

**TALABALARDA AXLOQIY SIFATLARNI RIVOJLANTIRISHNING  
PEDAGOGIK-PSIXOLOGIK XUSUSIYATLARI****Bobur Davidov Bahodir o'g'li**

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**Annotatsiya.** Mazkur maqola talabalarda axloqiy sifatlarni rivojlantirishning pedagogik va psixologik xususiyatlarini o'rganishga bag'ishlangan. Tadqiqot davomida talabalar orasida halollik, hurmat, mas'uliyatlik, do'stona munosabat va axloqiy me'yorlarga rioya qilish kabi sifatlarning shakllanishiga ta'sir ko'rsatadigan omillar tahlil qilindi. So'rovnomalar, kuzatuv va statistik tahlil yordamida talabalarning axloqiy xulq-atvorlari baholandi. Natijalar axloqiy sifatlarni rivojlantirishda integratsiyalashgan pedagogik va psixologik yondashuvlar samaradorligini tasdiqladi.

**Kalit so'zlar:** Axloqiy sifatlar, talabalar tarbiyasi, pedagogik yondashuvlar, psixologik xususiyatlar, ta'lim jarayoni, axloqiy me'yorlar.

**ПЕДАГОГИЧЕСКИЕ ПСИХОЛОГИЧЕСКИЕ ОСОБЕННОСТИ РАЗВИТИЯ  
НРАВСТВЕННЫХ КАЧЕСТВ СТУДЕНТОВ**

**Аннотация.** Данная статья посвящена изучению педагогических и психологических особенностей развития нравственных качеств у студентов. В ходе исследования были проанализированы факторы, влияющие на формирование у студентов таких качеств, как честность, уважение, ответственность, дружелюбие и соблюдение моральных норм. Этическое поведение студентов оценивалось с помощью анкетирования, наблюдения и статистического анализа. Результаты подтвердили эффективность комплексных педагогических и психологических подходов в развитии нравственных качеств.

**Ключевые слова:** Нравственные качества, воспитание студентов, педагогические подходы, психологические характеристики, образовательный процесс, моральные нормы.

**PEDAGOGICAL PSYCHOLOGICAL CHARACTERISTICS OF THE  
DEVELOPMENT OF MORAL QUALITIES IN STUDENTS**

**Abstract.** This article is devoted to the study of pedagogical and psychological features of the development of moral qualities in students. During the study, factors affecting the formation of qualities such as honesty, respect, responsibility, friendliness and compliance with moral standards among students were analyzed. Ethical behavior of students was assessed using questionnaires, observation and statistical analysis. The results confirmed the effectiveness of integrated pedagogical and psychological approaches in the development of moral qualities.

**Key words:** Moral qualities, student education, pedagogical approaches, psychological characteristics, educational process, moral norms.

In today's era of globalization and rapidly advancing information technologies, increased attention is being paid to the moral upbringing of the younger generation. The student years represent a crucial stage in the formation of a person's moral identity and values. Developing moral qualities such as honesty, responsibility, respect, and humanity in students is important not only for their personal development but also for building a sustainable and ethical future society.

In modern society, there are increasing instances of students deviating from moral norms—such as lying, violating academic integrity, and showing disrespect for others' opinions.

Effectively addressing these problems requires the active implementation of pedagogical and psychological approaches.

The issue of fostering moral qualities in students is one of the most urgent and important areas in modern education. Moral values manifest through an individual's social behavior, sense of responsibility, conscience, and ability to make decisions based on beliefs. These qualities are an integral part of overall spiritual development and are formed primarily through the educational process.

In an era of globalization and the rapid rise of digital technologies, the need to strengthen social responsibility and human values in society by fostering moral qualities in youth is growing. University students, in particular, are considered a key group in shaping the intellectual and spiritual foundation of society. Therefore, understanding the role of education in developing moral values is of vital importance.

Both pedagogical and psychological sciences have explored the theoretical and practical aspects of developing moral qualities in students. For example:

**Psychological approach:** Moral development is closely connected to students' age-specific characteristics, personal needs, and social interactions. Theories of moral development by psychologists such as **Jean Piaget** and **Lawrence Kohlberg** play a significant role in this context. Their work highlights the step-by-step progression of moral awareness and decision-making processes.

**Pedagogical approach:** In student education, the personal example set by educators and the overall educational environment are crucial factors. **John Dewey's** concept of adapting education to meet the needs of society serves as an important methodological foundation in this regard.

This article aims to analyze existing pedagogical and psychological methods for fostering moral qualities in students and to propose practical recommendations to increase their effectiveness. In particular, it examines the relevance of introducing integrated approaches in the educational process to elevate moral education to a new level.

The study addresses the following core issues:

1. The role of pedagogical and psychological methods in developing the moral qualities of students.
2. The importance of national and universal values in shaping moral behavior.
3. Improving the moral education of students through the use of effective teaching methods.

It is expected that these issues will serve to increase the effectiveness of educational work in the educational process. The results of the research will contribute to scientific work in the field of pedagogy and psychology and can be used in practical activities.

Research objectives: Studying the pedagogical and psychological characteristics of developing moral qualities in students involves the implementation of the following tasks:

Talabalarda axloqiy sifatlarni aniqlash va baholash mezonlarini ishlab chiqish:

-Identify the main indicators of moral qualities (for example, honesty, respect, responsibility, humanity).

-Developing questionnaires and observation methods to assess the level of manifestation and formation of these qualities during student life. Axloqiy sifatlarning rivojlanishiga ta'sir qiluvchi omillarni o'rganish:

-To study the role of pedagogical influence, psychological environment, and personal motivation in shaping moral behavior.

-Determining the influence of factors such as gender, age, and social circumstances on the development of moral qualities.

1. Develop effective methods for developing moral qualities in students:

-Propose strategies for the formation of moral qualities based on innovative pedagogical methods (games, team projects, problem-based learning) and psychological training.

Identify ways to implement moral education based on national and universal values.

2. Analysis of an integrated approach to education and upbringing in the development of moral qualities:

-Identify ways to integrate moral education through subject teaching in the educational process.

-Analyze the importance of group and individual work in forming ethical relationships among students.

3. Develop practical recommendations based on research results:

-Preparing methodological recommendations for teachers on developing students' moral qualities.

4. -Propose strategic directions for educational institutions to improve moral education.

Scientific and practical analysis of research results:

-Measuring the level of development of moral qualities and evaluating the effectiveness of research.

-Based on the results, identify existing problems and draw conclusions to find solutions.

The following methods were employed in the research:

1. Survey: A specially designed questionnaire was developed to assess the extent to which students adhere to moral norms.

2. Observation: Moral behaviors among students were observed to evaluate their general ethical characteristics.

3. Statistical Analysis: Survey results were analyzed using percentage distribution and other relevant indicators.

**Results.** During the study, a special survey was conducted and behavioral observations were carried out to evaluate the level of moral qualities among students. The survey results showed that most students acknowledged the importance of moral values; however, they also reported facing difficulties in consistently applying them in practice. The key findings are summarized below:

1. General Indicators of Moral Qualities

**Honesty:** 78% of respondents rated themselves as honest individuals. However, instances of academic dishonesty—such as plagiarism or cheating during exams—were identified in some cases.

**Responsibility:** Responsibility scored the highest among moral traits, with 82% of students reporting that they complete assignments on time and actively participate in group work.

**Respect:** 65% of students stated they maintain respectful relationships with their peers and instructors. However, some shortcomings were noted in interpersonal communication.

**Friendliness:** 75% of students indicated that they maintain good relationships and cooperation with their groupmates.



**Adherence to Moral Norms:** 70% of students acknowledged the importance of following moral norms, although full compliance was not observed in all situations.

**Gender and Age Characteristics** Moral traits were analyzed based on gender and age. The results revealed that female students scored higher in respect and friendliness, while male students showed stronger indicators in responsibility and honesty. It was also observed that as students' age increased, levels of responsibility and respect tended to rise.

**Factors Influencing the Development of Moral Qualities** Observations and interviews identified the following factors as influencing the development of moral qualities:

**Pedagogical Influence:** Sincere and respectful communication between teachers and students had a positive effect on the development of moral traits.

**Psychological Environment:** A supportive psychological environment in the family and peer groups contributed to the development of friendly and honest relationships.

**Personal Motivation:** Students' desire to see themselves as morally mature individuals encouraged ethical behavior.

**Graphical and Statistical Results.** Survey results were visualized using charts and tables.

For example: Honesty: 78%

Responsibility: 82% These figures reflect the effectiveness of pedagogical tools in fostering moral development.

**Analysis of Results and Their Significance.** The results indicate that pedagogical and psychological approaches used during the educational process had a positive impact on the development of moral qualities. However, the need for additional measures to promote academic honesty and respectful behavior was also identified.

**Summary of Survey Results: Students' Moral Characteristics**

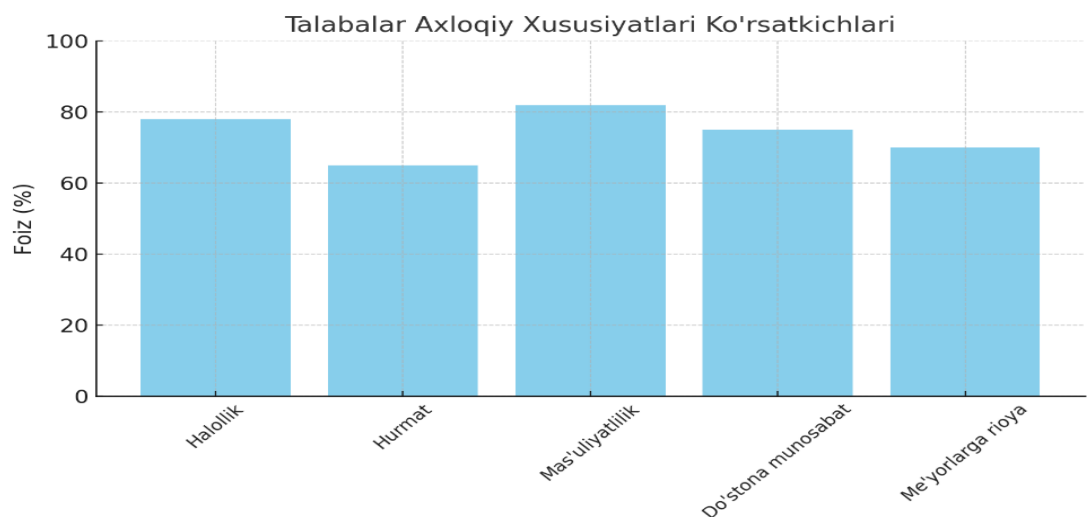
**Honesty** – 78%

**Respect** – 65%

**Responsibility** – 82%

**Friendliness** – 75%

**Adherence to Moral Norms** – 70%



**Analysis and discussion.** The results show that responsibility and honesty have the highest indicators among students, but the level of respect and adherence to ethical standards is relatively low. These results indicate the need to further develop ethical qualities through pedagogical and psychological approaches.

Conclusion. The results of the study confirmed the need to further improve the educational process in developing students' moral qualities. The integration of pedagogical and psychological methods can be effective in forming moral norms.

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