



# Forming Moral Qualities in Students Through Physical Education Lessons

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**Abstract:** This article discusses the importance of shaping moral qualities in students during physical education classes and effective methods for achieving this. The article examines how moral behavior and qualities, especially through sports activities, should be developed in students. Additionally, it explores how students can acquire moral knowledge not only theoretically but also through practical activities, and analyzes the role of the teacher and methodological approaches in this process. The author emphasizes the significance of teaching moral values through physical education lessons and provides practical recommendations for developing moral norms such as mutual respect, responsibility, and justice in students. The article serves as a useful guide for teachers and educators.

**Keywords:** Physical education, moral qualities, moral behavior, sports activities, justice, responsibility, mutual respect, educational approach.

**Introduction:** There are three main conditions for shaping moral qualities in students. Each condition stands out with its unique opportunities and requirements.

The first condition is the formation of knowledge about moral behavior. This process is carried out by providing students with knowledge based on moral norms and principles. In the process of teaching moral behavior, individual or group discussions, debates, and arguments hold particular significance. Students need to learn how to express their opinions, respect different viewpoints, and develop critical thinking. Additionally, reading and analyzing works of literature helps in shaping students' aesthetic taste and moral values. Especially when moral issues are related to sports, watching films on sports topics helps students understand real-life moral

dilemmas. Organizing meetings with famous athletes provides them with the opportunity to see how to implement moral and professional behavior based on real examples. In this way, acquiring moral knowledge contributes significantly to the students' intellectual and moral development. Ularda sport musobaqalari uchun zarur bo'lgan qahramonlik, haqiqatgo'ylik, insonparvarlik kabi masalalar haqida fikr-mulohazalar yuritiladi. Bu jarayon talabalarni nafaqat axloqiy, balki sportdagi muvaffaqiyatlar va insoniy qadriyatlar haqida chuqurroq o'ylashga undaydi. Eng muhimi, axloqiy tarbiya jarayoni qurq safsatabozlik, nasihatg'oylik yoki siqiqasi chiqib qolgan so'zlarga aylanishi kerak emas. Tarbiyalash jarayoni samimiy, haqqoniy va ishonchli bo'lishi zarur, chunki faqatgina ishonchli suhbat orqali talabalar haqiqiy axloqiy xatti-harakatlar haqida o'ylashga undaladi.

1. When conducting a conversation with students, the following requirements must be taken into account:
2. The content of the conversation must be age-appropriate – It is important to consider the students' age, psychological characteristics, and the level of their moral development when organizing the conversation. A suitable approach must be used when explaining moral concepts and values specific to each age group.
3. Properly choosing the time and topic of the conversation – Holding the conversation at the right time, especially after a sports competition or after watching a film on sports topics, is highly effective. Such situations give students the opportunity to think critically about the topic and connect it with real-life issues.
4. Starting the conversation with clear examples – When starting the conversation, it is important to provide students with practical, easily understandable examples and then move on to generalization and conclusion. Examples help students better understand the topic and serve as the foundation for developing their thoughts.
5. Explanations and arguments must be evidence-based – The explanations, opinions, and examples provided during the conversation should be proven, validated, and practically applied. This helps to reinforce the students' thoughts and increases the credibility of the conversation.
6. Encouraging exchange of ideas and ensuring activity – During the conversation, it is essential to encourage the students to be active, to express their thoughts, and to think more deeply about moral issues. The conversation should not be passive but should be conducted in an interactive manner to foster the exchange of ideas among students. It is necessary to

encourage them to make independent moral decisions without forcing them to confirm a predetermined ethical truth. This process should be carried out under the guiding and supportive role of the teacher.

Some students' behavior and discipline may sometimes be misunderstood by their peers. Such situations can lead to misunderstandings in communication and may result in misinterpretations of the students' intentions or conduct. As a result, behaviors such as arrogance, mutual imposition, or pressure on one another may arise. These misunderstandings, especially in communication and relationships among young people, can lead to violations of moral issues.

To properly understand and resolve such behaviors, teachers and coaches play a crucial role in guiding this process. It is necessary to foster ethical values and mutual respect among students. Additionally, to prevent misinterpretations of behavior, teachers should engage in open and sincere communication, explaining to students how their conduct might affect others. In this way, mutual understanding, unity, and respect can be developed among students.

The second condition is to properly organize the process of students acquiring moral behaviors and positive experiences in their life and activities. This means that students should not only acquire knowledge about moral behaviors theoretically but also apply them in practice. Otherwise, moral conduct based only on theoretical knowledge may lead to "moral formalism," where students may only appear to be "good" in words but cannot apply this conduct in practice. Therefore, it is essential to organize educational activities in such a way that students are placed in situations where they can apply the principles of moral behavior in their practical activities. In this way, they will confidently implement their views and behavior in real life.

For this, several important principles need to be considered: Repetition and variety — Students should not perform actions in one direction many times without reason. Instead, they need to repeat them in different forms and under different conditions when the situation changes. Each situation should provide students with new experiences, so they can constantly adjust their behavior and learn new approaches to achieve positive results.

Real-life situations — Discussions or educational activities should not only be theoretical but also include real-life situations. Students should learn to make moral decisions in situations that are familiar to them and oriented toward solving real-life issues. For this, the teacher creates real-life situations or challenges, providing students with opportunities to think about moral behaviors.

Teacher's activity — The teacher should not wait for situations to arise by chance but must actively engage. The teacher should place students in difficult situations and help them solve problems. This assistance is necessary when students cannot overcome difficulties on their own. The teacher's role is not only to allow students the opportunity to solve problems but also to place them in situations where they are ready to make decisions independently.

Thus, the process of acquiring moral behaviors and positive experiences should be formed not only through theoretical knowledge but also through practical activities, real-life situations. The teacher should develop students' ability to think independently and make decisions by helping them solve real problems, not just providing them with knowledge. Through this process, students will gain new moral experiences and be able to apply them successfully in practice.

When students feel that their behavior is being monitored, they sense the teacher's interest in developing certain moral qualities. Without such monitoring, students may consider moral standards as mere words. In such a case, students understand that the teacher shows no interest in ensuring these standards are met. As a result, they perceive the teacher's demands as superficial or formal requirements. This, in turn, reduces students' enthusiasm for developing moral behaviors and qualities, as they view these requirements as mere formalities.

In this situation, the teacher's role is crucial. The teacher must demonstrate their attention and interest in the students. In the process of shaping moral qualities and behaviors, it is essential for the teacher to observe each student's progress, encourage their positive changes, and offer constant support. The teacher should always align their demands and guidance with sincerity and a friendly attitude. In doing so, students will feel that the teacher's expectations are genuinely significant and important, and they will take responsibility for their own moral development.

The third condition is the development of social demands for shaping moral behaviors in students. This involves not only providing students with theoretical moral knowledge but also encouraging them to make moral decisions in social life and real-life situations. Social demands are normative and ethical guidelines that ensure students internalize moral behaviors in practice and promote correct conduct in society.

In the process of shaping social demands in students, attention should be paid to developing values such as moral responsibility, helping each other, and fairness.

Moreover, this process helps students fully understand their role in society and fosters respect and solidarity towards others. Social demands ensure that students strive not only to improve themselves but also their environment.

In such a situation, the teacher's role becomes even more important, as they must encourage students to apply moral norms in everyday life, present social demands to them in practical ways, and actively participate in guiding their development.

In conclusion, the process of shaping moral behavior in students should not be based solely on theoretical knowledge, but also on practical activities, motivation, and the awakening of internal drives. The teacher must develop students not only with moral knowledge but also through their emotions, internal motivations, and personal values. In this process, the teacher's role is crucial: they teach students to manage their behavior not just by providing theoretical knowledge but by creating real-life situations that prepare students to make moral decisions.

Teachers conducting well-thought-out educational activities help in the development of students' moral qualities. It is essential that each activity aligns with the objectives and meets the individual needs of the students. The success of shaping moral behavior in students depends on the educational approach, which should be appropriately directed towards their internal motivations, emotions, and personal values.

Thus, the teacher's personal approach, methodology, and practical activities, in harmony with students' internal motivations and emotions, create the conditions for achieving effective results. This process not only equips students with moral knowledge but also helps to shape them into socially responsible, fair, and decision-making individuals.

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