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## EXISTING PROBLEMS AND THEIR REASONS FOR MORAL EDUCATION OF STUDENTS

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Ergashev Anvar Ramazonovich  
Samarkand State Medical University, Uzbekistan

### ABSTRACT

This article provides information about the problems and their causes in the spiritual and moral education of students.

### KEYWORDS

Students, moral education, educational process, problems, reasons.

### INTRODUCTION

In the conditions of the current globalization, the importance of educating broad sections of the population, especially young people, loyalty to the national idea, patriotic feelings, high spiritual and moral views, and the formation of ideological and moral immunity in them is increasing even more. Because in the world, under the guise of information crisis and mass culture, ideological and spiritual threats are increasing. Spirituality is a powerful force in protecting our country and our youth from such ideological-spiritual attacks and evil forces.

Educating our youth in a high spiritual and moral spirit, forming a sense of spiritual courage in them is an important factor in protecting them from various ideological and spiritual threats. Courage is a spiritual and moral phenomenon that shows that every person has reached high maturity. It is a category of spirituality that means protection of the interests of society and its members, preservation of independence, strengthening it, selflessness in fulfilling a certain task, full mobilization of all strength and capabilities of a person, including our youth.

Material analysis: In the course of the development of society, various relationships have developed and are developing, which determine the mind, activity and behavior of a person and serve as the most important components of its comprehensive formation.

**These relationships can be divided into the following groups:**

1. Social relations that determine the worldview of a person and the social orientation of his behavior.
2. Ethical relations:
  - Relation to the motherland (patriotism), other countries and peoples (culture of inter-ethnic relations);
  - attitude to work (hardworking);
  - attitude to public property, protection of society's nature and material wealth (thrift, etc.);
  - attitude towards performance of duties (discipline);
  - attitude towards other people and oneself (collectivism, honesty, truthfulness, modesty, partnership, self-esteem).
3. Aesthetic attitudes (understanding of various types of art, striving for creativity in the field of art, etc.).
4. Relationships related to the physical culture of the person.

Interaction can be interpreted as an expression of certain relationships established between a person and other people, as well as different aspects of the surrounding world, and which affect the sphere of his needs, knowledge, beliefs, behavior and volitional manifestation, in some way, influence his behavior and development. does.

For a long time in philosophy, sociology, psychology, it was carried out as part of the study of the subjective picture of a person's life path. The researchers did not distinguish between the "history of human life" and its subjective reflection in the human mind. This is S. L. identified by Rubinstein. In his opinion, the path of life cannot be understood only as a simple sum of life events, individual actions, creative process. It should be expressed as an inseparable unity of everything that happens to a person from the moment of birth.

Life path, in addition to event-biographical organization, always has an internal, individual-psychological plan. A person's own activity serves as an important factor in the formation of a life path and allows connecting external and internal events in a person's life.

## ANALYSIS AND RESULTS

Rubinstein presents a person's life strategy in the form of developing stages of development, the importance of each age stage is noted. The main structural concept of life is experience for the subject of the world for

yourself and other people. "The line that leads from what a man was at one stage of his history to what he is at the next stage is through what he has done." S. L. According to Rubinstein, the so-called "node and turning stages" in the life path of a person are observed when making one or another decision affects the future fate of a person. Thus, it can be determined that the next course of life depends on the experience gained at the previous stage.

Another look at experience as a condition for the manifestation of activity potentials, experiences, moral actions V. N. Found in Myasishchev. This means that the relationship experience is the main life activity of the individual. The formation of personality, its development is possible only in conditions of active human activity. Many scientists emphasize this: A. N. Leontiev, L. S. Vygotsky, S. L. Rubinstein and others A. N. Leontiev proved that every human quality is formed in the nature of his sufficient activity. In this regard, the essence of the educational mechanism of the theory of person-oriented education is that the educational impact on students cannot be reduced by information technologies or formal organization of student activities, but includes the inclusion of students in a sequence of developmental situations. their vitality, collective generation, experience and assessment of events that occur during the development of their social and professional activities.

Conclusions and suggestions. Currently, the problems of psychological characteristics of adolescents during the crisis are the most urgent. A teenager who has passed the stage of development of the emotional-voluntary sphere experiences a state of personal anxiety caused by a number of objective and subjective reasons. Young people are emotional. Girls are more prone to emotional manifestations, which leads to instability in their behavior. It is at this age that a constant state of the individual is observed, such as youthful maximalism - the result of the desire for self-affirmation, which gives rise to black and white logic. Some researchers believe that entering an educational institution causes stress to older adolescents: firstly, separation from home, parents, friends, and familiar environment creates serious experiences.

Secondly, the need to quickly perceive and process a large amount of social and intellectual information (restructuring a new educational system, mastering new rules, norms of behavior, adapting to new procedures related to living in a dormitory).

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