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Creating A Pedagogical Environment Necessary For The Development Of Altruistic Qualities In The Moral Education Of Students

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Abstract: This article analyzes the theoretical and methodological foundations of creating a pedagogical environment that contributes to the development of altruistic qualities in the moral education of students. The study examines pedagogical approaches to fostering essential conditions for the formation of qualities such as humanism, empathy, helpfulness, and mutual respect among students. The author substantiates the role of altruistic education in the system of moral values, the exemplary personality of the teacher, and the significance of the socio-emotional learning environment. Based on the analysis of literature, effective methods contributing to the social and moral development of the individual have been identified.

Keywords: Altruism, moral education, pedagogical environment, empathy, humanism, personality development, teaching and upbringing.

Introduction: In the modern educational process, forming a morally, intellectually, and socially mature personality is considered a priority task. Moral education is not merely the teaching of “proper behavior,” but a process of nurturing an individual who is empathetic, responsive to others’ needs, and ready to offer help.

Altruism is the willingness of a person to help others selflessly — an expression of social solidarity, humanism, and compassion. The development of such qualities among students is directly related to the pedagogical environment created by the teacher.

The pedagogical environment is an educational space formed through the interaction between teacher, student, and the community, serving the social and emotional development of learners. In such an environment, students naturally internalize altruistic qualities.

LITERATURE REVIEW

The issues of altruism and moral education have long been in the focus of philosophers.

Al-Farabi, in *The Virtuous City*, emphasized that human virtue is measured by one's ability to benefit others. Ibn Sina (Avicenna) stressed that moral formation is achieved primarily through the teacher's personal example.

In Western pedagogy, Auguste Comte introduced the term altruism into scientific discourse, interpreting it as a social value serving the well-being of society. John Dewey argued that activity- and experience-based learning is the most natural way to cultivate altruistic qualities. Maslow (1970) and Rogers (1983) demonstrated that self-realization and directing one's potential toward the benefit of society represent the highest form of altruism.

M. Hoffman (2000) viewed the development of empathy from childhood as the foundation of moral upbringing. Modern research (UNESCO, 2023; Berkowitz & Bier, 2005) recognizes the effectiveness of social-emotional learning (SEL) programs in fostering altruistic behavior.

Among Uzbek scholars, J. Jalolov (2019), A. Zunnunov (2022), and G. Nurmuhamedova (2021) scientifically substantiated the significance of the teacher's personal example and the moral environment in nurturing altruistic qualities.

The literature analysis reveals that altruistic qualities are developed through the following factors:

1. Personal empathy and emotional sensitivity;
2. A positive, humanistic educational environment;
3. Interactive, cooperation-based teaching methods;
4. The moral example of the teacher's personality.

METHODOLOGY

The following research methods were employed:

- Theoretical analysis: studying pedagogical environment, moral education, and altruism based on scientific sources;
- Empirical observation: analyzing classroom atmosphere and student interactions;

- Pedagogical experiment: organizing activities promoting altruism ("Helping Hand," "Useful Work for the Class");

- Survey: identifying students' and teachers' perceptions of altruism and empathy;

- Comparative analysis: evaluating the effectiveness of traditional and interactive approaches.

The experiment was conducted among 6th–8th grade students in Tashkent and Namangan regions.

RESULTS

The findings demonstrated that:

- Moral discussions, role-playing, and group projects enhanced students' empathy and willingness to help;
- The teacher's sincerity and sense of justice were reflected in students' behavior;
- A positive emotional environment naturally encouraged altruistic conduct;
- Social projects ("Day of Kindness," "Wall of Friendship") strengthened solidarity and mutual trust among students.

DISCUSSION

The obtained results are consistent with the conclusions presented in the reviewed literature. To develop altruistic behavior in students, the following conditions are essential:

1. The presence of positive social relationships within the learning environment;
2. The teacher serving as a moral role model through personal conduct;
3. Opportunities for students to experience cooperation, mutual respect, and helpfulness.

Such an environment not only shapes students morally but also ensures psychological stability, enhances their social responsibility, cooperative spirit, and humanistic worldview.

CONCLUSION

To foster altruistic qualities in students, the following pedagogical environment should be created:

1. Sincere and respectful communication between teacher and student;
2. Lessons based on cooperation and social projects;
3. A positive emotional atmosphere;
4. A system of activities that cultivate moral values and empathy.

In such an environment, students not only acquire knowledge but also internalize human virtues, developing into active, compassionate, and responsible

members of society.

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