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**Raksana Mammedova,**

Teacher at Baku Girls University.  
Baku, Azerbaijan.

 <https://orcid.org/0009-0008-7316-4539>  
[raqsanamva@gmail.com](mailto:raqsanamva@gmail.com)

## THE PROBLEM OF TEACHING ETHICAL AND MORAL VALUES IN THE PROCESS OF MASS EVENTS

**Abstract.** The inner world of young pupils is constantly dynamic, their flexible thinking is agile, their imagination is vivid, in other words, it is an extremely miraculous mirror. It is not right to view it superficially. Every mystery must be revealed in accordance with their inner world, language and sphere of interest. Vibrant lives should be intertwined through mass events of various natures. The questions and tasks posed should create a favorable stimulus for effective learning. Interest in life and reality must be awakened in learners. According to great philosophers and educators, every child is a personality. The development of personality is the primary function set before society. This is demanded by the state, people and nation from every parent, educator and citizen. From this perspective, the problem of instilling ethical and moral values in young pupils is extremely relevant. Since education always serves the state it belongs to, its content changes as the demands of the time evolve. Along with this, mass events take on a form that corresponds to the demands of the era, characterized by innovations in content. Now, the task facing pedagogical collectives is to raise well-prepared individuals for independent Azerbaijan. One way to achieve this is by properly and efficiently organizing pupils' free time. It would be a mistake to think that mass events only contribute to upbringing. No, they are also a teaching tool that imparts knowledge and skills. Therefore, mass events prepared in connection with relevant instructional material, real-life events and historical moments essentially serve as an educational tool that enriches the pedagogical process, providing learners with both intellectual and moral satisfaction, keeping them positively engaged with the school and shaping their personalities. In society, the development of the humanities intensifies efforts to expand and explore directions that will qualitatively enhance new ethical and moral foundations. In this regard, significant qualitative changes should also be made in the development of the humanities, education, upbringing in Azerbaijan, moving away from outdated ideas, ineffective,

formulaic thinking and plagiarism-driven works. In other words, forming a human from a human is about shaping the content of education that enables future generations to be raised in the spirit of humanity, to elevate their ethical and moral values and to open doors for them. Thus, the optimal organization of education and upbringing aimed at ethics and morality provides great strength for the deep assimilation of all components of moral qualities based on scientific foundations and a well-thought-out system. For this, understanding the essence of the problem, studying curricula and textbooks, pedagogical literature, and school practices, exploring learners' potential capabilities, improving teaching methods and techniques and considering the microenvironment (family, school, radio, television, etc.) must be taken into account in determining the influence on the individual's morality and intellectual level in order to solve the problem.

**Keywords:** education and upbringing; ethical and moral values; mass events; effective organization; pupil; teacher.

## INTRODUCTION / ВСТУП

**Statement of the problem / Постановка проблеми.** Moral and spiritual values, emerging again and again as a result of experience over the centuries, are powerful virtues formed in the history of mankind, they are the embodiment of humanity in the true sense of the word. A morally deficient person can never be considered a decent, influential person. Morality and spirituality are the main criteria of the public consciousness of a progressive society. The system of values, formed over thousands of years, protects and improves the spirit of society. Values are the heroic era of society in which individuals live. As generations change, they pass on the acquired moral and spiritual values to the next generations.

As a result, rich banks of ideas, thoughts and actions are created that will belong to the people. Without education, there is no morality, no spirituality, no developed nation, society and people. A huge, magnificent quality is formed in this person. It constantly expands and corrects the network of human relations. The meanings of morality and spirituality, their system of values have always made the greatest philosophers, educational psychologists and writers think. In their opinion, the main aspect that makes a person human and distinguishes him from other creatures is language, morality and spirituality. Normal life without them is very difficult. It should also be noted that humanity has accumulated a lot of avant-garde experience in this area. Based on the available experience, peoples and nations rightly strive for its perfect organization in favorable

opportunities, covering the content of subjects taught in school, social environment. The initial values, acquired at later stages of life, are gradually expanded and improved, ultimately becoming the property of the people to whom they belong. A person who does not properly master this system of values and does not improve himself is far from the feeling of national self-consciousness, national existence, national consciousness, dignity, pride and honor. Children from preschool age should enrich their ideas with moral and spiritual values.

In modern conditions, deep meaningful work carried out in the direction of mastering moral and spiritual values plays an irreplaceable role in the implementation of the program of actions, opening up great prospects for the formation of national thought. Therefore, the best examples of the country and world experience should be aimed at the education and training of high qualifications, the application of the most necessary elements to the tasks to be solved, the inclusion of national and spiritual values, progressive traditions in the content to be taught. It is necessary to accept as the main principle of modernity the most important thing – the advancement of the idea of forming a civil society, the idea of educating the younger generation, and putting the advancement of ideas of formation in the spirit of protecting the state and statehood, is of exceptional importance in studying the problem facing us.

An important task of educational and upbringing work is to define and modernize the main goals of modern education and upbringing: new thinking, new life, new personality, new human development. It is known that the demand for modern education is global. The formation of national self-awareness and a high civic position of a person occurs directly through the assimilation of moral and spiritual values, the development of a pure spirit and flexible national thinking. Morality and spirituality are a phenomenon that stands above the individual and society. It has an exceptional influence on public consciousness. High evaluation of moral and spiritual values ensures the development of the scientific worldview, spiritual world, soul and thinking of the student. The high organization of this work is undoubtedly influenced by the media (books, newspapers, radio, television, cinema), modern life (meetings, gatherings, speeches, conferences, seminars).

**Analysis of (major) recent research and publications / Аналіз (основних) останніх досліджень і публікацій.** Many scientists N. Kazimov [11], A. Agayeva [2], A. Abbasov [1], A. Gashimov [8] and others devoted special studies and thus contributed to the formation of personality in Azerbaijan. The ideas of each of them, the theoretical concepts they created for the formation of personality are the most important sources in the field of development of

modern pedagogical science, assimilation of moral and spiritual values, application of what was studied in everyday life. It seems to us that today's moral and spiritual ideas are relevant for our time. In carrying out this work, greater importance should be given to work that can influence education and upbringing. In this area, there are wide opportunities for textbooks, pedagogical literature, language materials and reading materials, knowledge about life, music, fine arts.

The problem of morality and spirituality is one of the areas that philosophers and educators are most concerned with. A. Gashimov [8], A. Pashayev [12], A. Abbasov [1], A. Agayeva [2] and others touched upon the historical aspects of morality and spirituality and attempted to define its principles and responsibilities at the national level. Professors G. Bayramov [4] and F. Ibragimov [10] approach the issue of morality and spirituality from a thought-provoking angle.

In the "Pedagogy of Higher Education" by M. Ismikhonov [9], G. Bayramov [4], moral and spiritual education is given a very superficial place. In the textbook written by M. Ismikhonov [9] and G. Bayramov [4], for some reason they forgot the problem of "spirituality", although they allocated a separate section to "moral education".

During the period of independence, many scientists of Azerbaijan (A. Pashayev [12], H. Akhmedov [7], A. Agayeva [2], F. Ibrahimov and R. Guseynzade [10], etc.) wrote textbooks on pedagogy.

The textbook by N. Kazimov [1] "Pedagogy of Higher Education" lists general issues and content, qualities and rules of moral education, as well as the components it covers. F. Ibragimov [10] and R. Guseynzade [10] talk about the concept of moral and spiritual education in the book "Pedagogy". In their opinion, "Religion had a strong influence on morality after its emergence and played a decisive role in a number of forms of behavior..." Although in the textbook on "Pedagogy" by F. Allahverdiyeva [3] a special section is devoted to specific moral and spiritual education, the content of morality and spirituality, its goals and objectives are for some reason not mentioned. Only recommendations for conducting work are given [3].

## AIM AND TASKS / МЕТА ТА ЗАВДАННЯ

The **purpose** of the study – the main idea put forward in the process of the study is to reveal the essence of morality and spirituality, determine their specific features, master the values that will have a high impact on the quality of the content of work on education and upbringing of children, help schoolchildren discover effective principles and methods that will serve to

achieve high mastery, prepare a system of work carried out in this area.

In accordance with the specified goal, the following **tasks** are set in the:

1. To identify the differences and similarities of morality and spirituality using complex methods.
2. To reveal moral and spiritual values and introduce them into the content of education and upbringing of primary school students.
3. To determine moral and spiritual values when compiling programs and textbooks and to use them in educational and upbringing matters.
4. To analyze theoretical, psychological and methodological literature on the topic under study.
5. To determine the capabilities of the programs.
6. From the point of view of the task, identify the errors made in the experience in our schools and identify the causes of the errors.
7. Prepare the content of the upcoming work from the point of view of the problem, determine effective ways and apply them in practice.
8. Analysis of the upcoming work from the point of view of the task, re-application of it in practice and study of the result.

## **THEORETICAL FRAMEWORK / ТЕОРЕТИЧНІ ОСНОВИ**

Life consists of nature and society. According to great thinkers, man is a part of nature due to his physiological structure, and is also an integral part of the society in which he lives. The only thing that distinguishes him from nature is his spiritual existence: he is reasonable, educated, in other words, this is a moral and spiritual world.

The study of education issues consists of determining the level of moral qualities, openness of attitude to the world, etc. Providing students with basic knowledge and skills related to nature and society is one of the main tasks of modern pedagogical science. At present, increasing and strengthening the effectiveness of education and upbringing of morality and spirituality of students is one of the main means of scientific pedagogy. This is important in solving general issues of education and upbringing. At the same time, it provides them with training based on the scientific foundations of the interaction of nature and society. The acquisition of vital knowledge and skills of such a wide scope by students prepares them to perform the most necessary practical work, helps them to assimilate national and universal values, and develop as individuals. The development of communicative and other unity and skills in students plays an important role in the formation of moral values, making judgments on this basis, freely expressing their opinions, arguing them, defending their rights and upholding the rights of others.



Extracurricular activities are essentially divided into two groups based on their content, characteristic features, form and methodology: a) extracurricular reading; b) mass events.

These are forms of pedagogical work that complement each other in educational significance, and one contributes to the development of the other. Both of them in their own way expand, strengthen, develop, generalize and complete the knowledge and skills of students in terms of mastering moral and spiritual values. Experience shows that extracurricular readings and mass events should be held in elementary grades regularly and systematically according to a well-thought-out plan, taking into account the interests and inclinations of students, their potential for learning, as well as the level of general readiness. The main condition is the students' confidence in the upcoming work. Let's look at the work that needs to be done with both groups separately, in accordance with the requirements of the study.

*Extracurricular reading.* Experience shows that it is somewhat difficult psychologically to organize this work with primary school students. In addition, it requires the participation of family, school and community representatives in the pedagogical process. It should also be noted that knowledge and skills acquired in various subjects have a significant impact on this work. Intellectual and emotional development of students, as well as class and extracurricular reading prepare an optimal basis for the conscious acquisition of moral and spiritual values obtained from various subjects and their application in life. Experience shows that these forms of extracurricular activities and the effectiveness of their use increase the activity of students, consolidate the information they receive from various sources (from textbooks, observations, etc.) about nature and the social environment, life, enrich students' thinking with artistic images and help develop speech. The most important thing is to cultivate moral and spiritual values (family, school, homeland, people, nation, native language, science), a sense of affection, humanistic feelings and ideas. These important works are highly valued from the pedagogical and psychological points of view:

- reading texts prepares students for social life;
- awakens a feeling of love and affection for the world around us;
- develops the ability to extract moral values from the content of short texts;
- prepares to extract new moral and spiritual ideas from the content of my texts;
- expands the concepts associated with our Motherland, its power, past, present, future of our people, the history of heroism, the beauty of our native nature, underground and above-ground wealth, etc.;

- the policy of peace, stability, sovereignty of the Azerbaijani people, the state strengthens the solidarity of the people with the international world;
- forms the ability to admire and enjoy the power of the native language, Azerbaijani culture and beauty;
- instills feelings of sympathy for art and artists.

School experience shows that when organizing these important tasks of pedagogical and psychological significance, the requirements arising from the essence should come first:

1. When reading texts related to life outside the classroom, the character of the spirit, safety, age and interests should be taken into account;
2. Regular, organized and systematic reading outside the classroom should be related to life;
3. Questions and tasks should be aimed at deeply revealing the content of the texts and extracting ideas.

How should extracurricular reading be organized? In the 1st grade, it can be organized once a week from the second half of the school year, and in the 3rd-4th grades twice a month, sometimes once.

The observations show that the content of the texts to be read, the organization of the work should be thought out in advance. The questions and answers should be based on the disclosure of the set goal.

Experience shows that such extracurricular reading should be carried out in six stages.

1. Preparation for extracurricular reading.
2. Introductory interview.
3. The process of conducting.
4. Discussion.
5. Summing up the results of extracurricular reading and disclosure of the idea (moral value).
6. Evaluation.

Progressive teachers compare the material for extracurricular reading with the requirements of programs and textbooks, as well as with the content of the texts taught. Experienced teachers connect extracurricular reading with impressions of nature and the surrounding world, and with knowledge of the world. In this process, children are divided into groups, the content is differentiated, and independent activity of students is partially ensured. Independent activity is difficult for students at first, but they soon get used to this type of work. Experience shows that students should be given some freedom in this work.

Certainly, there are several aspects to the effective organization of such events:

- the object must correspond to the level of the students;
- the speakers must be selected from among people with a high level of training.

It is necessary to try to reveal moral qualities.

In grades III–IV, work on moral and spiritual education and extracurricular reading should be aimed at a fairly serious understanding of the world, work, workers' activities, revealing social and human relations between good and evil forces, identifying individual differences from them. In fact, it should be based on sources that can be obtained by reading materials dedicated to the theme of war and the bravery of Azerbaijani soldiers.

Any extracurricular reading should be educational, the questions and tasks should make you think, and the truth should be revealed.

Based on the teacher's assignments, students use pre-selected poems, stories, riddles, proverbs, etc.

Through colorful mass events, schoolchildren should expand their understanding of social life and nature, develop speech and thinking, strengthen their admiration for beauty, and most importantly, understand moral and spiritual values.

The knowledge and skills acquired as a result of organizing extracurricular reading have a great influence on the students' deep assimilation of other subjects (music, fine arts, life knowledge). An important role in this work is played by the effective organization of mass events. Given the great importance of this, we had to resort to mass events during the study.

*Mass events.* Working at mass events is always an important, necessary process in the education system. It helps to complete the hard work of teaching and upbringing, which begins on the first day and continues later. It provides an opportunity to provide additional knowledge about the educational material taking into account the characteristics of individual subjects, to carry out extensive and comprehensive work on individual problems, to regulate the level of involvement between individuals with special inclinations to the subject and other groups of students that is impossible in class. This is useful for mastering subjects both horizontally and vertically, as well as for the effective organization of free time.

Naturally, in the history of education, built on systematic, scientific foundations, there were also mass events. Advanced and innovative teachers have always used mass events. A large number of materials and fundamental studies have been conducted on this topic in scientific and pedagogical literature. Strong innovations and improvements are observed in the field of education. Now a model of the Azerbaijani education system is being formed. All this requires a new look at mass events, their organization and implementation.



Mass events, being one of the forms of organizing training and education, have rich content. As we have already mentioned, its usefulness has been proven both in practice and by scientific and theoretical provisions. A large number of studies and rich school experience are known about mass events. However, the work is not finished and will not be finished. Because life is in development, and it has always subordinated the pedagogical process, educational and upbringing work and will continue to do so.

Experience shows that in order for the younger generation to become a worthy and reliable representative of both the family and the nation, the state to which it belongs must be surrounded by an excellent educational and upbringing process.

There are two inseparable lines that complete this process and give it strength:

1) instilling systemic moral and spiritual values based on knowledge and skills acquired in the learning process;

2) research into moral and ethical qualities acquired in the process of mass events;

In fact, this is the main goal of mass events at school. To achieve this goal, the teacher should choose principles based on the laws of time and in accordance with the requirements of existing conditions. The principles can be both general – applicable to all groups, and specific – according to the capabilities of the school and school district. They can be classified as follows:

- the principle of connecting mass events with life and general development;
- the principle of holding mass events at a time that can facilitate the assimilation of the relevant educational material (before it, parallel to it, after it);
- the educational principle of mass events;
- the developmental principle of mass events;
- the principle of taking into account the inclinations, interests, talents and skills of students, individual characteristics when involving students in a mass event;
- the principle of voluntary participation of students in mass events;
- the principle of taking into account the age and cognitive level of students when preparing for mass events;
- the principle of taking into account the initiative of students when organizing mass events;
- when preparing and holding mass events, the principle of paying special attention to especially talented students, providing independence for their creativity, etc.

Types of mass events. Taking into account the listed principles, participation in mass events can be individual, group and collective. All three of them are useful and interconnected. In some mass events, it is intended for students with special talents and abilities, and is purely creative in nature. It is carried out according to the wishes and interests of students, that is, taking into account their individual capabilities. At mass events, students can improve their reading, literary and artistic creativity, compile photo albums, create stands, photomontages, musical performance, fine art, etc. Effective activity is carried out both in individual, group and mass events. The purpose of these classes is to reveal the individual abilities of students. To stimulate their individual creative abilities, it is useful to hold various thematic competitions, organize exhibitions and other similar events. After all, such work stimulates the development of individual abilities of students, encourages them to further creative activity.

Mass events held in groups provide an opportunity for social activities of students with special talent, creativity and free thinking. Associations, clubs, studios are the most common types of group work. This form of mass events unites students by interests, expands intra-school activities, and increases creative abilities. For example, "Creative Performers", "Folklore Seekers", "Skilled Hands", "National Research", "Amateur Art", "Book Lovers", etc.

Mass events are not only for gifted and talented students, but for all students in the entire class and school. Participation in these events means making everyone happy, keeping them in the spotlight, engaging in purposeful teaching and learning activities, and having an equal impact on everyone. This depends on the interest, talent, passion, and pedagogical competence of an effective teacher. At the same time, students who excel in individual and group activities also stand out in mass work. Mass events include skits, evenings, competitions, festivals, debates, conferences, olympiads, tourist trips, theater and film performances, book discussions, meetings with famous people, etc.

The implementation of any mass event begins with the definition of a topic for the active participation of the relevant educational contingent. Then a plan is drawn up. Tasks are distributed among the students, responsible members and assistants are determined and informed, after the process is completed, the results are analyzed, successful and missing points are summarized, and effective proposals are prepared. These proposals are taken into account in the process of preparing and implementing the following events. In order for mass events to yield successful results, general principles of education should be followed. In addition, a number of requirements must be met. In other words, a mass event must be voluntary in accordance with the above principles, and students' initiative and activity must be given ample opportunities.

A mass event must be connected with the teaching materials. In this regard, it can be held before, after or in parallel with the relevant teaching materials. The teacher must involve all students in the mass event, taking into account their individual characteristics.

The meaning and characteristics of mass events.

The work on developing moral and spiritual values, carried out in grades I–IV, is not limited to the educational process. Otherwise, it will negatively affect the effectiveness of the pedagogical process and reduce the interest of the student. Members of the teaching staff also think about the students' free time, care about their fun, meaningful and rich pastime outside of classes, and at the same time have an educational impact on schoolchildren, organizing colorful events. Of course, attention is also focused on the issues of the connection of mass events with the educational process.

Compared to the educational process, mass events have unique features. Let's look at these features.

- Unlike the educational process, mass events are voluntary.
- Students of different ages and grades participate in mass events.
- If the event is held on school grounds, there are no designated places or space restrictions for holding mass events. They can be organized in a classroom, assembly hall, stadium, school yard, corridor. If it is organized on the street, in a movie theater, forest, museum, alleys, etc., it is given time.
- Events are planned in advance. Lessons are reflected in the school's mass events plans (it is also possible to hold unscheduled events).
- Mass events are organized not according to the curriculum, but according to desire and interest.
- When organizing mass events, the independence and initiative of schoolchildren should be taken into account. The initiator of the event can be individual students or a group of students.
- Mass events should create conditions for the development of positive qualities of schoolchildren, have a social and moral focus, and serve to expand the students' worldview.
- In order to make mass events attractive and interesting, during the events it is necessary to use the creation of an entertaining situation, quizzes, competitions, games, performances of amateur art groups.
- Mass events must fulfill educational, developmental and upbringing tasks.
- Schoolchildren's attendance at mass events is not checked by class registers, they are not given a written assessment.

What are the forms and essence of organizing mass events?

Let's consider some forms of organizing a mass event:

Conversations and lectures on various spiritual, ethical, aesthetic, etc.

In short, it can relate to various topics covering all areas and directions of education. The goal is to form in the student a moral and legal consciousness, aesthetic taste, develop feelings of patriotism, national identity, honor and dignity, strengthen his health, form the necessary culture and ensure discipline. Conversations and lectures held create in students the need to form skills of correct behavior, respect for the law, to be hardworking, honest, principled, simple, modest, caring, courageous, respect elders. Care should be taken to ensure that the meaning and organization of conversations are vital, convincing and interesting. Therefore, the teacher should seriously prepare for the event in advance, determine exactly what aspects he will bring to the attention of students and what examples he will give. If necessary, referring to famous monuments of the country, the opinions of outstanding people (writers and poets, artists, composers, actors) enhance the impact of the work.

Of no small importance is the predetermination of the topic of conversation and consideration of the attitude of schoolchildren. When they see that issues of interest to them are being discussed, students participate more actively in the event and ask various questions. Evenings, matinees, meeting guests, skits, etc. are held in different forms depending on the content.

They can be grouped as follows:

Literary and artistic events, questions and answers on various topics are liked by students. The content of these events includes preparation for family life, civic maturity, development of norms of behavior, national self-respect, education of honor and dignity, etc.

These events are focused on a specific topic. Delivering content to students through questions and answers requires a high level of preparation on the part of the student. Therefore, it is important to familiarize yourself with these questions in advance.

The school organizes meetings with war veterans, famous writers and poets, scientists, and artists. During such meetings, students learn about the usefulness of labor, the achievements of artistic and scientific thinking, technology, and learn lessons in patriotism and courage. Students gather together and master many moral and ethical issues in a businesslike manner. This gives a kind of collective conversation effect. It is recommended to devote the conversation to a specific topic. The number of participants in such meetings is somewhat limited. Students exchange ideas independently. Therefore, they are required to be highly prepared.

## **RESEARCH METHODS / МЕТОДИ ДОСЛІДЖЕННЯ**

The study used the following necessary research methods: observation, interviews, questionnaires, study of students' creative output, school documents, practical classes and experiments.

## **RESEARCH RESULTS / РЕЗУЛЬТАТИ ДОСЛІДЖЕННЯ**

The organization of mass events, first of all, should be based on certain pedagogical requirements. These requirements include the following:

Mass events:

- they should be purposeful, consistent and systematic;
- the content should be attractive;
- should be organized in accordance with the knowledge, skills, age and psychological level of the student;
- be carried out in accordance with the individual and gender characteristics of the student;
- be based on the voluntary participation of students.
- be carried out in the direction of developing the knowledge and skills of students obtained in the classroom;
- should serve to impart new knowledge, skills and abilities to them.

In providing information, it is necessary to highlight the elements of developing national self-awareness, educating citizens who serve the interests of the people, and forming love for the land, the Motherland, the nation, and the state. In the content of work on organizing mass events, it is possible to establish contact with parents and use their help in educating students.

In grades I–IV, the teacher must be able to organize mass events:

- teaching individual students and the class group;
- the ability to organize a group;
- regulate the educational activities of students;
- organize mass educational activities;
- control the acquisition of knowledge by students;
- cultivate behavioral culture of students;
- work effectively with parents.

## **CONCLUSIONS / ВИСНОВКИ**

Thus, the competent construction of the process of extracurricular mass events enriches the thinking and worldview of students, improves their ability to acquire moral and spiritual values, giving food for their views on life, activates



their ability to understand the essence in the process of work.

Optimal organization of moral and spiritually oriented education and upbringing provides great opportunities for deep assimilation of all components of moral qualities on a scientific basis, in a well-thought-out system. This requires understanding the essence of the problem, studying the potential of the curriculum and textbooks, pedagogical literature, school experience, improving the methods and principles of teaching, taking into account the strong influence of the microenvironment on the morality and spirituality of students.

Diversity in content lines and language rules, short reading texts, music, fine art objects and mass events improve the quality of learning tasks and also increase the intensity of learning. Scientific conclusions obtained on the basis of accumulated best practices provide an effective and promising basis for application.

Cultivating high spirituality in the classroom, encouraging students to strive for research, providing various means of methods and principles enhances the in-depth assimilation of content.

Competent organization of educational and upbringing activities in the classroom enriches the thinking of students, strengthens their aesthetic feelings, and improves their moral and spiritual qualities.

**Prospects for further research in this direction / Перспективи подальших досліджень у цьому напрямі.** It is didactically and psychologically necessary to provide students with freedom and independence, to ensure their interests and to raise the spirit of mastery during mass events. Systematic and regular holding of such events improves the quality of education and opens up wide opportunities for the effectiveness of moral and spiritually-oriented education and upbringing.

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## ПРОБЛЕМА НАВЧАННЯ ЕТИЧНИХ ТА МОРАЛЬНИХ ЦІННОСТЕЙ У ПРОЦЕСІ МАСОВИХ ЗАХОДІВ

**Мамедова Раксана Ісмаїл,**

Викладач Бакинського жіночого університету.  
Баку, Азербайджан.

 <https://orcid.org/0009-0008-7316-4539>  
[raqsanamva@gmail.com](mailto:raqsanamva@gmail.com)

**Анотація.** Внутрішній світ маленьких школярів постійно динамічний, їх гнучке мислення спритне, уява жвава, іншими словами, це надзвичайно чудодійне дзеркало. Неправильно розглядати це поверхнево. Кожну таємницю необхідно розкривати відповідно до їхнього внутрішнього світу, мови та сфери інтересів. Яскраві життя мають переплітатися через масові заходи різного характеру. Поставлені питання і завдання мають створювати сприятливий стимул для ефективного навчання. Необхідно пробуджувати в учнів інтерес до життя і дійсності. За словами великих філософів і педагогів, кожна дитина є особистістю. Розвиток особистості є першочерговою функцією, поставленою перед суспільством. Цього вимагають держава, народ і нація від кожного батька, вихователя і громадянина. З цього погляду проблема виховання у школярів етичних і моральних цінностей є надзвичайно актуальною. Оскільки освіта завжди служить державі, якій вона належить, її зміст змінюється відповідно до вимог часу. Разом з цим масові заходи набувають форми, що відповідає запитам епохи, характеризується новаціями змісту. Зараз перед педагогічними колективами стоїть завдання виховати добре підготовлених особистостей для незалежного Азербайджану. Одним із шляхів досягнення цього є правильна та раціональна організація вільного часу учнів. Було б помилкою вважати, що масові заходи сприяють лише вихованню. Ні, вони також є інструментом навчання, який передає знання та навички. Таким чином, масові заходи, підготовлені

на основі відповідного освітнього матеріалу, подій з реального життя та історичних моментів, по суті, служать освітнім засобом, який збагачує освітній процес, приносить учням як інтелектуальне, так і моральне задоволення, підтримує їх позитивну взаємодію зі школою та формує їх особистості. У суспільстві розвиток гуманітарних наук активізує зусилля щодо розширення та дослідження напрямів, які якісно зміцняють нові етичні та моральні основи. У зв'язку з цим також необхідно внести значні якісні зміни в розвиток гуманітарних наук, освіти, виховання в Азербайджані, відійти від застарілих ідей, неефективного, шаблонного мислення та творів, які ґрунтуються на плагіаті. Іншими словами, формування людини полягає в тому, щоб формувати зміст освіти, який дає змогу майбутнім поколінням виховуватися в дусі людяності, підвищувати їхні етичні та моральні цінності та відкривати для них двері. Таким чином, оптимальна організація навчання і виховання, спрямована на етику і мораль, дає великі сили для глибокого засвоєння усіх компонентів моральних якостей, заснованих на наукових засадах і продуманій системі. Для цього необхідно розуміти суть проблеми, вивчати навчальні програми і підручники, педагогічну літературу, практику школи, досліджувати потенційні можливості учнів, удосконалювати методи і прийоми навчання, враховувати мікросередовище (сім'я, школа, радіо, телебачення тощо), брати до уваги при визначенні впливу на моральний та інтелектуальний рівень особистості з метою вирішення проблеми.

**Ключові слова:** освіта і виховання; етичні та моральні цінності; масові заходи; ефективна організація; учень; викладач.

#### **TRANSLATED AND TRANSLITERATED / ПЕРЕКЛАД, ТРАНСЛІТЕРАЦІЯ**

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