



## Methodological Aspects of Pedagogical Ethics of Schoolchildren

Khimmataliev Dustnazar Omonovich<sup>1</sup>, Buriyeva Kibrio Ergashevna<sup>2</sup>, Ita Juwitaningrum<sup>3</sup>

<sup>1,2</sup>Chirchik State Pedagogical University, Uzbekistan

<sup>3</sup>Universitas Pendidikan Indonesia, Indonesia

Correspondence: [d.khimmataliyev@gmail.com](mailto:d.khimmataliyev@gmail.com)

### ABSTRACT

*The article describes the methodological possibilities of pedagogical prevention of morality of schoolchildren. Methods such as historical and comparative analysis, pedagogical observation, questionnaires, interviews, study of school documents, generalization, pedagogical experiment-test, mathematical and statistical analysis were used. The practical results of the study are as follows: the content of approaches (diagnosis, correction, prevention, rehabilitation) related to the pedagogical mechanisms of the formation of moral qualities of secondary school students has been clarified; mechanisms, content, forms, means, methods and methods of pedagogical prevention of morality of secondary school students, didactic model have been developed and used in the educational process; pedagogical technology and didactic provision for the prevention of moral deviations among secondary school students have been developed; Adaptive variants of interactive methods have been developed that allow them to be effectively used during classes and extracurricular activities aimed at preventing moral deviations among secondary school students. The scientific significance of the research results lies in the content, theoretical and methodological, practical and methodological, organizational and technological foundations, didactic and educational possibilities of pedagogical prevention of morality of general education schoolchildren, prevention of immorality among schoolchildren of general education is determined by identifying the structure and stages through morality. The practical significance of the research results lies in enriching the didactic provision of pedagogical prevention of morality of secondary school students, promoting practical and methodological recommendations aimed at developing the skills of moral education of students, and according to the results - received by teachers, school leaders, parents - this is explained by the fact that it can be effectively used in improving the activities of mothers, activists of the district, law enforcement agencies working with minors.*

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## 1. INTRODUCTION

The formation of students as individuals with well-rounded personalities hinge on their moral, intellectual, and social development (Hong, et al., 2022; Senen, et al., 2020). These aspects are shaped by acquiring knowledge and skills and their alignment with the ethical and societal norms expected of responsible citizens (Safrihsyah, et al., 2024; Sukarno & Riyadini, 2024). To achieve this, it is imperative to ensure students' active participation in public life, supported by systems that guarantee their rights, freedoms, and moral growth (Matusov, 2020; Tursunova, et al. 2022). Central to this effort is the pedagogical prevention of behaviors that deviate from accepted norms, which poses significant challenges in modern educational contexts.

The concept of prevention rooted primarily in the legal field has gained increasing relevance in education, particularly in addressing delinquent and immoral behaviors among students. Proactively addressing potential issues before they escalate has proven more effective than reactive measures, as demonstrated by the experiences of many developed nations (Amponsah, 2021; Darjee, et al., 2023). Prevention involves systematically reducing the likelihood of negative outcomes by addressing their root causes. In the context of students, delinquent behavior defined as the violation of moral and legal norms often leads to broader social issues, such as addiction, absenteeism, and even crime (Cook, 2020; Hanimoglu, 2018). These behaviors can disrupt the individual, the educational environment, and society if left unaddressed.

Delinquent and deviant behaviors are alarmingly prevalent among students today, manifesting in forms such as addiction to substances, excessive internet use, indiscipline, and acts of aggression (Chuulabantu, 2022; Olaitan & Ojetunde, 2020). These behaviors are frequently rooted in adverse familial and social conditions, such as a lack of parental involvement, family conflicts, or the absence of proper role models (Vadivel, et al., 2023; Warner, et al., 2023). Students from disadvantaged families or those left unattended due to parental migration are particularly vulnerable. Unhealthy environments can foster traits such as arrogance, dishonesty, defiance, and aggression, further increasing the likelihood of criminal behavior (Marbut, & Harms, 2024; Yam, 2023). These behaviors not only impact the individuals exhibiting them but also negatively influence their peers, perpetuating a cycle of moral decline.

One of the most concerning manifestations of deviant morality is the rising incidence of adolescent suicides, a global issue that has doubled in prevalence over the past two decades (Cioban, et al., 2021; Maluku & Maluku, 2020; Senapati, 2024). Studies reveal that these tragedies often stem from factors such as parental neglect, harsh treatment by teachers, peer conflicts, and feelings of isolation or rejection (Diab & Schultz, 2021). The aftermath of these incidents highlights the inadequacies in current preventive strategies and underscores the urgent need for comprehensive intervention measures.

Although educational institutions strive to implement moral prevention programs, their efforts alone are insufficient. Addressing the roots of delinquent behavior requires collaboration across multiple sectors, including family, community organizations, and law enforcement (Mallion, 2021; Utari, 2024; Darjee, et al., 2023). Factors such as weak

coordination between schools and local authorities, inadequate parental involvement, and limited access to preventive resources exacerbate the issue (Fotheringham, 2022; Levine, 2020). Additionally, the absence of effective methodologies to address deviant behavior reduces the impact of educational interventions (Alperin, et al., 2023; Aazami, et al., 2023). To combat these challenges, a multidisciplinary and holistic approach is essential. Psychologists, educators, and social workers must work together to identify the root causes of behavioral deviations and design targeted interventions. Tools such as observation, sociometric analysis, testing, and interviews can help uncover underlying issues and inform appropriate responses. Moreover, fostering strong parental engagement is crucial, as children primarily learn behavioral patterns from their parents. Positive reinforcement and role modeling at home play a pivotal role in shaping students' moral character.

Ultimately, addressing delinquent and deviant behaviors requires the collective efforts of educators, psychologists, families, communities, and policymakers. By fostering a supportive and morally grounded environment, society can empower students to develop as responsible, ethical, and well-adjusted individuals who contribute positively to their communities. This approach not only mitigates the risks associated with delinquency but also builds a foundation for sustainable moral and social development.

## 2. METHODS

The methodology of this study integrates both qualitative and quantitative approaches to explore the pedagogical prevention of morality among secondary school students. Methods such as historical and comparative analysis, pedagogical observation, questionnaires, interviews, and the study of school documents were employed to gather data. These were complemented by generalization, pedagogical experiments, and mathematical and statistical analysis to validate the findings.

The study followed several stages: diagnosis, correction, prevention, and rehabilitation, focusing on identifying moral issues, implementing corrective measures, and developing preventive strategies (Ward, et al., 2022). A didactic model was designed, encompassing mechanisms, methods, and interactive tools for moral education. Practical tools, such as adaptive interactive methods, were also tested during classes and extracurricular activities.

The research outcomes include the development of pedagogical technologies and strategies for preventing moral deviations. These results hold both scientific and practical significance, offering theoretical foundations and actionable recommendations for educators, parents, and law enforcement agencies to foster students' moral growth effectively.

### 3. RESULTS AND DISCUSSION

The findings of this study highlight the critical need to enhance pedagogical mechanisms for preventing immorality and deviant behavior among secondary school students. To address the issue of immorality among school students, numerous collaborative efforts have been undertaken by educational institutions, law enforcement agencies, non-governmental organizations, and community groups. These efforts aim to prevent crime, offer social and legal assistance to unattended minors, and curb behavioral issues. However, challenges persist, such as students frequently skipping classes without reason, involvement in delinquent activities, and being raised in dysfunctional or unsupervised family environments. The underlying causes of these issues include the lack of timely identification of socially vulnerable children, inadequately established psychological services in schools, insufficient cooperation between schools and law enforcement agencies, and the low qualifications of educators teaching law and moral education. Furthermore, key moral concepts, such as respect for others' rights, adherence to laws, and understanding the consequences of wrongdoing, are often not sufficiently instilled in students.

One of the significant shortcomings is the lack of systematic and organic approaches to moral education. For years, moral education has been viewed primarily as the responsibility of law enforcement and government agencies, with limited involvement from families, schools, and civil society institutions. This study emphasizes the importance of strengthening family roles in moral education by fostering closer collaboration between educational institutions and family structures. Families serve as the foundation for moral development, with the home environment and parent-child relationships shaping children's initial views on morality. Effective pedagogical strategies, including working with adolescents with delinquent behavior or addictive tendencies, are critical for creating a supportive upbringing and re-education system. To enhance the moral development of students, this study introduced a functional pedagogical model. This model integrates classroom learning, extracurricular activities, and interactive methods, such as the "Stop and Read" technique, which encourages critical thinking, collaborative discussions, and reflective learning. While these methods were effective, the study revealed that individual socio-spiritual conditions might hinder students' participation. Therefore, a combined approach involving classroom discussions and personalized interventions is recommended. Additionally, a classification of teaching methods from foreign countries was developed, drawing on practices from the USA (independent learning), Germany (responsibility and freedom of choice), the Netherlands (respect for children and strict discipline), and England (early community adaptation).

The study's experimental phase, conducted in various secondary schools across Uzbekistan, demonstrated the effectiveness of these pedagogical interventions. Statistical analysis showed a significant improvement in students' moral qualities in experimental groups compared to control groups. This confirms the potential of systematic, evidence-based approaches in improving moral education. Ultimately, this research underscores the need for comprehensive collaboration among families, schools, and social institutions to create a supportive socio-educational environment for students' moral development. The participation of students in the experimental work from these schools is detailed in Table 1.

**Table 1.** Summary of Student Participation in the Experimental Work

No	Schools designated as pilot schools	Number of student respondents		
		Total	Control	Experienced
1.	General Secondary School No. 26 Buwayda district of the Fergana region	214	102	112
2.	Kosonsoy Namangan region General Secondary School No. 3	176	78	98
3.	Secondary school No. 5 the city of Bukhara in the Bukhara region.	192	87	105
4.	Secondary school No.55 Boyovut district of Syrdarya region	183	79	104
5.	Secondary school No. 9 of the city of Jizzakh, Jizzakh region	175	80	95
Total		940	426	514

The experimental work was carried out in three stages. Goals and objectives were defined for each of them.

**Table 2.** Indicators of the Effectiveness of the Pedagogical Process in Assessing the Moral Qualities of Secondary School Students (Before and After the Experiment).

No	Criteria	An experienced class (n = 514)						Control class (m = 426)					
		High		Average		Low		High		Average		Low	
		Before	After	Before	After	Before	After	Before	After	Before	After	Before	After
1.	Having an interest in acquiring moral knowledge and skills	158	325	149	128	207	61	139	142	101	102	186	182
2.	High level of personal desire, motivation, and interest in education	165	262	156	170	193	82	115	116	114	118	197	192
3.	Legal assessment of immorality, full understanding of the concept	152		163		199		124		140		162	

From the above table, we summarize the results of the experimental and control classes before and after the experiment in the following table 3.

**Table 3.** Indicators of the effectiveness of the pedagogical process aimed at determining the moral qualities of students in secondary schools (based on the results of the experiment).

Classes	Number of Students	Skill Levels		
		High	Average	Low
An experienced class	516	302	144	70
Control class	424	129	124	171

Indicators of the effectiveness of the pedagogical process aimed at determining the moral qualities of secondary school students (based on the results of the experiment). Based on the above results, we calculate the quality indicators of the experimental work. As we know,  $X = 2.46$ ;  $Y = 1.91$ ; some quality indicators are equal:

$$t = \frac{(X - \Delta_x)}{(Y + \Delta_y)} = \frac{2,46 - 0,06}{1,91 + 0,08} = \frac{2,4}{1,99} = 1,21 > 1;$$

$$K_{\text{diff}} = (\bar{X} - \Delta_x) - (\bar{Y} - \Delta_y) = (2,46 - 0,06) - (1,91 - 0,08) = 2,4 - 1,83 = 0,57 > 0;$$

From the results obtained, it can be seen that the criterion for evaluating the effectiveness of learning is greater than one, and the criterion for evaluating the level of knowledge is greater than zero. It is known that the academic performance of students in experimental classes is higher than that of students in control classes. Thus, the experimental work carried out in the field of improving the methodological capabilities of pedagogical prevention of morality of secondary school students in the educational process is effective.

#### 4. CONCLUSION

Based on the research conducted on the topic "Methodological Possibilities of Pedagogical Prevention of Morality of Schoolchildren (Methods of Moral Education)", the following conclusions have been drawn:

1. Moral education is a process aimed at developing the skills of organizing activities based on the available educational knowledge of students, in which conditions are created to strengthen the moral skills of students, the ability to apply them in daily activities is formed.
2. Prevention of the formation of deviant behavior in preventive and explanatory work aimed at determining the moral qualities of students, preventive measures, meetings, psychological conversations aimed at preventing the formation of such behavior among students, as well as the inevitability of punishment for any act, it is important for internal affairs officers to clarify about.
3. In our republic, there is a need to create diagnostic, correctional and rehabilitation methods in order to improve the prevention of morality of secondary school students. These methods serve to prevent crime and immorality among young people and improve preventive mechanisms in dealing with it.
4. Comparative and typological analysis of the gradual development of the study of the stability of the positive influence of factors affecting the skills of moral education of students in accordance with the indicators of adaptive, productive, creative process,

prevention of moral violations among secondary school students shows that it is necessary to improve the theoretical and methodological foundations of obtaining.

5. It is possible to increase the effectiveness of pedagogical mechanisms for the prevention of moral violations among general education students through the use of pedagogical conditions for the use of educational opportunities, objective and subjective factors and criteria, as well as the use of personality-oriented educational technology in the learning process. a real educational environment.
6. The pedagogical model of the prevention of moral violations among pupils of secondary schools has been developed on the basis of the principles of universality and normativity of scientific modeling from goal to result and the application of systematic methodological, organizational, didactic and effective components in didactics. The algorithm of implementation of educational practice serves to increase the efficiency of work in this direction.
7. The essence of the process of moral education in school is directly related to the pedagogical and psychological motivational and diagnostic adaptation of game methods that activate the individual characteristics of the process of forming knowledge about education among students to their age characteristics.
8. Conceptual (educational goals, forms, methods, means) cooperation of educational institutions, parents, social institutions, internal affairs bodies, human rights groups, district activists in educational work carried out on the basis of a systematic plan), axiological (value, psychological and pedagogical (acquisition of values by students), organizational and managerial (options educational system management) allows you to create a complex system by combining the components of a preventive mechanism.
9. The roots of delinquent behavior of students, its educational and social aspects are insufficiently studied, the lack of methods to eliminate this defect reduces the effectiveness of educational influence. As a result, as a practical reflection of such behavior, minors have strained relationships with other people.

As part of the research work, the following proposals were developed:

In order to improve the moral culture of students on the basis of education and upbringing, they should be trained by specialists of pedagogical sciences. At the same time, it is advisable to review the system of training and retraining of teaching staff in higher education in the specialty "teacher-teacher";

it is advisable to strengthen the role of the family in shaping the moral qualities of students and, for this purpose, strengthen the practical cooperation of the family institute with educational institutions, pay special attention to ensuring their close and effective cooperation;

As in all areas of education, there should be regularity and continuity in moral education. It is desirable to conduct moral education from an early age, pay special attention to the formation of the ability to independently assess moral, legal and other ideals.

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