

PSYCHOLOGICAL ASPECTS OF THE MANIFESTATION OF MORAL FEELINGS IN EARLY ADOLESCENTS

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ABSTRACT	KEYWORDS
<p>This article shows the characteristics of early adolescence and the development of moral feelings during adolescence, as well as the analysis of the methodology of determining moral qualities in students. In our study, 30 students in early adolescence were selected as a control group and 30 adolescents as an experimental group.</p> <p>In the article Friedman's "What is the word good and what is the word bad?" methodology was used. The students were asked to describe a specific situation and tell how they would behave if such a situation arose, and explain why they behaved in this particular situation.</p> <p>After conducting the experiment, teenagers were given the task to define the concept of "ethics", and the results of this task were compared with the definitions of ethics given by the members of the control group and the experimental group. In addition, during our research, an essay on "What I like and what I don't like about the character of my classmates" was collected among early teenagers.</p> <p>As a result of our research, it can be observed that significant changes have occurred in the experimental group, unlike the adolescents in the control group.</p>	<p>Morality, feeling, adolescence, moral virtue, value, behavior.</p>

Introduction

Morality is the basis of a person's attitude to society. Raising the student's sense of respect for society leads to strengthening of independence, becoming the owner of spiritual and moral culture, developing moral consciousness, self-awareness, and faith in good people. In particular, moral feelings serve as an important factor in the formation of a sense of patriotism in children from a young age [1].

It was impossible to comprehensively interpret phenomena such as personality and psyche, which are the main categories of psychology, without referring to ethics. In addition, concepts such as thinking,

feeling, intellect, and imagination had to be interpreted in connection with morality. Therefore, in the works of psychologists such as P.V.Simonov, P.M.Ershov, Yu.P.Vyazemsky, V.P.Zinchenko, V.I.Slobodchikov, M.V.Gamezo, A.N.Leontev, G.G.Shpet, serious attention was paid to the problem of spiritual and moral qualities of a person.

Professor M.G. Davletshin conducted a number of studies on the individual psychological characteristics of cognitive processes of the psychological characteristics of adolescence [2]. The research carried out is being developed by his students.

In the studies of V.A. Tokareva devoted to the psychology of the formation of social duty of adolescents, great attention is paid to the study of the motives of students' educational activities. According to him, artificial situations and conditions are not necessary for the change of study motives, all these are formed in everyday life and in the educational process [13].

In the period of early adolescence (16-18), the child differs sharply from children of other ages with his psychological characteristics. They are now sexually, physically and mentally mature young men and women. They contain individual-psychological features such as personal worldview, character traits, self-control. They are calm, considerate, respectful caregivers of the elderly, and close assistants to their parents.

Sometimes among teenagers there are those who are difficult to educate. . Parents should behave differently towards them, it is necessary to find out the reasons leading to impure ways and fight against these vices. If this problem has a negative effect on the psychological environment in the family, it is better to contact the pedagogical team and the general public about it [5].

In adolescence, the most sacred and delicate feeling for a person is the feeling of love. Due to this feeling, some changes occur in the mental world of a teenager. Parents should be aware of such a feeling of their children, give them the right advice, give examples, and stop axing the budding feeling[4].

Some teenagers are often very childish in their dressing and behavior. At such a time, parents can turn him away from this path, not by forcing, insulting, touching his child's pride, but by influencing him through a sincere conversation and reminding him of the consequences.

Experiment

In order to diagnose the moral knowledge of early adolescents, Friedman's "What is the word good and what is bad?" we used the methodology. Quantitative analysis of the results of the conducted diagnostic and control research is presented in Table 1.

The table shows the changes that occurred in the experimental group during the school year. It can be seen that most students in the experimental group have fuller, more correct and more accurate knowledge of the spiritual and moral sphere.

Table 1. The level of formation of concepts related to the spiritual and moral sphere in early adolescents

Groups	level of formation of concepts	Points	
		before the experiment	after the experiment
Experimental	Lower	23,1	8
	Medium	14,3	10,3
	High	7,6	26,7
control	Lower	22.5	22.7
	Medium	15,7	16,5
	High	6,8	5,8

After conducting the experiment, the following answers were received to the task of defining the concept of "ethics":

A.V.: "Ethical feeling is a person's desire to do good to others"

B.I.: "Knowing moral values and living based on them."

V.M.: "Moral feeling means the inner world of a person. In the inner world, good intentions, humanity and hard work should be the priority."

A.S.: "On the basis of moral sense, there is a desire for goodness and beauty. Moral sense encourages to be kind to friends, to all people, to do good."

A different picture was revealed in the control group. Although the responses in this group differed somewhat from those at the beginning of the school year, most responses were incomplete and shallow. Some first-time teenagers in this group could not answer the question. Seven of the 31 first-time teens who participated in the survey did not answer the question at all. Typical responses were as follows:

B.I.: "Moral feeling is good."

I. I.: "Moral sense consists of reading a lot of books and learning lessons well."

Z.K.: "The sense of morality is manifested in dressing well and behaving civilly."

E.M.: "Moral sense is seen in listening to the words of adults and not answering their words."

N.I.: "What you do with your own will constitutes morality."

By comparing the definitions of morality given by the members of the experimental group and the control group, it can be said that the lack of active participation of early adolescents in the process of acquiring knowledge related to the spiritual and moral sphere and putting it into practice, that is, the teacher limiting the knowledge given to them by hearing causes them to be indifferent to these events. It is possible to arouse the interest of the first teenagers in this topic only on the basis of a plan, with patience, as a result of specially organized events. The awakening of interest is the first step in the study of spiritual and moral phenomena.

Results and Discussion

In contrast to the control group, it can be observed that significant changes have occurred in the experimental group. At the end of the experiment, the number of the first teenagers who responded in the spiritual and moral direction in this group increased by 20% compared to the beginning of the experiment. The number of those who responded in the indifferent direction decreased by 26.8 percent. There were no significant changes in the control group. The psychological experiment carried out in

this situation indicates that the personal choices of early adolescents began to take place in a more spiritual and moral direction. The obtained results will have the following appearance in the diagram:

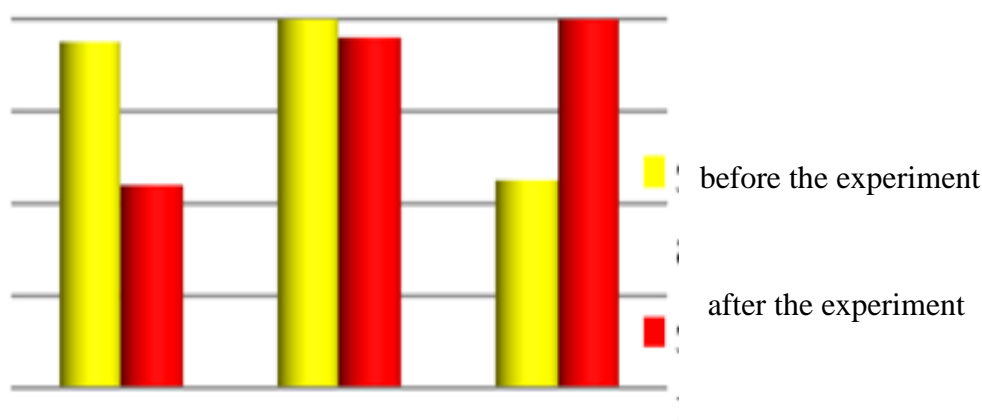


Figure 1. The direction of the first youth competition. Experimental group (%)

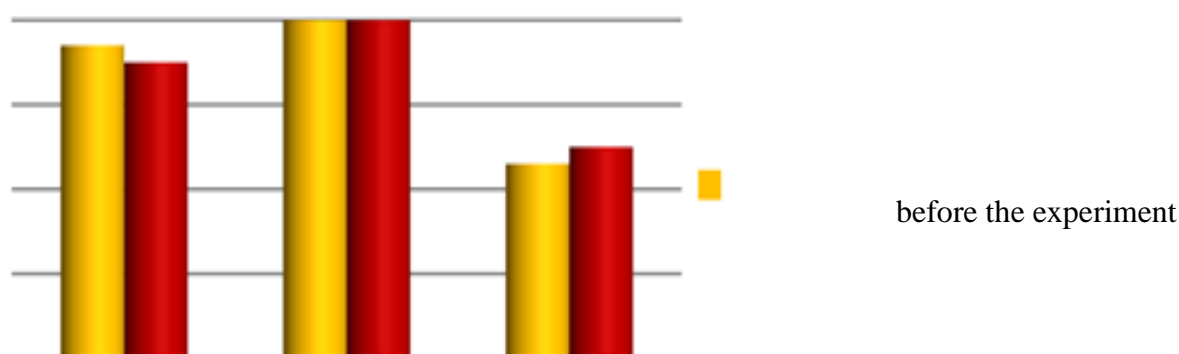


Figure 2. The direction of the first youth competition. Control group (%)

To diagnose the behavioral component of spiritual and moral development, we used the method of expert evaluation combined with the method of observation. Pupils were observed throughout the year during the course of classes and during extracurricular activities (excursions, Saturdays, agricultural work). The results of the research confirmed the correctness of our hypothesis. Only 7% of the first teenagers who stated that they act on the basis of their personal opinion and choice showed that they follow the opinion expressed by them. This situation has shown in practice that spiritual and moral imagination and thoughts do not manifest in behavior until they become firm beliefs or beliefs. Early adolescents may have very correct spiritual and moral ideas and concepts, but they may not be followed in practice.

During our research, an essay on the topic "Characteristics that I like and dislike in the character of my classmates" was collected among early teenagers. In this essay, it was shown that the attention of students is mainly focused on the features related to the educational process. They said that they liked such qualities as knowledge, humility, honesty, helping fellow students.

Among the negative qualities evaluated by the students, the qualities related to the educational process took the leading place. Also, the qualities that prevent good relationships in studies and in the family were mentioned more often as shortcomings.

Knowledge alone is not enough for the formation of morals, especially a high moral sense. A high moral feeling arises as a result of the combination of intellectual, spiritual-moral and volitional qualities [8].

Table 2 Qualities that early teenagers don't like

Adjectives that early teens don't like	Students who have identified these qualities			
	At the beginning of the school year		At the end of the school year	
	%	H=30	%	H=30
Superficial attitude to reading	10%	3	43,3%	13
Indiscipline	13,3%	4	33,3%	10
Bad behavior	16,6%	5	60%	18
χ^2	$\chi^2_{эмтир} = 12,1; \chi^2_{крит} = 9,21; \chi^2_{эмтир} > \chi^2_{крит}; P \leq 0.01$			
	Moral-emotional qualities			
Haughtiness	26,6%	8	86,6%	26
Rudeness	43,3 %	13	93,3%	28
Selfishness	26,6%	8	66,6%	20
Greed	43,3 %	13	76,6%	23
Betrayal	60 %	18	76,6%	23
Hypocrisy	50%	15	86,6%	26
Smoking cigarettes	93,3%	28	96,6%	29
Immodesty	26,6%	8	60%	18
Hostility	43,3 %	13	66,6 %	20
χ^2	$\chi^2_{эмтир} = 42,94; \chi^2_{крит} = 20,09; \chi^2_{эмтир} > \chi^2_{крит}; P \leq 0.01$			
	Qualities of will			
Cowardice	76,6%	23	50%	15
Lightness	50%	15	60 %	18
Lack of self-control	43,3 %	13	66,6%	20
Failure to overcome difficulties	33,3%	10	43,3 %	13
Lack of will	60%	18	66,6 %	20
χ^2	$\chi^2_{эмтир} = 3,35; \chi^2_{крит} = 9,48; \chi^2_{эмтир} < \chi^2_{крит}; P \leq 0.05$			
	$\chi^2_{эмтир} = 58,36; \chi^2_{крит} = 32,00; \chi^2_{эмтир} > \chi^2_{крит}; P \leq 0.01$			

Table 2 lists the adjectives that early adolescents do not like. In this table, too, a significant change in the attitude towards morally and morally negative qualities was observed. There was no significant change in attitude towards negative volitional qualities.

It should also be noted that as a result of the experiment, the amount of positive and negative changes has increased in many cases. But this shift itself indicates that the experiment was successful. Before the experiment, most of the first teenagers did not think about the essence, characteristics, ways of development of the intellectual, spiritual-moral and volitional qualities in themselves and their friends. they were not interested in which qualities were positive and which were negative. During the experiment, they began to puzzle over this. Now they are interested in the intellectual, spiritual, moral and willful qualities of themselves and their friends. Early adolescents began to perceive these qualities as important, actual events for life. This is an important condition for the spiritual and moral development of early adolescents.

During the experiment, it is necessary to evaluate the changes in the attitude towards spiritual-ethical and volitional qualities as the result of the emergence of interest in these qualities. Therefore, it is closer to the truth to evaluate the results of the experiment as the beginning of the results that the experiment will bring, rather than as the set of results that this experiment will bring. Because the results of the experiment do not end with the positive changes we have brought. It can be expected that the emerging interest in intellectual, spiritual, moral and willful qualities will give its positive results for a long time during the life of early adolescents.

Conclusion

Based on the results of the experiment, it can be concluded that the educational approach, which is currently a priority in the field of spiritual education, cannot be highly effective. This approach can make teenagers educated on spiritual issues to a certain extent, but it is not enough to educate them as individuals with spiritual beliefs and work. This approach can expand the scope of knowledge of adolescents, but it is ineffective for preparing this knowledge for practical application. Such a situation cannot meet the tasks set on the agenda in the field of spiritual education at the current stage of development of our country..

A comparative analysis of the results obtained in the experimental and control groups proved that the experiment was effective. It has been confirmed that a systematic approach to the issue of spiritual and moral development of adolescents, including the proportional development of cognitive, emotional and behavioral components of adolescents on spiritual issues, is the most effective way to achieve the set goals.

The obtained results confirm the main hypothesis of the research, that is, that the goals set in the process of spiritual and moral education can be achieved only when education is combined with the process of self-education. showed that spiritual and moral values should have priority in his mind in order to enter. It was confirmed that it can be achieved only when effective activities aimed at developing the will and empathy of the adolescent are carried out in the process of education.

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