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THE IMPORTANCE OF MORAL VALUES EDUCATION IN TEACHER TRAINING

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It can be said that values have a very serious impact on the functioning of the individual. A person who concentrates these values in his professional activity and is an example for society by his personality is a teacher. It is no accident that the future of every nation depends on decent citizens, and the education of these citizens depends on the teacher. The level of education and training of teachers throughout history have made both Eastern and Western educators and thinkers think, distinguished by the authority of the teacher, his culture, humanism in communicating with people, kindness, norms of moral and ethical behavior.

During this period of our independence, the upbringing of the younger generation on the basis of the requirements of our national morality is of exceptional importance. "Ethics" is a discipline whose teaching is important today, has come a long historical way from Aristotle to the present day. The social processes taking place at the present time, the spiritual development of a person, and so on, do not go beyond the scope of the object of study of "ethics". In this regard, "ethics" is one of the disciplines that play an important role in the formation of young people as individuals, in the development of their moral consciousness. Although moral problems of a historical nature change over time and acquire new content, they never lose their relevance and remain an integral part of the spiritual life of society. In this regard, it is necessary to teach the science of morality as a basic and independent discipline. Ethics occupies an important place in the system of philosophical sciences – the science of morality, one of the oldest branches of human cognition.

Morality, being one of the forms of social consciousness, is a set of norms of behavior that determine a person's attitude to society, to other people and to himself. The tasks of moral education reflect the moral requirements of society to the individual. These tasks consist of the following.

- formation of moral consciousness, faith in man;
- to cultivate noble moral feelings;
- to form the experience of correct behavior;
- to foster intransigence to moral deformities, injustice, evil, perseverance in the struggle, an active life position.

"The theory of education" is the most leading section of pedagogy. The student cannot master the methodology of moral education in the didactic process if he does not acquire sound knowledge on this section about moral upbringing, its content, the essence of moral values.

At the meeting of the Board of the Ministry of Education on January 25, 1995, the issue of teaching humanities was widely discussed and the importance of teaching humanities in higher education institutions, especially ethics, was discussed. The consolidation of the philosophy of "dialectical and historical materialism", taught for many years in our universities, its replacement by ideology, the deformation of a

number of theoretical positions and their inconsistency in life, the acceleration of work on the creation of theoretical philosophy of modern times, the development in our universities of classical philosophy, the history of philosophy, especially Eastern philosophy, attention was drawn to that the study of the history of Azerbaijani philosophical thought, the history of science and the philosophy of religion will be more useful. The wide use of the possibilities of pedagogical science is emphasized.

Humanitarian education plays an important role in the formation of the worldview of students, their intellectual, mental, spiritual education and general development. The innovation of humanitarian education should solve the problem of the personality of a higher school teacher, the training of teaching staff and other similar issues. But in our higher educational institutions, this work was carried out at the retail level, without any system. It is with the aim of establishing proper order in this work that the Ministry of Education has recognized the need to teach philosophical, socio-political, economic and other humanitarian disciplines in higher educational institutions.

The teaching of ethics, called moral philosophy, is of exceptional importance in achieving the cultural and social maturity of young people in the conditions of our current national and spiritual awakening. It is an indisputable fact that spirituality as a whole is formed on the basis of healthy ethics. It should be borne in mind that understanding the moral essence of human existence, the artistic and emotional world is an important component of the worldview. Moral and spiritual upbringing awakening and development of spiritual values (kindness, correctness, purity, care, mercy) in students; it should ensure the formation of moral feelings (shame, anger, love, faith, trust) and moral fortitude (service to good and opposition to evil, striving to improve morality); to educate moral behavior (caring for the word, serving the motherland, being good-natured, merciful). The technological and methodological basis of the moral education of students are the traditions of national culture and pedagogy, put forward in various approaches.

- Axiological – the values of the moral life of society form the basis of the strategy in the field of education, act as the basis of its content and procedural definitions;

- Culturological – in this case, the social experience accumulated in culture is considered as a source of modernization of education. The basis of education is the moral values of the people.

“Ethics”, the science of morality, is the area of philosophy that is more connected with the practical issues of human life. It clarifies the patterns of a person’s moral attitude to reality, the structure of the moral consciousness of society, the moral experience of people, moral views, the purpose of human actions, the motives that govern human treatment, the objective criterion for their moral assessment. Ethics seeks to answer questions such as “what should be a person’s behavior”, “what moral quality should a person have”, “what norms should he be guided by”.

Morality is a means of understanding reality, a practical and moral worldview of a person. To study the nature of morality, which is a complex and social phenomenon, it is necessary to clarify its structure. The structure of morality, like other forms of public consciousness, is determined by social relations. To better understand the essence of morality, it is also necessary to consider its main functions. In the process of the formation of morality and its transformation into an independent sphere of culture, certain moral functions arose, which are still topical today. Within the functions of morality, the most basic are: 1) evaluative; 2) cognitive; 3) worldview; 4) educational; 5) regulatory. The evaluative function is the main one, it concerns not only morality, but also other forms of social consciousness – art, religion, law, politics,

and so on. The peculiarity of this function is, first of all, that the assessment here is carried out through the prism of the basic concepts of moral consciousness – good, evil, justice, conscience, debt, etc.

Although the cognitive function is not as intense and significant as the evaluative function, it is in agreement with it in a broad sense. Usually, when a person evaluates the actions of others or himself, he acquires, albeit incomplete, an idea of the inner world of other people or himself. The main condition of all forms of cognition, including scientific cognition, is through moral qualities.

The worldview function is due to the fact that various systemic moral norms, principles, ideals consist of a set of values that guide the functioning of society and the individual. By adopting the moral norms and principles created by society, the individual forms in his consciousness certain views and beliefs that he will need for himself.

Educational function is one of the main functions of morality. Without a continuous, intensive and purposeful process of upbringing, neither society can exist, nor a separate person can be formed as a person. At the heart of upbringing is moral upbringing, which forms the moral core of the personality.

The regulatory function is a peculiar synthesis of other functions. But morality is not the only regulator of people's actions: religion, art, law, politics are also of this kind. However, it is moral values that stand at the center of the spiritual world of a person, affecting his political position, attitude to existing rules of law (including the legal consciousness of a person), assessment of various religious teachings, as well as knowledge in the field of art (aesthetic taste). Morality, in contrast to law, politics and aesthetic consciousness, regulates almost all spheres of human life.

In modern society, a teacher must meet high criteria, be someone who has aesthetic pleasure, high culture, is able to analyze the socio-political situations taking place in the world, is able to penetrate with his personality, manners, behavior, and not only as a wonderful connoisseur of his subject.

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