

The Impact of Universal Educational Activities on The Formation of Moral, Aesthetic, And Labor Education

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Abstract: This article substantiates the complex socio-psychological processes that are carried out through the acquisition of knowledge and skills in modern pedagogy, as well as the formation of human qualities, a system of values, and social consciousness. The results of studying the possibilities of achieving educational goals through universal educational activities in primary school students show that universal educational activities have a special place not only as a means of acquiring knowledge, but also as an effective pedagogical mechanism for personal and social development, the formation of educational qualities. Through them, students gradually master such skills as independent thinking, making moral choices, feeling civic responsibility, a conscious attitude to work, striving for beauty, and readiness for social cooperation.

Keywords: Universal educational activities, moral education, aesthetic education, labor education, primary education, educational integration, pedagogical methodology.

Introduction: In the integrated model of the pedagogical process, universal educational activities are considered not only as cognitive activities, but also as a means of forming moral assessments, aesthetic perception, and a conscious attitude towards work. Through these activities, the student:

- Responsibility for one's actions;
- Being able to distinguish between good and evil;
- To be able to see and feel beauty;
- Appreciate work, discipline and the desire to achieve results;

As the Russian psychologist and educator AG Asmolov noted, "universal educational activities are a stage of adaptation of an individual to a social and cultural community, a preparation for making spiritual and moral decisions." This idea is especially true at the primary education stage, indicating the need to harmonize the educational formation of a student through universal educational activities.

Moral education: the formation of moral values based on universal educational activities.

Moral education is aimed at developing the student's

ability to evaluate his own behavior, control his attitude towards others, and make choices based on moral criteria. In primary education, this process is usually carried out through:

- Discussing ethical situations;
- Moral-reflective questions like "Who is a good guy?", "What is help?", "What is justice?";
- Modeling behavior through role-playing and dramatization.

METHODOLOGY

Universal educational activities allow for the acquisition of moral values through action in these processes. The learner does not simply memorize the "right" answer, but rather experiences the moral problem, makes a choice, and understands the consequences.

For example, questions like: "What would you do if a student made fun of his friend in class?" not only logical but also moral reflection occurs. This is the initial stage of the formation of moral consciousness.

Aesthetic education: the role of universal activities in the formation of sensory perception and taste

Aesthetic education is a process that develops a

student's ability to perceive beauty, understand visual, musical and artistic expressions, and appreciate them. Aesthetic education in primary education is carried out through:

- Perceiving the world through images in music, art, and literature lessons;
- Conversations about beauty;
- Aesthetic evaluation: "What is beautiful about this work?", "How do you feel?"

Through universal learning activities, the student not only sees beauty, but also tries to create it. For example, through project assignments, mini-performances, and design work, the child begins to understand aesthetic decision-making and the harmony between colors, sounds, and images.

This not only shapes the attitude towards art, but also the sense of appreciation for beauty in everyday life - this is considered the foundation of culture.

Labor education: the formation of discipline, responsibility, and initiative through universal educational activities.

Labor education is aimed at developing a student's attitude to work, qualities such as discipline, desire for results, organization, social responsibility, and patience. In primary education, this is done through the following activities:

- Divisions of labor in the classroom (shifts, group work);
- Manual tasks (making models, drawings, collages);
- Completing academic activities on time, following the routine and plan.

Universal activities help the child to move beyond the level of just following orders and become an active participant and initiator. Planning any task, finding solutions to problems, distributing tasks and analyzing results deeply forms a work culture.

Developing educational qualities through pedagogical methods

The following methods are recognized as particularly effective in pedagogical practice for achieving educational goals based on universal activities in the primary school classroom:

1. Role-playing (dramatization): Through this method, the student learns to be an active participant in moral and aesthetic situations, to analyze events through emotional sensitivity and empathy. This is especially important in aesthetic and moral education.

For example, by role-playing a situation such as: "What would you do if truth and deceit collided?" the student makes a choice.

2. Interesting assignments and projects: This method is effective in strengthening labor education. Students create a project plan, select materials, manage time, and present the result. In this process, they develop elements of initiative, planning, responsibility, and aesthetic expression.

For example: "My Dream Garden" project - children design their own garden and present it through drawings, writing, and reflections.

3. Debate and discussion: One of the important methods in moral education. Students justify their opinions, learn to respect the views of others. Through this method, they consciously express their moral position.

For example: A discussion on the topic "What should a good friend be like?"

4. Creative tasks (writing poetry, stories, drawing pictures): One of the main methods in the formation of aesthetic education. Through the means of art, the student expresses his feelings, moral views, and social views through images. This educates the inner world.

In practice, the impact of universal educational activities on moral, aesthetic and labor education is sometimes not fully manifested. The following problems negatively affect this process:

- The tendency to separate education from knowledge: Education is understood separately from teaching, and as a result, imparting knowledge takes priority.

- Standardized evaluation system: It is difficult to evaluate moral, aesthetic, and work potential with numerical criteria. This makes educational work secondary.

- Outdated methodological tools and assignments: Textbooks and manuals are not educationally enriched. Most assignments are disconnected from real-life situations.

- Of the brothers methodical readiness enough not: Educational activity universal education activities based on planning and monitoring to do mechanisms still complete unformed.

Start drinking. in class universal education activities through ethical, aesthetic and labor upbringing formation for following methodical approaches necessary:

Direction	Description
Activity-based education	Implementing the educational goal through activities in each session
Educational integration	Incorporating a moral, aesthetic, and labor aspect into every lesson
Reflective question system	Understanding and finding solutions to educational problems by the student
Basing on aesthetic context	Connecting educational materials with art, culture, and beauty
Relying on socio-life situations	Integrating educational topics with real-life events

RESULTS AND DISCUSSION

1. Integrated types of educational activities (based on examples)

Type of activity for moral education: Activity name: "Before the choice" (problematic situation)

Task: To develop in students the skills to make ethical choices, evaluate their behavior, and show empathy.

Process: The teacher presents a moral dilemma:

"Your friend didn't do his homework for class. He wants to copy it from your notebook. What will you do?" Students justify their choices. Personal positions are formed through role-playing, group feedback, and reflective questions.

Educational outcome: Moral awareness, understanding of the feelings of others, and a sense of responsibility for one's own choices are developed.

Type of activity for aesthetic education:

Activity name: "Beauty is everywhere" (visual-aesthetic observation)

Task: To develop aesthetic perception, visual culture, and a sense of appreciation for beauty.

Process: The teacher shows phenomena in the

schoolyard or nature (the color of leaves, the shape of clouds). Students follow it and draw a picture or write a short text description: "What do I consider beautiful?"

Educational outcome: The ability to see, feel, and appreciate aesthetic elements in nature, life situations, and human behavior is formed.

Type of activity for labor education:

Activity name: "Joint task" (project collaboration)

Task: To develop the appreciation of labor, order, discipline, and skills in planning and completing work.

Process: Students are divided into small groups and develop a plan on the topic "Clean Classroom – Beautiful Environment." Each group distributes tasks, prepares posters, and presents the results.

Educational outcome: Responsibility for teamwork, pride in one's work, active participation, and discipline are developed.

2. Model forms of educational integration based on universal activities

The following model serves as a methodological basis for combining universal educational activities with moral, aesthetic, and labor education:

Type of activity	Educational direction	Methodological tool	Expected result
Reflective conversations	Moral education	Ethical problems, controversial questions	Critical thinking, ethical decision

Type of activity	Educational direction	Methodological tool	Expected result
			making
Visual exercises	Aesthetic education	Painting, poetry, figurative expression assignments	Emotional sensitivity, appreciation of beauty
Project assignments	Labor education	Group project, social responsibility assignments	Respect for work, efficiency, planning
Role playing games	Moral and aesthetic education	Staging, dramatization	Empathy, being able to evaluate behavior
Evaluation journal	Comprehensive education	Daily reflection, self-evaluation	Self-responsibility, reflection

3. Integration of creative activities and cultural context
In strengthening the educational process through universal educational activities, tasks based on local culture, national values, and traditions play a special role. For example:

- "My Neighborhood is My Land" project - students collect information about the cleanliness, etiquette, and historical monuments of their neighborhood and present it in an aesthetic interpretation.
- "Little Craftsman" activity - they learn the value of labor by creating useful objects with their own hands.

A thorough analysis of the importance of universal educational activities in the education of primary school students shows that their impact on the formation of moral, aesthetic and labor education is complex and integrated. Through these activities, students learn to evaluate their own behavior, feel beauty, have a positive attitude to work, show initiative and take a responsible approach to teamwork.

The results of the study confirm that universal educational activities are not only a means of acquiring knowledge, but also a decisive factor in the formation of important educational qualities in a person, such as a moral position, aesthetic perception, and work culture. Integral development of the individual occurs only when these activities are carried out in harmony with socio-educational needs in the primary school.

Also, in order to fully realize the educational potential of universal activities, in the pedagogical process:

- activity-based approach;
- educational integration;
- reflexive communication;
- games and creative activities;
- It is necessary to use methodological approaches such as modeling situations close to real life.

In practice, however, some problems remain, in particular, the separation of upbringing and teaching, the normative limitations of the assessment system, differences in the level of training of teachers, and the incompatibility of methodological resources with modern requirements. Eliminating these problems is an important condition for the full implementation of the educational strategy based on universal educational activities.

In conclusion, the formation of moral, aesthetic and labor education in primary school students through universal educational activities is not just a separate activity, but a pedagogical system that ensures personal development. Through this system, the student is formed not only as an educated person, but also as a culturally aware, responsible and active subject with humanistic criteria.

The following scientific and methodological proposals are relevant for the formation of moral, aesthetic, and labor education through universal educational

activities in primary education:

An integrated approach aimed at ensuring the unity of upbringing and education

- The content, methodology, and evaluation criteria of each lesson should include educational components.

- Types of training that combine "moral-cognitive", "aesthetic-cognitive", and "labor-creative" activities should be developed.

Development of methods in a cultural-connotative context. Creation of moral, aesthetic and labor tasks based on local culture, folk oral art, crafts, national values. Use of folk proverbs, sayings, traditions in educational activities.

Strengthening pedagogical reflection and diagnostic monitoring. Conducting a reflective analysis by the teacher based on regular observation, diary entries,

and answers to metacognitive questions when assessing educational results. Forming a personal development map for each student based on their social, moral, and work culture.

Strengthening educational cooperation with parents. Involving parents in moral-aesthetic and labor activities (craft days at school, literary evenings with the participation of parents). Directing homework assignments towards educational goals.

Develop videos, illustrations, and dramatic materials on aesthetic, moral, and labor education for "Educational Hours." Maintain personal diaries and reflective journals of students expressing their feelings.

In addition to the traditional academic approach, it is recommended to use the following pedagogical and normative criteria when assessing the formation of moral, aesthetic, and labor education:

Direction	Evaluation criterion	Monitoring indicators
Moral education	A conscious attitude towards the moral situation	Distinguishing between good and bad, reasoning, expressing opinions about honesty and fairness
Empathy and social sensitivity		Understanding the feelings of others, offering help
Aesthetic education	Emotional sensitivity to beauty	Distinguishing color, sound, rhythm, images, evaluating, expressing figurative thoughts
Creative-aesthetic expression activity		Expressing emotions through poetry, painting, composition, musical expression
Labor education	Conscious attitude to work	Responsibility for the task, planning, determination in completing the task
Teamwork and initiative		Participation in a group, division of tasks, achieving a joint result

Evaluation forms:

1. Formative (process) assessment: based on daily observation, verbal feedback, and questions and

answers given during the activity.

2. Self-assessment: Written answers to questions such as "What useful thing did I do today?",

"What was interesting to me?", "What conclusion did I draw?"

3. Portfolio assessment: issuing final indicators based on creative work, projects, role-playing results, and parental feedback.

The process of educating a person in education is not just the acquisition of knowledge by the student, but also his or her socio-moral, aesthetic-creative, and labor-related formation. Universal educational activities are finding their place in pedagogical practice as a means of developing precisely these types of educational qualities.

The analysis shows that by organizing universal activities for primary school students in conjunction with moral, aesthetic and labor education, the educational process can be directed towards values such as humanity, conscious choice, creative approach and hard work. This, in turn, contributes to the development of the individual not only in terms of academic results, but also in terms of internal culture, self-awareness and the ability to find one's place in society.

In order to organize this process in practice in a quality manner, it is necessary to develop clear assessment criteria for each educational area and diagnostic tools that allow for their monitoring. In particular:

- Moral education requires a student's attitude to moral problems, empathy for peers, and conscious assessment of their behavior;
- For aesthetic education - to feel beauty, to describe it, to express oneself through creative expression;
- For labor education, it is proposed to evaluate based on indicators such as timely completion of tasks, working in a group, and mastering the result.

In order to consistently monitor the development of students during these assessments, it is recommended to introduce document forms such as "Educational Assessment Sheets" and "Development Map" into pedagogical practice. Through these documents, the teacher not only determines the current state of the student, but also determines the dynamics of his development, needs and directions of personal growth.

It also confirms the effectiveness of the following approaches in educational work based on universal activities, from a methodological point of view:

- incorporating educational elements into each lesson through activities;
- enriching assignments with aesthetic, moral, and labor content;
- develop the student through selective,

inquiry-oriented reflective questions;

- Regularly introduce activities based on social role-playing games, small projects, dramatization, and art elements.

Organizing the educational process in this way serves as the foundation not only for the spiritual development of the student, but also for his formation as an independent thinker, cultured, disciplined person who can find his place in society.

CONCLUSION

The results of the study "Possibilities of achieving educational goals through universal educational activities in primary school students" show that universal educational activities have a special place not only as a means of acquiring knowledge, but also as an effective pedagogical mechanism for personal and social development, the formation of educational qualities. Through them, students gradually master such skills as independent thinking, making moral choices, feeling civic responsibility, a conscious attitude to work, striving for beauty, and readiness for social cooperation.

First, universal educational activities, as a means of education with educational influence, form the personal position of the student. Through the moral, aesthetic, social and labor values reflected in them, the student understands his identity, role and responsibility in society.

Secondly, achieving educational goals through universal activities directly depends on the teacher's methodological approach, the use of interactive technologies, and working with each student on the basis of an individual approach. This requires the introduction of differentiated and person-oriented forms of education.

Thirdly, within the framework of the educational process organized on the basis of universal educational activities, the child learns to form his own moral decisions, to evaluate himself, to reflect, and to think about his social role in the community. This creates the basis for his maturation as a well-rounded individual.

Fourth, education through universal activities continues not only within the classroom, but also outside the classroom, in the family, and in the wider social environment. The student has the opportunity to test the moral and social lessons learned in real-life situations.

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