

Pedagogical Possibilities of Providing Moral Education to Students in Technology Education

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Abstract: *The article discusses the pedagogical possibilities of providing moral education to students through technology lessons at the primary education stage. The study argues that technology education is a science that not only forms practical skills, but also develops moral qualities such as responsibility, discipline, thrift, cooperation, hard work and aesthetic taste. According to the results, the systematic integration of moral components in technology lessons significantly improves students' social behavior, independent thinking and teamwork culture.*

Key words: *Technology Education, Moral Education, Elementary School, Hard Work, Responsibility, Aesthetic Taste, Independent Thinking, And Pedagogical Methods*

Introduction

Today, one of the priority tasks in the education system is the comprehensive development of the student, the formation of independent thinking, creative approach and spiritual and moral qualities in him. This task is especially important at the stage of primary education, because it is during this period that the child's attitude to labor, the team, objects and his own activities is formed[1].

Technology education lessons involve students in practical activities, teach them to understand the stages of the labor process, and demonstrate planning, accuracy, and patience in the process of creating an object. In this regard, this subject serves as a favorable pedagogical field for moral education. During the lesson, the student acquires skills such as careful use of tools, compliance with safety rules, saving materials, cooperation with classmates, and keeping the workplace in order. Although these skills are manifested in the form of practical behavior, they essentially serve to form moral qualities[2].

At the same time, paying attention not only to the functional, but also to the aesthetic aspect of the object in technology lessons develops in students such qualities as a sense of beauty, an understanding of the harmony of ornament and color, and a responsible approach to the results of their work. Thus, technology education can provide an integrated form of moral, creative, and aesthetic education[3].

The purpose of this article is to identify effective methods of providing moral education in elementary school technology classes and analyze their pedagogical effectiveness[4].

Methodology

Research design

The research was organized in a practical-pedagogical direction and was based on observation, comparison, and experimental-testing methods. In the process, a model of technology lessons focused on moral education was developed and tested in lessons[5].

Participants

Two groups of elementary school students (a total of 52 students) participated in the study:

- experimental group — 26 students;
- control group — 26 students.

In the experimental group's lessons, moral education components (responsibility, cooperation, thrift, discipline, aesthetic approach) were integrated through special tasks and assessment criteria. In the control group, lessons were conducted in a traditional manner[6].

Duration of the study

The experimental work was conducted for 8 weeks, 2 hours per week (16 lessons in total).

Data collection tools

The following tools were used:

1. Pedagogical observation sheet (according to 5 criteria):
 - responsibility ;
 - cooperation ;
 - thriftiness ;
 - discipline and safety;
 - aesthetic quality of execution.
2. **Teacher's diary notes** (for each lesson).
3. **Student mini-survey** (attitude to the lesson and self-assessment).
4. **Product (item) analysis** — the quality, order , and aesthetic appearance of the work produced.

Intervention content (for the experimental group)

The following methodological approaches were used in the experimental group lessons:

adding a moral goal to the lesson objective (for example: “economical use of materials”, “helping the community”);

- role distribution (tool supervisor, orderly, material distributor);
- collaborative mini-projects ;
- reflection questions (“What was I responsible for today?”, “In what situation did I help?”);
- including an ethical component in the evaluation criteria (not only the finished product, but also the process is evaluated)[7].

Data analysis

The results were summarized based on qualitative and quantitative analysis. The results of the observation were evaluated on a 5-point scale, and the indicators of the experimental and control groups were compared[8].

Results

At the end of the experiment, the experimental group showed a higher growth rate in ethical behavior indicators compared to the control group. In particular, significant positive changes were observed in cooperation , thrift , and compliance with safety rules[9] .

Table 1. Average scores on moral qualities (5-point scale)

Criteria	Experimental group (beginner)	Experimental group (final)	Control group (baseline)	Control group (final)
Responsibility	2.9	4.2	3.0	3.4
Collaboration	2.8	4.3	2.9	3.3
Savings	2.7	4.1	2.8	3.2
Discipline and safety	3.0	4.4	3.1	3.6
Aesthetic performance quality	2.9	4.2	3.0	3.5

The results showed that in the experimental group, the conscious inclusion of elements of moral education in the lesson process had a positive effect on students' behavior and attitude to work[10].

Quality analysis results

Based on teacher observations, the following positive changes were noted:

- students began to use the equipment in turns and with caution;
- waste in material consumption has decreased;

- The number of disputes in teamwork has decreased and mutual assistance has increased;
- students got used to cleaning up their workplace and maintaining order;
- finished works has improved (cleanliness, decoration, proportion) [11].

The results of the mini-survey also showed that students in the experimental group had an increased interest in technology lessons and an increased understanding of “useful habits.” Most students noted “working together,” “saving materials,” and “getting the job done” as important parts of the lesson [12].

Discussion

The results obtained confirm that technology education has a high potential for providing moral education. The positive dynamics observed during the study can be explained by several pedagogical factors[13].

First, moral qualities are more than theoretical explanations. is formed more quickly through practical activities . In a technology lesson, a student not only hears a moral norm, but also immediately applies it in practice: for example, waiting in line, taking care of equipment, helping, tidying up the workplace. This creates a “knowledge-action-habit” chain.

Secondly, incorporating a moral component into the lesson objective allows the teacher to conduct the educational process in a planned and systematic manner . In the traditional approach, moral education often remains at the level of general recommendations. In this study, it was embedded into the internal structure of the lesson through assessment criteria, roles, reflection questions , and group assignments[14].

creative and aesthetic activities in technology lessons served as a factor in strengthening moral education . The more a student wanted his work to be beautiful, neat and thorough, the more responsibility, patience and respect for work grew in him. Thus, an aesthetic approach helps to strengthen the practical aspects of moral education.

However, the study has some limitations. In particular, the limited number of participants, the fact that the study was conducted in a single educational institution, and the relatively short duration require caution in generalizing the results. It would be advisable to conduct future research in schools in different regions, with more classes, and based on longer-term follow-up[15].

Conclusion

Based on the research results, the following conclusions were reached:

1. Technology education is an effective pedagogical tool for imparting moral education to elementary school students.
2. responsibility, cooperation, thrift, discipline , and aesthetic approach into the lesson process improves students' social behavior.
3. Including process-ethical indicators in the evaluation criteria (evaluating not only the finished product, but also the work process) increases educational effectiveness.
4. Reflection, role-playing , and collaborative mini-projects have emerged as the most effective methods for building ethical qualities.
5. The use of elements of moral education in technology lessons has a positive effect on the development of students' independent thinking, attitude to work , and aesthetic taste .

On this basis, it is recommended to clearly define educational goals when planning technology lessons in primary education practice, develop a system of methodological tasks, and strengthen the methodological competence of teachers in this regard.

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