



THE IMPORTANCE AND VALUE OF SPIRITUALITY AS AN IMPORTANT PERIOD IN THE FORMATION OF MORAL FEELINGS

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Received: 17 th January 2022	This article is about adolescence characteristics and the development of moral feelings in adolescence, as well as an analysis of the methodology of students' orientation to moral values
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In adolescence, the period of adolescence is distinguished by its universality, and in the development of science at the end of the XIX century under the influence of industrialization and urbanization began to separate as a separate period. In biogenetic theory, the main focus is on biological development, and the period of adolescence is determined primarily by the physical growth of the organism. [1, 2,3,4,5].

In psychoanalytic theory (Z. Freud, A. Freud) it is believed that the instinctive energy of libido is compensated by my defense mechanisms, reaching a certain stage of psychosexual development in adolescence. The confrontation between "He" and "I" is accompanied by growing and conflicting situations, resulting in a new harmony between " He" and "I".

Adolescence is the most favorable period for the formation of morality. During this period, the child is thirsty for discipline, knowledge, upbringing, new knowledge. In adolescence, the child seeks to know the laws of the environment, distinguishing between good and evil. During adolescence, we treat the student not as a student, but as a friend, as the adolescent himself demands of us. We listen to his thoughts, worldviews, feelings, give our advice where needed. [6]

Any positive or negative trait formed during this period, the trait then becomes a stable trait of the person for the rest of his life. It is during this period that the influence of factors such as organizational education, family, neighborhood, community on the upbringing of the adolescent, on the one hand, and the tendency of the student to the educational process, on the other hand, is important. [7,8,9]

Morality is based on values. This situation is recognized by various philosophical and psychological currents. The Dictionary of Psychology defines value as follows: "Objects, events, their properties, as well as a concept that reflects the social ideals and is therefore a model of the phenomenon to be pursued." [10].

Each person has a unique hierarchy of personal values. Although the values in this hierarchy are the same in most people, their location and interrelationships are different in different individuals. The hierarchy of personal values serves as a link between the material culture of society and the spiritual world of the individual. Hierarchies of personal values are formed in the process of assimilation of social values objectified by the individual in the works of material and spiritual culture. Usually personal values are highly understood, they serve as an important factor in regulating the relationship between the individual and the group, the community.

Understanding the content of values can vary at different stages of social development and can vary in proportion to the social needs of a society. It is therefore very difficult to find values that are uniformly universal for different periods. However, in addition to the values that are important for different periods and at the same time for different social strata, there are also universal values that are equally important for different historical periods, different cultures, different segments of the population. [11]

In the experimental section below, we analyze the results on the value orientation of adolescents.

Value rating
Table 1

T/p	The name of the value	The rating of the adolescents who chose the values was N = 256		
		(%)	N	Location
1.	Happy family	19,5	50	1
2.	Good and loyal friends	18,7	45	2
3.	Health	4,7	13	7
4.	Love	14,5	37	4
5.	Wealth	16,2	40	3
6.	Self-confidence	2,4	6	10
7.	Knowledge	4,2	10	9

8.	Good job	6,5	16	5
9.	Beauty in nature and art	4,5	12	8
10.	Active marriage	5,5	14	6
11.	creation	4,7	13	7

While 15% of adolescents have a high level of developed willpower qualities, 4% of adolescents who choose this quality require explanation. The assumption that such a situation was related to what values they were focused on led us to study the values of the adolescents who participated in the experiment. A study of adolescent values showed the following picture.

As can be seen from Table 1, values such as happy family, good and loyal friends, wealth are at the top of the list. Only 4.3 percent of adolescents chose the value of knowledge. If we compare this number with the results of adolescents' choice of knowledge-related qualities, it becomes clear that there is a correlation between them. Reading-related willpower was chosen by 4 percent of adolescents, while cognitive value was determined by 4.2 percent of adolescents. [12]

For adolescents, the reference group is their peers. This explains the high rating of good and loyal friends for the teenagers who participated in the experiment. The high rating of "Happy Family", "Wealth" can be explained by the socialization of adolescents, the leading values in society, and the high rating of "Love" can be explained by the psychophysiological processes occurring in their bodies. The low rating of self-confidence and creativity can be explained by the fact that on the one hand, the reflection process in adolescents has not reached its peak, and on the other hand, these values are given less attention in the family and school upbringing. This opinion was confirmed by our interviews with a number of parents and teachers.

The low rating of the value of "beauty in nature and art" can be explained on the one hand by the fact that these values are almost ignored in families and not paid enough attention in schools. The fact is that teenagers pay a lot of attention to beautiful clothes, beautiful movements, which are one of the manifestations of beauty. However, the fact that the values associated with beauty were not sufficiently evaluated by them in the course of the experiment showed that the notions and concepts about the category of "Beauty" were not sufficiently formed in their minds. One of the reasons for the low rating of these values is that our schools do not pay enough attention to aesthetic education. This situation also leads to a decline in the sense of beauty. [13]

The fact that the value of "creativity" is defined by adolescents as a low-ranking value indicates the need for change in the educational process. From our conversations with educators, it became clear that they are engaged in the development of a plan of educational work without conducting psychodiagnostic activities. In our opinion, this is one of the reasons why values such as "Beauty" and "Creativity", which should have a high value, have a low rating. Our conversations with educators have shown that in many cases, they make such educational plans based on last year's plans. All this requires a psychological diagnosis at the beginning of each school year, and on this basis to develop and implement educational plans.

Thus, a psychological analysis of adolescents 'value-orientedness showed which values in them had a higher rating and which values had a lower rating. At the same time, the need for psychological diagnosis before planning the upbringing of adolescents was reaffirmed. When the task of raising the level of spirituality of adolescents is formed, M. It turned out that it is expedient to use the methods of determining the orientation of values by Rokich or E. Fantalova. The spiritual upbringing of a person should be carried out throughout his life. But this task is especially important during an individual's adolescence. For in this period the process of socialization of the individual, the assimilation of the values that are the basis of spirituality, is greatly accelerated.

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