

The Pedagogical Conditions For Shaping Altruistic Behavior In The Educational Process

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Abstract: This article analyzes the pedagogical conditions for shaping altruistic behavior among students in the educational process. It reveals the nature of altruism, its importance in personal development, and the role of the educational environment in fostering selflessness, compassion, empathy, and helpfulness. The study also explores the possibilities of developing altruistic behavior through strengthening social responsibility, teamwork, and cooperation between teachers.

Keywords: Altruism, education, moral upbringing, social responsibility, pedagogical environment, collaboration, empathy.

Introduction: Today, the stability of social development and the establishment of humanistic relations are directly connected with fostering kindness, compassion, and selflessness in the minds of the younger generation. The education system serves not only to provide knowledge but also to instill moral and spiritual values. Therefore, shaping altruistic behavior in students is considered one of the urgent directions of modern pedagogy.

The decisions of the President of the Republic of Uzbekistan "On Additional Measures to Improve the Education and Upbringing System," as well as national programs and educational concepts, define the education of humanistic, socially active, and helpful individuals as a priority task.

LITERATURE REVIEW

The concept of altruism was first introduced into scientific circulation in the 19th century by Auguste Comte, who defined it as the ability of a person to act in the interests of others. Later, psychologists such as Erich Fromm, Jean Piaget, and Abraham Maslow described altruism as an essential psychological factor in the hierarchy of human needs.

In Russian pedagogy, scholars like Nadezhda Krupskaya, Vasyl Sukhomlynsky, and Lev Vygotsky paid great attention to forming social morality by nurturing compassion, collectiveness, and empathy in children.

In Uzbek pedagogy, the works of Abdulla Avloniy,

Abdulla Qodiriy, Abdurauf Fitrat, and Sharofiddin Sharafiddinov emphasize humanism, tolerance, and helpfulness as the core criteria of moral education.

Modern research (e.g., B. B. Pardaev, M. Rahmonov, Sh. Hamidova, and others) scientifically substantiates the effectiveness of forming altruistic behavior through interactive methods of educating socially active students.

METHODOLOGY

The study employed comparative, analytical, and pedagogical observation methods. It analyzed the process of moral education in general secondary schools.

Additionally, data were collected through questionnaires, interviews with teachers, and psychological analysis of students' behavior. Based on the findings, the following pedagogical conditions for developing altruistic behavior in the educational environment were identified:

1. Building a pedagogical environment based on humanistic principles;
2. Organizing teamwork and collaborative activities systematically;
3. Linking students' personal achievements with social activities;
4. Ensuring cooperative relationships among parents, teachers, and the community.

RESULTS

The results of the research show that ensuring a humanistic environment, encouraging each student's active participation in group and social activities, strengthens their sense of helpfulness and selflessness.

In the educational process, the introduction of group work methods and projects such as "Relay of Kindness," "Helping Hand," and "We Support Each Other" contributes to the development of practical altruistic skills among students.

DISCUSSION

The analysis of the results revealed that not only theoretical knowledge but also practical social activity plays a significant role in shaping students' behavior. Encouraging empathy, collective responsibility, and dedication through pedagogical efforts helps students internalize helpfulness as a personal need.

Moreover, activities carried out in cooperation with social education institutions, neighborhood communities (mahalla), and parents foster a positive emotional environment and help establish stable altruistic behavior norms among students.

CONCLUSION

The following pedagogical conditions are crucial for fostering altruistic behavior in the educational and upbringing process:

- creating a humanistic educational environment;
- encouraging teamwork and cooperation;
- strengthening selflessness through social activities;
- reinforcing parent-teacher collaboration.

Through these measures, young people grow up not only knowledgeable but also compassionate, helpful, and active members of society.

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