



SPIRITUAL AND MORAL EDUCATION OF STUDENTS IN A HIGHER EDUCATIONAL INSTITUTION THROUGH MUSIC AS A PEDAGOGICAL PROBLEM

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Abstract: *Every science, doctrine must enter into a complete form in order to study or research a whole field of nature, society, man. At first, it appears as a certain idea or a scientific direction, and rises to the level of a whole science, which incorporates its concepts (categories), laws, principles, scientific research methods. It is with the help of these components that each subject can study its subject (subject). The application of its concepts, laws, principles and scientific research methods is determined by the limits of these components.*

Key words: *spiritual education, approach, national, moral, idea, dialectic.*

Pedagogy, which emerged as a need for the development of society, consists of its interrelated general principles, theory of education (didactics), theory of education, and school science (currently management pedagogy). This science, which arose as a need for the development of society, changes depending on its level of development.

This change applies to all its areas and components. As a result, a new science - the science of management pedagogy - has been formed on the basis of its part of school studies.

The historical experience of the development of the society shows that the faster the social development, the higher the demand for the spiritual and moral qualities of the individual. The development of the society and the development of the individual are mutually proportional and dialectically related processes. In this case, we see the dialectic in that the development of the society has a comprehensive effect on the maturity of the individual, and in turn, the increase in the level of maturity of the individual accelerates the development of the society.

This, in turn, the law of society and individual development requires the formation of new qualities for a person, his spiritual and professional improvement. As a result, many new sciences are emerging. If we look at this process as an example of pedagogy, in the following decades, on the basis of general pedagogy (school pedagogy), about 20 systems of pedagogical sciences appeared, took the right to live in society, and took their place in human education.

If we look at the period of society 20-30 years ago, only general pedagogy was used by people in the field of school education, especially school teachers. Family and school, parents and teachers were mainly engaged in educating young people. At first, there was a prevailing opinion that a person is educated when he is young, it is not necessary to educate adults. The acceleration of the development of society has shattered such imaginations. In the current conditions, the whole society is engaged in education.



It has become a part of the important and integral activity of the whole society and the state and citizens.

Currently, education is the work of the whole society, starting with the head of the country, leaders of all categories, writers, employees in the fields of culture and art, physical education, sports, court, prosecutor's office, police officers, many thousands of teachers and parents, neighborhoods, state and community organizations. became The experience of the following years has shown that it is necessary to educate a person throughout his life. But in different periods of a person's life, his needs and attitude to education are different.

If in youth they aim to take their place in society by learning knowledge and craft, then adults approach pedagogy from the point of view of educating their children, developing themselves spiritually and educationally as individuals, improving their skills, acquiring a new profession.

Thus, the attitude of society to pedagogy has changed dramatically, and it is playing an important role in everyone's life. Once it was only the property of parents and teachers, and it was a secret for others ("something in itself"), but now it has become everyone's need ("something for us"). While thinking about these processes, it is necessary to pay attention to its causes. First of all, it should be noted that the needs of society and people are based on the branches of education and pedagogy, which is considered as its theoretical basis.

In the course of branching of pedagogy and the strengthening of the influence of education in the whole society, the role of education is particularly evident. There is a reason for this. The role of spiritual and moral education in the union of education and upbringing is determined by the fact that a schoolchild, a student will use the knowledge he has learned for what purpose - to create goodness, beauty, material and spiritual wealth, to reach the heights of science, to contribute to the development of society, or to cause destruction, terrorism, beauty and people? This is determined by the level of upbringing of a person.

Spiritual and moral education transforms knowledge into trust and faith, and determines the direction of its use. Therefore, in the conditions of independence, the education reform implemented in our country, the main goal of its model is to educate the human personality.

Spiritual and moral education is the most effective means for people to live in society and acquire social qualities. Spiritual Moral education helps people to participate in the system of social relations, influence each other, and acquire human qualities. It teaches a person to understand the interrelationships and relationships between people and to act on this basis.

Therefore, spiritual and moral education cannot be considered as a passing event. Spiritual and moral education, which continues forever in society, has its structural structure: the goal is a unified pedagogical system with a material base, laws and methods, forms and means, subject and object, management and result. Spiritual and moral education, like other social systems, makes it necessary to observe certain laws in its organization. From this point of view, if we look at the textbooks and study guides intended for students of higher educational institutions in the field of pedagogy, we will see a situation of not looking at its essence, laws or as a whole system.

For example: I.Y.Tursunov, U.Nishonaliev ("Pedagogical course" T. "Teacher" publishing house, 1997). It is interpreted in the form of objective laws of moral education. Here is the exact definition: spiritual and moral "the objective law of education is the stable traditions of organizing the educational process and the requirements of social life to form a person, his uniqueness and qualities" (p. 16).



To ensure the vitality of society, it means to implement the succession between generations, the development of forces that make up the essence of a person and every individual" (p. 16). In these definitions, some features and less important connections of the spiritual and moral education process are described as laws.

In the book Pedagogy by R. Mavlonova, O. Toraeva, K. Khaliqberdiev (Tashkent: "Teacher", 2001, 512 pages), the process of spiritual and moral education is interpreted in the form of laws and regulations. In order to be reliable, we will quote these definitions: The rules of spiritual and moral education "just as every work has its own, certain laws, child education has its own set of important laws, the observance of which ensures the effectiveness of the work of education."

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