methods // Isabaev I.B. // Austrian Journal of Technical and Natural Sciences. 2016. - № 7-8. - P. 9-12.
[10] Rakhmonov K.S., Sposoby uluchsheniya sostava pitatelny sredy zakvasok dlya xlebobulochnyx izdeliy iz pshenichnxy muky // T.I. Atamuratova. Isabaev I.B // Xlebopechenie Rossi. 2016. –№2. - S.22-24.
[11] Rakhmonov K.S., Optimization resepturnogo sostava pshenichnxyx xleba s ispolzovaniem zakvasok spontannogo brojeniya // I.B.Isabaev, U.M. Ibragimov, Molchanova E.N // Xlebopechenie Rossi. 2018. – №3. - S.33-37.
[12] I.B. Isabaev, Ispolzovanie kormovyx muchek v kachestve substrata pitatelny sredy pshenichnxyx zakvasok v proizvodstve xleba // T.I.Atamuratova., Rakhmonov K.S. // Bukhara State University scientific information.- 2018. №2.- P.24-30.
[13] K.S.Rakhmonov. Influence of leavens of spontaneous fermentation and phytadditives on the provision of microbiological safety of bread // T.I. Atamuratova, N. R. Djuraeva, I. B. Isabaev, L. N. Haydar-Zade//Journal of Critical Reviews //2020, Vol.7, Issue 5, pp. 850-860.
[14] S.K. Jabborova.Application of products of processing mulberries and roots of sugar beet in the production of cupcakes // I.B.Isabaev., N.R. Djuraeva., M.T. Kurbanov,I.N. Khaydar-Zade., K.S. Rakhmonov //Journal of Critical Reviews //2020, Vol.5, Issue 5, pp. 277-286.
[15] K.S.Rakhmonov. Application of phyto supplements from medicinal vegetable raw materials in the production of drugs // T. I. Atamuratova., M.E. Mukhamedova., N.K.Madjidova., I.Sh. Sadikov //Journal of Critical Reviews //2020, Vol.7, Issue 12, pp. 934-941.