

Education of Adolescents in Outstanding Time for the Purpose of Forming the Value Orientation of the Personality

Asamatdinova J ¹, Maturazova Z ²

^{1,2}Karakalpak State University named after Berdakh ¹

Abstract: In given article actual problems of moral and esthetical upbringing based on our national and human values are considered, the recommendations how to educate teenagers with the aim of forming a valuable orientation are given.

Key-words: morality, esthetics, national values, education, person, activity, self-consciousness, valuable orientation.

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Moral and aesthetic education is also considered as a process of interiorization of common human moral and aesthetic values. Universal human moral and aesthetic values are perceived by students - adolescents individually - selectively, as personal values. For these purposes, it is necessary to familiarize pupils with the purpose, tasks, content of classes, to set them a personal-specific orientation, familiarizing them with the criteria of moral and aesthetic upbringing, adequate personal value guidelines - a system of moral and aesthetic qualities - humane, ethical - aesthetic. So that older adolescents see in them their own personal meaning at the personal need level. The main thing is the awareness, especially by older adolescents, of the need for moral and aesthetic development, improvement at the humane and ethical spiritual and aesthetic level, the "vision" in this of a factor of all-round harmonious development, becoming, an integral personality. First of all, we need a culturological and personality-oriented - and activity-based approach to the selection of the content of extracurricular activities, their detailed, goal-intriguing name for older adolescents.

Conducted theoretical and practical and reporting and creative classes.

I. Topic: "Man is the most beautiful creation of Nature", "The history of the ideals of human beauty" "What is wonderful about man?" "Favorite heroes (in works of literature and art, for example, in the lyrics of the East, in portrait painting of Uzbekistan)," How to preserve the miracle of natural beauty - a man? " "Inseparability of the aesthetic and ethical in man" "Sources of human beauty" "Aesthetic choice of man" "Aesthetic attitude to man is not a simple contemplation of it, but understanding and comprehensive evaluation" "Self-awareness" "My essence" "Designing self-improvement" "Self-realization" " The ideal of a modern personality "" Basic personal values-moral-aesthetic "" Programming personal self-improvement (moral and aesthetic) "

Note: traditionally, in all classes, vocabulary and conceptual work is carried out, including independent work - as the next task.

II. The "protection" of moral and aesthetic "products" is organized on the topics of classes - various types of intellectual and creative works (with the requirement for them self-assessment of

authors and "public opinion") - this is: writing slogans, appeals, slogans, bright phrases statements on the topic of classes; these are essays, reports, abstracts, judgments, personal opinions, self = observation - perception - study - evaluation; development of various recommendation materials (memos, tips, recommendations on the topics studied). And many others.

Interesting, original and non-standard topics of assignments and intellectual and creative works, for example:

"How wonderful a Man is!", "The beauty of a man in the lyrics of the East", "My ideal of a man", "Our contemporary in portrait painting of Uzbekistan", "Goodness and beauty are near", "Observing people's relations - positive and negative"; "My own" I ", " I am a personality? ", " Am I a creative person? ", " My communication with others ", " What is the meaning of life? ", " Ego, egoism and egocentrism in our life ", " How improve your "I"? ", " My opinion about the personality of modern youth "; "Main personal values", "My ideal of personality", "How to become a personality?" And many others, requiring from older adolescents appropriate knowledge, logical thinking, bold judgment and opinion, creative imagination, value self-determination, understanding of actions, actions, behavior, self-determination and self-design - self-confidence. Criteria for the moral and aesthetic education of older adolescents with the formation of the value orientation of the individual:

I. Understanding, awareness of the social and personal importance and the need for moral and aesthetic development, improvement, adequate value orientation of the individual.

II. Performance:

1. About the essence of man.
2. His physical beauty.

3. On spiritual wealth, the inner world of a person, high morality as a social value.

III. Human-ethical (on an aesthetic basis) attitude towards man as the most beautiful creation of nature, as a person.

IV. Self-knowledge

1. Own "I"

2. of its moral and aesthetic appearance

3. Personal and value orientations

V. Presentation

1. About personality, its essence, development on the basis of value and personal orientations - moral and aesthetic humanistic orientation.

2. About significant - fundamental personal moral and aesthetic values - at the level of consciousness, thinking and reflection.

Vi. Self-actualization

1. Performing various tasks on the topics of the classes.

2. Performing intellectual and creative work on the key topics of the extracurricular activities program (moral and aesthetic content).

Vii. Socialization of acquired knowledge, skills, abilities manifested, moral and aesthetic emotions and feelings, emerging moral and aesthetic personal and value orientations, beliefs and principles at different communicative levels in the student society, in various activities in the same environment.

The predicted results of the moral and aesthetic education of older adolescents are achieved through such factors as:

taking into account the developmental psychology of older adolescents, their interests and spiritual needs; factor of social and personal orientation; interesting, vivid, emotionally cognitive, deeply meaningful teaching and educational material, with the priority of using local folklore, literary - poetry of the Renaissance East - great Uzbek poets, world classical literature, fine art - modern portrait painting of Uzbekistan;

conversations about ethics-aesthetics and psychohygiene of communication with respect for a person as a natural-beautiful, spiritual, moral and social value; activation of older adolescents for specific creative tasks (optional) and intellectual and creative work of various types and forms of performance (optional, according to interest), with the prospect of their social implementation; prediction by adolescents and anticipation of the socialization of their moral and aesthetic "achievement", his self-esteem, in addition, public opinion.

Methods of teaching, acquiring new knowledge are used to achieve the assigned educational tasks. It is also a system of consistent, interconnected interactions between teacher and students. These are the methods:

organization and implementation of educational and cognitive activities: repetition, imitation, exercise, accustoming, demand, the opinion of comrades, various situations of moral and aesthetic content; methods of control and self-control, self-assessment: self-observation. self-perception, self-characterization, self-esteem; methods of stimulation and motivation: competition, incentive.

Methods used:

reproductive - for the reproduction of knowledge by students and their performance of actions (according to a model, for example, an algorithm); solving situational tasks; problem-search, partial-search, "mini-research" - under the guidance of a teacher; self-education - management of older adolescents with their behavior, their moral and aesthetic self-improvement; self-conviction, self-hypnosis, self-order, self-commitment, self-control, self-report, self-encouragement, introspection, self-esteem; methods of "pedagogical cooperation" of mutual actions, activities in the educational environment, stimulating the moral and aesthetic education of students, the formation of personal value orientations,

the manifestation of initiative and creativity of adolescents.

In moral and aesthetic education, multifaceted and rather complex, it is necessary to provide for such methodological aspects as:

purposefulness and expediency, perplexity, organization, orderliness, at the same time - the dynamism, problematic nature of the process (constant activation of students' thinking, creating conditions for solving situational problems), permanence - the continuity of the process with the unity of all its stages (steps), controllability of the process, its direction on the predicted results, their assessment and diagnosis, productivity - the intensity of the process, the use of optimal conditions - motives, cognitive information with reference to folklore, classical literature, poetry, art - visual, complexity - the focus of the process on solving the main problems: moral and aesthetic education of elders adolescents and the formation of personal value orientations, the use of the possibility of extracurricular activities - not so strict regulation in time and variability of content; while using the possibility of simultaneous interrelated influences on all spheres of the personality of older adolescents. Thus, didactics is the main theoretical basis of the methodology of moral and aesthetic education of students with a focus on the formation of the value orientation of the individual, at the same time, methodology and general theoretical provisions. In the moral and aesthetic education of adolescents (with a focus on the value orientation of the individual) in the extracurricular time (in the classroom - Know the Person, Yourself - become a Person! ”), In all structures of the middle level of education, it is important and necessary to take into account and observe the following positions:

modern methodology; the urgency of the problem, especially in secondary education structures; the essence of moral and aesthetic education, its orientation and

content - aesthetic and spiritual and humane and ethical; the interiorization of universal human moral and aesthetic values in the process of moral and aesthetic education; individual-selective attitude of older adolescents to moral and aesthetic values in view of the characteristics of age, interests, spiritual needs and personally-specific conscious-semantic value orientation.

Moral and aesthetic education requires a systematic approach with its clearly expressed components (stages), understanding and comprehension (by the teacher and students) of the criteria of moral and aesthetic education and the value orientation of the individual; determining the factors that determine the successful practical solution of the problem - psychological, psychological and pedagogical, pedagogical, including technological, as well as - methods of education - moral and aesthetic, and methodological factors (general, specific-subject, private-methodological techniques).

The experience of using the recommendations in the practice of extracurricular activities on moral and aesthetic education of older adolescents with a focus on the formation of the value orientation of the individual confirms their pedagogical expediency: the predicted criteria of this education and adequate personal orientation of older adolescents are achieved.

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