



Pedagogical Foundations of Sociocorrection of Adolescents' Moral Image

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OPEN ACCESS

SUBMITTED 09 March 2025

ACCEPTED 05 April 2025

PUBLISHED 08 May 2025

VOLUME Vol.05 Issue05 2025

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Abstract: The article explores the pedagogical foundations of the sociocorrection of adolescents' moral image as one of the priority areas of modern educational work. The author emphasizes the importance of developing spiritual and moral qualities in adolescents within the context of social interaction. Effective pedagogical methods and approaches aimed at correcting and shaping the moral consciousness of students are discussed. Special attention is given to the role of educational institutions and teachers in the sociocorrection process.

Keywords: Adolescents, moral image, sociocorrection, pedagogy, upbringing, spiritual and moral development, social interaction.

Introduction: Modern children's public associations are socio-cultural communities of children, adolescents and adults who are united by common values, guidelines, goals, traditions, rituals and symbols. Children's associations perform the functions of education, socialization, training and development of their members. One of the main goals of their activities is to promote the formation of moral value orientations of the participants. To achieve this goal, it is necessary to define and implement in the children's public association the pedagogical conditions for the formation of moral value orientations of their members. Value orientations are effectively formed in adolescence, when a new level of self-awareness and the self-concept of the individual are formed, expressed in the desire to understand oneself, one's capabilities and characteristics. At this age, independent thinking develops, a worldview, moral self-awareness, social interest and activity of the individual are formed. Children's associations have significant educational potential for the formation of moral value orientations

of adolescents, providing them with opportunities for mastering, assimilating and appropriating moral values in the process of interpersonal (organized and informal) communication, interaction, collective creative activity, in the system of relations.

METHODS

The analysis of theoretical sources, the results of the study of value foundations and conditions for the functioning of children's public associations made it possible to identify a number of pedagogical conditions, the implementation of which ensures the formation of moral value orientations of adolescents in a children's public association.

First condition. The goals and content of the activities of a children's public association must correspond to the system of its moral values in the unity of its components. Since we consider a children's public association as a social and educational system, the component of this system - the goals expressed in the original concept, represent a set of value ideas for the implementation of which the system is created. In humanistic education systems, goal setting is carried out taking into account that goals are derived from values, values determine goals. This means that the system of moral values substantiates the goals of the functioning of the children's public association at all its stages.

The content of the activities of the children's public association should be based on moral values and contribute to the formation and actualization of these values at the personal and collective levels.

Moral values increase the effectiveness of the activities of the children's public association, the implementation of its educational functions to form moral value orientations: moral values unite teenagers into a socio-cultural community; form a subculture of the children's public association; transform socio-cultural moral values into collective and personal ones; give the pedagogical activity of the leader (organizer) a humanistic value-orientation character; change the position of the personality of the member of the children's association (he becomes a subject); contribute to the formation of moral value orientations; establish a democratic style of relationships; include teenagers in self-government and co-government. The given list of functions of moral values shows that in the social and educational system of a children's public association they should be a system-forming factor and be used as an integrative, multifunctional educational tool.

To determine the goals and content of the activities of a children's public association, it is advisable to use dialogues, games, interactive methods, the target

settings of which are: the acquisition of moral values by adolescents, their subsequent awareness, assessment and choice; humanistic attitude towards people; patriotism and citizenship; caring attitude towards nature; the moral position of a member of a children's association in relation to his comrades, to his organization, to himself as a comrade of other people; development of collective relations; development of amateur activity, self-government, cooperation of members of a children's association; the formation of abilities for self-education, self-training, moral self-improvement. With this approach, each member of a children's public association acts as a subject of a socio-cultural community, an integral social and educational system. Based on the provisions of the socio-cultural approach, the integrity of the community predetermines the assimilation of parts (subjects, components), imparts to them properties characteristic of the whole. The socio-cultural principle of anthroposocial conformity assumes the compatibility of the personal and behavioral characteristics of the participant and the social characteristics of the community of the children's public association. Moral values of the community are fixed in the consciousness and behavior of its member by means of moral value orientations. Consequently, in the process of goal-setting and development of content it is necessary to take into account that the personal development of a member of a children's public association should be proportionate to the group development of the entire community.

Second condition. Consideration of social, cultural and educational factors of the functioning of a children's public association. This means that when developing the content of the activities of a children's public association, it is necessary to take into account the social, cultural and educational environments in society.

The social environment allows, on the one hand, to expand and complicate the contacts of members of a children's public association with their peers, with adults, to realize their needs for communication and self-affirmation, and on the other hand, to acquire knowledge about the moral values of society in the process of joint socially significant activities, allowing members of a children's association to evaluate their behavior and activities, the behavior and activities of "others" from the position of these values, to act in accordance with them.

Socially significant events and collective creative activities (CCA) "Different - Equal" (providing support to children with special psychophysical developmental needs), "Valor, Courage and Honor", "Our Concern - Veterans" (patronage of veterans), "Children to Children", "Mercy" (patronage of orphans, children

from disadvantaged and low-income families), "Our Yard", "Clean Forest" (improvement of the territory of a microdistrict, forest zone), "For a Healthy Lifestyle!" (development of healthy lifestyle skills), etc. contribute to the awareness of members of the children's association of such moral values as kindness, compassion, mercy, duty, conscience, honor.

Taking into account the cultural environment involves the development of moral values of culture by teenagers, their involvement in the collective creation of subcultural values of the community of children's public association. In order for members of children's public associations to develop moral values of culture, it is necessary to study the cultural and historical heritage of the people, and carry out local history activities. For example, the cultural and historical cultural unions "Our Land", "Heirs", "History of the City", "Along the Places of Military Glory" contribute to the development of national values and traditions of the people. In order to involve members of a children's public association in the collective creation of subcultural values of the community, the study of the value foundations of children's associations is of priority importance. This provides material for understanding the values of teenagers: the importance of a special perception of the world - brightness, emotionality, spontaneity; the importance of communication with peers, adults; the importance of play, romance. At the same time, this implies the awareness that social values are manifested in the subculture of a children's association (social interest, social activity and socially significant activity, democratic principles). Collective creation of moral values of a children's association is carried out, as practice shows, in the process of collective rule-making, creation of a moral code regulating the activities, communication, and relationships of participants.

Taking into account the cultural environment involves using the cultural environment of a children's public association (museums, theaters, cinemas, exhibitions, sports facilities, etc.), involving employees of cultural and sports institutions, and representatives of creative professions in the activities of the children's association.

Educational environment is a set of social and cultural value factors that influence personal development and the formation of a team of members of a children's public association. The educational environment is created within a children's association, integrating its social and cultural properties, characteristics, and functions. A sign of the educational environment in a children's association is the openness of its social and educational system, which is determined by the

following criteria: the level of interaction between structures, substructures, and individual participants to achieve common goals; the effectiveness of using the means of the social and cultural environment; freedom of interaction with social groups, state and public organizations; pedagogical support for socially significant activities and initiatives.

The open nature of the social and educational system presupposes a high level of interaction (cooperation, co-creation) of members of the children's association, which is achieved by distributing responsibilities, powers, and involving everyone in solving collective problems. In the children's association, conditions are created for the diverse activities of the participants, for their manifestation of initiative. Coordination of activities is carried out with the help of collective self-government bodies on the basis of collectively planned programs. The basis of activity, communication, and relationships are empathy, dialogue, cooperation, mutual support, and respect for the rights of each participant.

In a children's public association, conditions are created for the intellectual development of adolescents, enrichment of emotional and behavioral experience, the social value of which is enormous for their entire subsequent life. Self-knowledge and self-realization of adolescents occur in the process of collective creative activity, interpersonal communication. Expeditions, hiking trips, concerts, performances, games are such sources of knowledge about life, about culture, about oneself that cannot be replaced by either lessons or other sources of knowledge.

Thus, a children's public association is a socio-cultural community functioning in the conditions of social, cultural and educational environments, interconnected by values and information links that influence it.

Third condition. Pedagogical support of a children's public association provides for educational, ideological, managerial, organizational, methodological support for the process of functioning of a children's association, which is carried out by the teaching staff and a specific teacher - the leader, organizer. Teachers initiate the creation and reorganization of a children's public association, ensure its stability and progressive development, act as an ideal, a role model, which teenagers are guided by in the process of interaction. A teacher is a leader if he ensures the viability of a children's public association, being its member, sharing its values, i.e. his influence on the group is internal. A teacher acts as an organizer if he organizes activities and manages them, but he himself takes a detached, administrative position, i.e. his influence on the group is external.

A distinctive feature of pedagogical support for a children's association is its flexibility and variability. Focusing on the needs and interests of teenagers, teachers look for methods and forms of pedagogical support that are relevant and effective. The teacher should contribute to the construction of a democratic style of relationships between members of a children's association.

Results and Discussion. As a result of the study conducted by the author, the qualities necessary for a teacher - a leader and organizer were identified. Respondents (teenagers, adults - members of children's public associations) identified the following qualities: responsibility - 97%; courage - 97%; charm - 96%; generosity - 95.2%; kindness - 93.9%; patience - 92.4%; sincerity - 90.9%; honesty - 89.4%; wisdom - 88%; hard work - 87%; persistence - 75.8%; competence - 75.2%; purposefulness - 74%; integrity - 64.2%. However, only 44% of respondents believe that real leaders of children's associations possess these qualities.

For 71.4% of teacher-leaders and organizers of children's public associations, an orientation towards altruism is characteristic, and for 28.6% - an orientation towards egoism. The altruistic orientation of teachers indicates that they take an ethical position in interaction with teenagers, care about them, strive to protect their rights and interests, sometimes sacrificing their own interests. For 64.3% of teachers, the focus is on the result - achieving goals, and for 45.7% - the focus is on the process of activity itself. High performance is not only an important motivation for teachers, but also a necessary condition for work.

The results of the study show that teachers encourage members of the children's association to: improve knowledge, skills, and abilities - 82%; show initiative - 74%; achieve individual results - 71%; accurately fulfill duties - 66% of respondents.

Important characteristics of a leader, organizer of a children's public association are organizational and communicative inclinations. According to the results of the study, most teachers - leaders, organizers have an average (46%) and high (41%) level of organizational inclinations. Only 13% of teachers have a low level of organizational inclinations. The average level of communicative inclinations was found in 47% of teachers, a high level - in 35%, a low level - in 18%. These characteristics indicate the ability of teachers to engage in organizational work and constructively communicate with members of a children's public association.

Based on the results of the study, we can come to the following conclusions. Most teachers - leaders and

organizers of children's public associations are guided by moral values, take an ethical position in the process of interaction with teenagers. Teachers care about the participants, promote the improvement of their knowledge, skills, manifestation of initiative, realization of personal potential. They are also focused on achieving results of activities and effective management. In real practice, there are problems that reduce the effectiveness of the activities of both the teacher and the children's public association. The democratic style of building relationships between teenagers, between them and adults has not yet become the norm for all children's associations. Firstly, the administrative position of the teacher, who considers the teenage group as a field of self-realization, assertion of power, acting with the help of orders, instructions, interferes, and secondly, the "protest" of teenagers, manifested in negativism, self-will, opposition to adults. Pedagogical support of a children's public association will be effective if the teacher has a high level of professional culture and systematically improves his/her professional competence.

The characteristics of the professional culture of a modern teacher - leader and organizer of a children's public association are:

- ethical position - the main cultural standard of the teacher's activity, implying the teacher's making moral choices that preserve the well-being of others, as well as compliance with ethical rules [1, pp. 154-155];
- the culture of managing the activities of a children's public association, which implies the teacher's ability to use effective management mechanisms, apply general scientific, pedagogical, psychological methods, techniques, technologies in the process of organizational activity;
- the culture of dialogue, including communicative inclinations and skills in using dialogue as a way of interaction and decision-making;
- a democratic leadership style based on respect for the rights of members of a children's public association, including the teacher's knowledge and skills in using democratic norms and procedures in the management process;
- the teacher's thinking culture, which will allow him to analyze problems in the activities of the children's association and creatively solve them in accordance with social and cultural conditions;
- methodological culture, implying the teacher's possession of interdisciplinary methodological knowledge [2, p. 147].

CONCLUSION

Thus, in order to provide pedagogical support to a

children's public association, the teacher must have a high level of moral and professional culture, he must have a formed moral position in relation to the participants (teenagers) and their socio-cultural community. The teacher must understand the values of the members of the children's association and direct their activity to socially and personally significant goals.

The implementation of pedagogical conditions for the formation of moral value orientations of the participants contributes to the effective functioning and progressive development of the children's public association as a socio-cultural community, an open social and educational system.

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