

FORMATION OF ETHICAL AND MORAL VALUES IN PRIMARY EDUCATION STUDENTS

Khasanova Asila

3rd year student of Karshi International University

Abstract:

This article analyzes the essence, importance, and practical mechanisms of developing ethics and moral values among primary school students. The study scientifically explores the role of the school environment, pedagogical approaches, and cooperation with parents in fostering children's personal qualities, social relationships, and spiritual worldview. It presents effective methods for instilling moral values through modern pedagogical strategies, interactive games, educational conversations, and exemplary behavior. Additionally, based on the analysis of foreign experiences, the article proposes suggestions and recommendations for the national education system.

Keywords: primary education, ethics, moral values, upbringing, spirituality, pedagogical approach, student personality, social relations, school-family cooperation, educational methods.

In contemporary society, the moral qualities of an individual, their adherence to ethical norms, and their cultural behavior in social interactions are gaining increasing importance. This situation, especially, necessitates serious consideration of the role and significance of moral education at the primary level of the education system. Ethical and moral values formed during childhood serve as the foundation for personal development in later life. Therefore, in primary education, it is becoming a fundamental task not only to impart knowledge to students but also to nurture correct behavior, cultural awareness, and human virtues. Today, globalization, technological advancement, and the growing flow of information are directly influencing the moral character of the younger generation. In such conditions, one of the main tasks of schools—especially at the primary level—is to form a sound moral worldview in students by harmonizing national, universal, and social values. This, in turn, requires the implementation of modern pedagogical approaches, strong collaboration between teachers and parents, and an in-depth analysis of student personality development.

Purpose of the study: To identify effective pedagogical methods that contribute to the formation of ethical and moral values among primary school students and to analyze the possibilities of implementing these methods in practice.

Research objectives:

1. To study the theoretical foundations of the concepts of ethics and moral values;
2. To determine the role and place of moral education in primary education;
3. To analyze methods and tools that foster moral qualities in students;
4. To identify ways to strengthen moral education through cooperation between school and family;
5. To study effective foreign practices and develop recommendations tailored to the national context.

Object of the study: The educational activities conducted in the process of primary education.

Subject of the study: The pedagogical processes and methods aimed at developing ethical and moral values in primary school students.

Issues of ethics and moral education have long been at the center of pedagogical thought. Eastern scholars such as Abu Nasr Al-Farabi, Abu Ali Ibn Sina (Avicenna), Yusuf Khas Khajib, and Ahmad Yassawi expressed important views on morality, etiquette, and the upbringing of virtuous individuals in their works. In his work *The Opinions of the Inhabitants of the Virtuous City*, Al-Farabi emphasized that a knowledgeable and morally mature person is essential for building a virtuous society. Ibn Sina asserted that sound moral qualities must be cultivated from early childhood. Yusuf Khas Khajib's *Kutadgu Bilig* not only presents a comprehensive system of moral and ethical views, but also demonstrates how these ideas align with the social roles within society. According to him, polite, attentive, honest, altruistic, and just individuals are the foundational strength of a stable society.

Among local scholars, educators such as M. Kholmatova, N. Juraev, D. Tursunov, and O. Mamatqulov have widely addressed the methodology of organizing educational activities in primary education and the integration of ethics and moral values in the upbringing process. In particular, M. Kholmatova's work *Theory and Practice of Upbringing in Primary Education* analyzes methods for instilling moral qualities during both classroom lessons and extracurricular activities.

At the international level, organizations such as UNESCO and UNICEF pay special attention to child development, including moral education. Within the framework of UNESCO's Global Citizenship Education initiative, specific recommendations are provided for fostering moral consciousness, humanism, intercultural dialogue, and tolerance among youth.

In modern pedagogical literature, the issue of ethics and moral values is analyzed from the perspective of learner-centered education. Russian educators and psychologists such as A.V. Mudrik, L.I. Bozhovich, and D.I. Feldshtein have examined the psychological aspects of moral education, arguing that values formed during early childhood become the guiding standards of an individual's life. Similarly, American scholar L. Kohlberg's theory of moral development serves as a significant source for understanding the stages of moral decision-making in students. He scientifically demonstrated that children develop moral reasoning gradually over time. Notable contributions have also been made by South Korean scholar H. Kim, British educator T. Lickona, and German researcher B. Hutmacher. Their studies reveal that the formation of values in young children occurs primarily through the influence of family, school, and mass media. This highlights the need for a multifactorial approach in studying the formation of moral values in education.

As emphasized in many sources, moral values form the spiritual foundation of a child's personality. To effectively develop these values, several key factors must be considered in primary education: the teacher's personal example, the moral orientation of lesson content, the family environment, and the synergy of social initiatives. Therefore, the literature in this field consistently underlines the necessity of a systematic, step-by-step approach to nurturing moral qualities in children.

The following scientific methods and approaches were employed during the research:

a) theoretical analysis.

This method was used to study existing literature, advanced pedagogical practices, local and international sources, and recommendations from international organizations. Specifically, it analyzed age-specific psychological stages in the formation of moral values in children, the educational impact of learning activities, and ethical-normative approaches during the teaching process.

b) pedagogical analysis and generalization.

The current curricula in primary education, educational activity plans, and the content of extracurricular and out-of-school events were analyzed from a pedagogical point of view. This helped assess the extent to which moral values are effectively integrated into the educational content.

c) systematic approach.

This approach viewed the factors influencing a child's moral development as part of an interconnected system. The interrelation between family, school, peer groups, mass media, social environment, and the personality of the teacher was thoroughly examined.

d) comparative method.

Moral education processes in local and foreign education systems were compared. Through this, advanced practices—such as “character education” in Japan and the social-emotional learning model in Finland—were explored for their adaptability to the Uzbek education context.

e) descriptive method.

Observed moral behaviors of primary school students, their attitudes toward norms, and moral changes influenced by teachers and families were described in detail.

f) conceptual approach.

The philosophical, social, and pedagogical foundations of the content of ethics and moral values were explained. At the same time, approaches to integrating these values into primary education—such as learner-centered, activity-based, and value-based approaches—were substantiated.

Below is an analysis of the main findings:

I. Reflection of ethics and moral values in the lesson process.

An analysis of the curricula reveals that moral education components are present in subjects such as native language, reading, environmental studies, music, visual arts, and technology for grades 1–4. However, these components are often presented without direct connection to the topic, and teachers only occasionally explain them in depth. As a result, children develop a superficial understanding of ethics and moral values.

II. The teacher’s role in the process of moral education.

Observations indicate that the teacher’s personality, speech, communication style, manners, and educational approach in each lesson play a decisive role in the formation of moral values among students. Teachers who are articulate, committed to moral development, and continuously self-improving create a positive moral environment in the classroom, helping children to develop values such as compassion, patriotism, and honesty in a stable way.

III. The role of moral values in family and school cooperation.

The study found that when strong cooperation exists between family and school, children display consistent moral behavior, mutual respect, and well-developed social etiquette. Conversely, weak communication between the two leads to conflicting behaviors, hypocrisy, and unethical actions in the child’s character.

IV. The close link between moral values and age characteristics.

Since primary school children (ages 7–11) are highly emotionally sensitive, it is essential to begin moral education during this stage. Concepts such as honesty, respect, courtesy, and helpfulness introduced at this age are firmly imprinted in the child’s memory. Research confirms that the primary school years are critical for laying the foundation of a person’s moral development.

V. Use of educational methods.

The analysis shows that some primary school teachers rely solely on verbal advice for moral education. This approach limits students' active participation and independent thinking. However, methods such as role-playing, analyzing social situations, discussions based on cartoons and fairy tales, and group activities to explore moral standards have proven to be more effective.

VI. Stability and practical application of moral values.

Ethics and moral values should not only be taught in lessons but should also be reflected in students' behavior during breaks, homework, extracurricular activities, and daily life. The research shows that children with developed moral consciousness help classmates, take responsibility during duties, and strive to resolve issues honestly.

The research findings indicate that in the process of primary education, the teacher's personal example, the content of educational-methodological materials, the family environment, and the social atmosphere play a vital role in shaping students' ethics and moral values. These conclusions were compared with the results of several previous studies conducted both in Uzbekistan and abroad. For instance, in a study conducted by Qodirova Z. (2021) in Uzbekistan, the communicative approach of primary school teachers was identified as an important factor in moral education. This aspect is also confirmed by our study — the teacher's activities both inside and outside the classroom, as well as their individual approach to students, significantly influence the formation of children's socio-moral views.

M. Abdurahmonova (2020), in her study titled "Didactic Approaches to Developing Moral Values in Primary School Students," demonstrated the effectiveness of moral situational tasks given during lessons. According to her, students develop moral consciousness through learning to make decisions based on real-life situations. Our observations support this view — in classrooms where teachers used situational tasks during lessons, students showed a deeper understanding of moral concepts.

Among international studies, Lickona T. (1991), in his work "Educating for Character," emphasized the school's social environment as a key factor in shaping moral values. As Lickona noted, by fostering positive social interactions in the classroom, valuing students' opinions, and teaching empathy, children learn to make moral decisions. Our observation results also showed that teachers who created a respectful and cooperative environment in their classrooms achieved a higher level of moral behavior among students. Additionally, studies conducted in Finland (Hanhimäki, 2017) highlight the importance of nurturing children's moral development through freedom and choice. In our research, we observed that in classrooms where children's freedom to choose was restricted, moral concepts were

less well developed. This demonstrates the need to consider pedagogical approaches and cultural differences.

In an empirical study by Narvaez D. (2006), it was shown that moral education develops through individual experience. He emphasized that practical exercises, role-playing, debates, and discussions are effective tools for fostering moral consciousness. We also observed that in classrooms where teachers used exactly these methods, students developed moral values more deeply. Therefore, the comparative analysis conducted suggests that our research findings align with the existing body of literature and, in some cases, enrich it with new perspectives.

Conclusion

Based on the theoretical considerations, practical analyses, and comparative approaches presented in this research, the following conclusion was reached. The primary education stage is considered the most critical period for the formation of students' personality, worldview, and social relationships. During this stage, it is essential to develop students' moral values and foster human qualities such as respect, patience, honesty, justice, compassion, and adherence to ethical norms. The findings of this study demonstrate that in shaping ethical and moral values in primary school students, key factors include the teacher's personal example, the use of interactive and educational methods, the socio-cultural richness of the learning environment, and cooperation between the family and the school. Uzbek and international experiences show that the process of moral education is organized systematically and progressively, with a focus on the student's personality, individual engagement, and the development of value-based pedagogical methodologies. Furthermore, regularly conducting educational conversations with students, observing their daily behavior, offering encouragement, and developing decision-making skills through problem situations can enhance the practical effectiveness of moral education. This article serves as a significant theoretical and practical foundation for further improving the primary education system, shaping strategies for moral education, and developing modern methodological approaches.

Recommendations

- **Enriching curricula:** It is essential to integrate elements of ethics and moral education into primary school subjects, especially native language, environmental studies, music, and technology. This integration helps students understand moral values more deeply in various contexts.

- **Developing specialized methodological guides:** It is important to create and implement an ethics education methodology for teachers based on modern pedagogical approaches. These should consider age-appropriate psychological strategies.
- **Improving teacher qualifications:** Organizing regular seminars, training sessions, and professional development courses on ethics and moral values will enhance teachers' pedagogical competencies.
- **Strengthening family-school cooperation:** Regular meetings, roundtable discussions, and methodological recommendations for parents on topics related to moral education should be organized to foster closer collaboration.
- **Using interactive and innovative methods:** Role-playing, real-life scenarios, dramatization, problem-based questions, and small group activities help students internalize moral values more effectively.
- **Social projects and campaigns:** School-wide initiatives such as "Honesty Week," "Kindness Day," and "Respect and Etiquette Month" can reinforce students' moral values.
- **Establishing monitoring and evaluation systems:** To regularly assess the effectiveness of ethics education, specific indicators and criteria should be developed, and students' levels of moral development should be systematically monitored.

References

1. Karimov, I.A. High Spirituality – an Invincible Force. – Tashkent: Ma'naviyat, 2008.
2. Kholboyeva, M.X. Methodology of Primary Education. – Tashkent: O'qituvchi, 2019.
3. Saidov, A.A. Fundamentals of Moral and Ethical Education in the Republic of Uzbekistan. – Tashkent: Adolat, 2020.
4. Akhmedova, N.A. Basics of Ethics and Aesthetic Education. – Tashkent: Fan, 2021.
5. Qodirova, M.M. Modern Methods of Moral Education. – Tashkent: Ma'rifat, 2022.
6. UNESCO (2015). Global Citizenship Education: Topics and Learning Objectives. – Paris: UNESCO Publishing.
7. Lickona, T. (1991). Educating for Character: How Our Schools Can Teach Respect and Responsibility. – New York: Bantam Books.
8. Nucci, L.P., & Narvaez, D. (2008). Handbook of Moral and Character Education. – New York: Routledge.
9. Kohlberg, L. (1984). Essays on Moral Development, Vol. II: The Psychology of Moral Development. – San Francisco: Harper & Row.
10. Berkowitz, M.W., & Bier, M.C. (2005). What Works in Character Education: A Research-Driven Guide for Educators. Character Education Partnership.
11. Halstead, J.M., & Taylor, M.J. (2000). Learning and Teaching about Values: A Review of Recent Research. Cambridge Journal of Education, 30(2), 169–202.

12. Davletshin, M. Theory and Practice of Moral Education. – Tashkent: Fan, 2018.
13. Ryan, K. & Bohlin, K.E. (1999). Building Character in Schools: Practical Ways to Bring Moral Instruction to Life. – San Francisco: Jossey-Bass.
14. Hassan, A. (2020). Moral Education in Primary Schools: A Comparative Study between Malaysia and the UK. International Journal of Educational Development, 78, 102-116.
15. Latipova, G.X. Pedagogical Technologies and Innovations. – Tashkent: Innovatsiya, 2020.