

The Concepts of "Morality" and "Moral Education"

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Annotation: The article discusses the concepts of "morality" and "moral education", which are explained in detail. Interpretations of the concept of morality of thinkers who lived and worked in different centuries are given. The concepts of morality and ethical education are explained.

Keywords: pedagogy, ethics, moral education, moral consciousness.

Introduction.

Thinkers of different centuries interpreted the concept of morality in different ways. Even in ancient Greece, they thought about this concept. In his writings, Aristotle said: "A person of perfect dignity is called morally beautiful... After all, they talk about moral beauty about virtue: a just, courageous, prudent and generally possessing all the virtues person is called morally beautiful" [25].

Main part. According to I. A. Kairov, **morality** is a set of requirements, rules and norms that people follow in their behavior. Morality performs the role of a "compass" of behavior that is indispensable for a person, allowing him to navigate in public life [12].

I. F. Kharlamov notes that morality is an integral part of an integrated approach to educating a personality. The formation of morality is nothing more than the translation of moral norms, rules and requirements into knowledge, skills and habits of behavior of the individual and their steady observance [23].

One can speak about a person's morality only when he behaves morally by virtue of an inner impulse (need), when his own views and beliefs act as control. The morality of a person is usually judged by his behavior, but behavior. The moral behavior of a person has the following sequence: a life situation - a morally sensual experience generated by it - a moral understanding of the situation and motives for behavior, choice and decision making - a volitional stimulus - an act.

From the point of view of I.P. Podlasogo, **moral education** is a purposeful and systematic impact on the consciousness, feelings and behavior of pupils in order to form their moral qualities that meet the requirements of public morality [19].

Moral education is a process aimed at the holistic formation and development of the child's personality, and involves the formation of his relationship to the Motherland, society, team, people, work, his duties and himself. In the process of moral education, the school forms in the younger student feelings of patriotism, internationalism, camaraderie, an active attitude to reality, and deep respect for people.

Moral education, according to O.S. Bogdanova, the process of formation of moral qualities, character traits, skills and habits of behavior. The fundamental basic category of moral education is the concept of moral feeling (constant emotional sensation, experience, real moral relations and interactions) [4].

Education as one of the types of social activities of people, from the point of view of V.T. Chepikov, is designed to help a growing person master social experience and thus prepare for life in society. From this we can conclude that the *upbringing of a personality is a process of its purposeful socialization*. The author also considers moral education as a society-organized process of assimilation of social moral experience by the younger generations with the aim of their moral preparation and inclusion in the life of society, i.e. their **moral socialization**. The source of the moral socialization of the individual is the social moral experience [26].

Moral norms and principles act in the form of social prescriptions, requirements and rules imposed by society on a person. They limit and regulate his behavior and activities; they contain a model of his moral relationship to nature and society and his relationship with other people. The system of norms and assessments that regulates the moral relations of people makes it possible to implement the social mechanisms of the impact of society on the behavior and activities of the individual [26].

Being included in the system of accessible moral relations and focusing on the moral patterns of activity and behavior contained in moral norms and principles, younger students master them, join life in society and are formed morally. In this regard, A.N. Leontiev emphasized that the personality of a child is characterized at each age stage only by an objectively occupied place in the system of human relations [16].

Of course, the content of the concept of moral socialization is broader, notes V.T. Chepikov than the content of the concept of moral education. Moral socialization as a process of assimilation by an individual of historically established social moral experience includes the whole complex of external influences on the personality, both spontaneously acting influences of the social environment, and purposeful, specially organized and controlled pedagogical influences and influences. However, spontaneous socialization cannot ensure the education of junior schoolchildren of all the moral qualities that they need for life in society [26].

If we take into account the fact that the educational activities of teachers and parents often also aim to eliminate the negative impact on schoolchildren of the spontaneous effects of the social environment, shortcomings in their activities and behavior, then in this case it can be assumed with a certain degree of conditionality that **moral education**, considers V.T. Chepikov, there is a pedagogical process of moral socialization of schoolchildren. This process is aimed at organizing their assimilation social moral experience and the implementation of their moral training, due to which the moral formation and inclusion of the student's personality in the system public relations [26].

The moral formation of a person, says K.V. Bastrakov, begins at birth. Even at preschool age, elements of morality are laid in children: initial moral feelings and ideas are formed, the simplest skills of moral behavior are developed, which are the foundation on which the development of new forms of moral behavior, consciousness, feelings, relationships takes place in the primary grades [3].

Moral education includes: the formation of a person's consciousness of connection with society, dependence on it, the need to coordinate their behavior with the interests of society; familiarization with moral ideals, the requirements of society, proof of their legitimacy and reasonableness; the

transformation of moral knowledge into moral convictions, the creation of a system of these convictions; the formation of stable moral feelings and moral qualities, a high culture of behavior as one of the main manifestations of a person's respect for people; the formation of moral habits.

The content of moral education in the modern school is undergoing significant changes due to the fact that there is an urgent need to revive universal human values .[19].

If in physical, aesthetic education, to achieve the goal, it is enough to organize and implement a system of well-chosen educational affairs, then in moral education, everything is much more complicated. Thoughtful educators, not without reason, argue: it is not necessary to go from the method here, not from the form, no matter how attractive, new and technologically advanced they may seem, but from the individuality of each pupil, the characteristics of a particular situation and, in accordance with them, plan educational affairs, choose methods and methods. If this requirement is violated, then the work will be formal.

The main tasks of moral education :

- 1) the formation of moral consciousness;
- 2) education and development of moral feelings;
- 3) development of skills and habits of moral behavior [19].

The ultimate and main goal of ethical educational affairs is the formation of *moral behavior*. Educational deeds constitute a chain of *moral actions* in daily life situations. It is the act that characterizes the attitude of a person to the reality around him. To cause moral actions, it is necessary to create appropriate conditions . However, even actions do not always speak of moral upbringing. Motives that move a person and explain actions are also important. Therefore, the formation of highly moral motives for activity is an important and necessary part of ethical educational affairs. The system of actions leads to the formation of a *moral habit* - a stable need to perform moral actions [19].

Moral consciousness is an active process of reflection by the child of his moral relations, states. The subjective driving force behind the development of moral consciousness is *moral thinking* - the process of constant accumulation and comprehension of moral facts, relationships, situations, their analysis, evaluation, moral decision-making, responsible choices. Moral experiences, torments of conscience are generated by the unity of sensual states reflected in consciousness, and their comprehension, evaluation, moral thinking. The morality of a person is made up of subjectively mastered moral principles that guide him in the system of relations and constantly pulsating moral thinking. Moral feelings, consciousness and thinking are the basis and incentive for the manifestation of *moral will*. The morality of a person is manifested in the conscious adherence to moral principles and in the *usual forms of moral behavior*. Moral education is an active life process of relationships, interactions, activities, communication and overcoming contradictions. This is a process of constant and systematic decisions, choices of volitional actions in favor of moral norms, a process of self-determination and self-government in accordance with them.[4].

The result of moral education is *moral education*. It materializes in socially valuable properties and qualities of the individual, manifests itself in relationships, activities, communication. Moral education is effective when it results in *moral self-education* (the purposeful influence of the individual on himself in order to develop the desired character traits) and *self-improvement* (the process of deepening the general moral state of the individual, raising the whole way of life, raising it to a higher quality level) of schoolchildren.

The specifics of the process of moral education:

- due to its content - public morality, the need to introduce the norms of public moral consciousness into the individual consciousness and behavior of each student;
- the originality of its goals, content, manifestations of moral upbringing or bad manners, organization and diagnosis;
- involvement in the process of mental, labor, civil, aesthetic, physical, economic, legal, environmental, anti-alcohol education.

The development of morality (the ability to make moral judgments) is closely related to cognitive development [4].

Conclusion. In this way, moralis a set of requirements, rules and norms that people follow in their behavior. Moral education is a purposeful and systematic impact on the consciousness, feelings and behavior of pupils in order to form their moral qualities that meet the requirements of public morality. The main tasks of moral education: the formation of moral consciousness; education and development of moral feelings; development of skills and habits of moral behavior.

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