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MORAL EDUCATION: CONCEPT, ESSENCE, TASKS

Abstract: The article deals with moral education and its concept, essence and tasks. This topic of the article is relevant due to the fact that moral education is necessary for the development of a full-fledged human personality.

Key words: moral education, human personality, morality.

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Introduction

UDC 101

The huge role of morality in the development and formation of a full-fledged personality has been recognized at all times. "Scientifically-organized education or specially organized educational work allows you to purposefully manage the process of personal development". Increasingly, in the speeches of various public figures, the idea of a growing spiritual and moral crisis is heard.

In the modern world, there is a decline in culture and a re-evaluation of the value system, which is not accompanied by the laying of a new moral basis. As a result of many negative factors, modern children find themselves in conditions of moral and spiritual chaos. That is why in the system of modern education, the problem of morality is above all else. What does moral education mean? The concept of "moral education" covers all aspects of an individual's life and activities. The process of moral education is a bilateral interaction of the teacher with pupils in the assimilation of certain moral and ethical standards, and subsequent formation of moral consciousness of the personality, development of moral sentiments and the development of skills and habits of moral conduct. From the definition of the Pedagogical encyclopedia given above, it becomes clear that morality can only

be considered as a complex, multi-level system that combines such qualities as reason, will, and feelings.

The creation of a stable system of moral beliefs, through which a person can independently understand the border between moral and immoral, is determined by the unity and harmony of moral consciousness, expressed in stable moral habits. This belief system tells us about a person's moral maturity. This is an important sign of the correspondence between the process of education and the development of morality in the student. Education is a procedure for purposeful development and formation of a person as a person. This is a carefully structured and controlled influence of teachers on pupils, and the goal of education as a managed process is to form a person in demand and valuable for society. That is why the education of morals and morality is defined as a complex process of formation:

- moral appearance (education from a young age of patience, humanity, good nature and compassion for others);

- moral position (the ability to show fearlessness and willpower in overcoming various life circumstances, unselfishness and nobility, and the ability to distinguish the border between bad and good);

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- moral feelings (these include honor, sense of duty, ability to bear responsibility, love for the Motherland, and respect for elders);

- moral behavior (this is good manners, ability to behave, manifestations of meekness and obedience). The activity of each person is determined by the content of his actions to the people around him - we are judged based on our actions. In the process of growing up, the child learns about the accepted moral norms and rules in society, and learns a stable system of values, beliefs and principles. The earlier the influence of parents and close people on the child's moral image begins, the deeper the ethical norms will take root in the younger generation. A person can only be considered truly moral when all his actions, desires and actions are subject to the norms of morality accepted in society, and appear as his own views and beliefs, far from blind submission. A truly moral person will behave equally nobly in any situation and in any environment. The goal of moral education is to develop a stable system of moral beliefs and moral norms. Based on all of the above, we can conclude that moral education is a process of interaction aimed at forming children's concepts of conscience and morality, rules and principles of life in society, as well as the development of nobility, sensitivity and respect.

Moral education can only take place as a complex organization of all the life activities of children - their relationships with other people, their free time, their work. The formation of a personality that combines ethics, morality, a sense of duty and conscience, as well as supporting social values-is the result of a properly organized pedagogical process of moral development. The process of moral education includes:

- the emergence of awareness of their interdependence with society, the importance of coordinating their actions with the values and interests of society;

- the development and adoption of moral ideals and principles of society, proof of their soundness and legality;

- creation of a system of moral beliefs through familiarization with moral knowledge, and their subsequent acceptance;

- development of persistent moral feelings, education in children of the understanding that ethics is the main component of mutual respect between people;

- formation of stable moral habits. The formation of moral consciousness is a multi-level and long-term process that begins with familiarization with the simplest ideas about culture and etiquette, and gradually becomes more complex to a system of moral beliefs based on acquired knowledge. The process of forming a system of stable moral beliefs is particularly difficult when it comes to children with intellectual disabilities. This process includes the development of an understanding of the universal relationship of

objects and phenomena, teaches how to correctly characterize the phenomena of the surrounding world, instills knowledge about ethical standards, and helps to consolidate them in practice. One of the most important tasks of moral education in a child is the formation of his moral feelings, which imply the understanding of the individual's attitude to social requirements, as well as to moral actions. Inertia of volitional and intellectual regulation, sluggishness of experiences and a tendency to egocentrism significantly complicate the formation of the main moral feelings in children with mental retardation. This leads to the development of the higher senses with considerable delays and with the help of thoughtful and strenuous pedagogical work, and puts the progress of these children in an extremely dependent position on any negative impressions. Any negative impression can provoke aggression on the part of a child with disabilities, and be fixed as a daily way of responding.

Thus, children with weak volitional regulation are highly dependent on erroneous actions, which may eventually become a source of other bad habits. And that is why the formation of moral habits and social behavior skills requires a lot of attention, as well as special techniques and organized programs. Moral education is a multi-level and well-organized process that results in moral education. It becomes visible in the relationships and activities of each individual, and is manifested in respect for the values and ideals of society.

Moral education of a person is determined by the ability to reason about life processes from the position of morality and morality, to give them a correct assessment and behave accordingly. It is also indicated by the ability to empathize and empathize, the depth of such moral feelings as humanity, strong will, unity of word and deed. In other words, a person's moral education is manifested not in mechanical obedience to the norms and rules established in society, but in the stability of positive habits, which is manifested in the stability of a belief system that includes social norms accepted by a person as their own principles and views. "Humanity is an integral characteristic of a person, including a set of its properties that Express the relationship of a person to a person. Humanity is a set of moral and psychological properties of a person that Express a conscious and empathetic attitude to a person as the highest value. As a quality of personality, humanity is formed in the process of relationships with other people: attentiveness and goodwill; the ability to understand another person; the ability to empathize, empathize; tolerance for other people's opinions, beliefs, behavior; readiness to help another person".

As a rule, the ideals and values of society are generalized into a system of views and beliefs that Express the attitude of a person in the surrounding reality and social environment, and affect their

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relationships with other people. Humanity can be considered as the main means of moral and ethical education. That is why the use of examples of moral behavior created at different stages of the historical development of morality is so important in education the process of educating a child's morality also includes the development of a culture of behavior and discipline. Discipline implies conformity of a person's lifestyle and activity to the principles established in society, the ability to determine the boundaries of the moral and immoral in difficult life circumstances, and the willingness to support social attitudes. Ethics is a discipline whose subject matter is morality. Ethics studies the problems of the moral and immoral, the rules and regulations generated by a shared community, such moral feelings as conscience, self-sacrifice, solidarity, friendship, charity, etc. It is very important that the process of familiarizing the child with the moral norms and values of society takes place consistently and is a desirable and pleasant search for revelations about yourself and the world around you.

Universal values are such simple moral norms of human activity. This concept includes a person's ideas about the dignity of the individual, about the meaning and meaning of life, about the concepts of good, evil,

happiness, justice and love, about what is the most significant and significant in life. This is what allows the individual to see the right landmarks in life. The desire to penetrate into the foundations of human morality, which is the basis of these values, requires a certain willpower, it is a difficult moral choice. To give correct answers to eternal questions, to comprehend the meaning of human life is extremely important for a growing and maturing child. Strict observance of the norms of morality and morals, as well as the rules of the public, ennobles all human actions and his life as a whole. Moral education in the younger generation should be closely linked to all areas of life of today's children-including their education, relationships with other people, cultural and ethical development, physical and labor education. A significant role in the formation of the child's personality belongs to educators and teachers. All their work is aimed at getting the child interested, to get him so carried away that in the process of learning children develop a craving for knowledge, formed ideas about responsibility and moral duty, about the outside world and their responsibilities in relation to what surrounds them.

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