

THE SYSTEM OF VALUES AND THE ROLE OF ART IN MORAL AND AESTHETIC EDUCATION: METHODOLOGICAL APPROACHES IN THE TRAINING OF FUTURE TEACHERS

Ravshan Hakimov

Senior Lecturer, Department of History,
Gulistan State Pedagogical Institute
e-mail: rovshik721@gmail.com

Abstract

This article analyzes the philosophical, pedagogical, and aesthetic dimensions of values, highlighting their role in personal development and the educational process. The study scientifically examines the influence of art, particularly visual arts, on the formation of values. The research demonstrates the aesthetic and educational potential of art, emphasizing its importance in fostering students' moral maturity, aesthetic sensibility, and creative thinking. A comprehensive understanding of the system of values strengthens the professional training of future teachers and substantiates the effectiveness of implementing approaches in education that are based on moral and cultural values.

Keywords: Values; moral values; aesthetic education; visual arts; artistic heritage; pedagogical process; aesthetic taste; moral development; educational potential of art.

Introduction

Among the primary criteria that shape the development of individuals and society, there exist key concepts that encompass a wide range of factors, including freedom, peace, justice, social equality, education, truth, goodness, beauty, material and spiritual wealth, traditions, and customs. The social sciences examine these factors from multiple perspectives, analyzing their intrinsic meaning and considering them as general evaluative criteria significant for both personal and societal life. In philosophical sources, this category is interpreted as a philosophical and sociological concept that identifies the positive or negative value of objects and reflects the evaluative and normative aspects of social consciousness (subjective or conscious values) [1]. In this sense, the concept serves as a criterion that shapes human attitudes toward the environment, events, and social processes. Dignity, on the other hand, embodies humanity's highest moral principles, cultural heritage, and the moral excellence recognized by society. In scholarly literature, the meaning of this concept is applied to elucidate the essence of human activity, its purpose, moral and spiritual perspectives, and its logical foundation within the social existence of individuals.



In the process of studying world history, it is particularly important to stimulate students' interest in the cultural heritage, art, and historical experiences of various countries and eras, as well as to acquaint them with the essence of outstanding artistic and historical works. Consequently, future teachers must acquire the skills to analyze the content of art and historical heritage, their role in national and global culture, their aesthetic standards, and methods of artistic expression.

In the literature, the concept of values is broadly interpreted as a philosophical category, considered one of the fundamental criteria for revealing the essence of human activity. Values shape a person's worldview, social experience, spiritual needs, and attitude toward societal development. From this perspective, in the study of world history, it is crucial for students to engage with the culture, art, artistic heritage, and historical values of various peoples and periods with genuine interest. This process not only enhances general cultural literacy but also develops students' aesthetic taste, historical thinking, analytical skills, and the ability to comprehend values through art. For future educators, it is essential to study the content, artistic characteristics, educational significance, and evaluative criteria of artworks, as well as principles specific to Roman, Renaissance, or Eastern art. These competencies are critical because they enable future teachers to serve as primary mediators in instilling moral values in students through art.

According to E.Yu.Yusupov, values manifest as material or spiritual benefits that satisfy specific human needs. Moreover, values are formed over the course of society's historical development and exert a significant influence on its political, economic, spiritual, and cultural progress [2]. In the view of Sh.K.Mardonov, values constitute the foundation of the socio-pedagogical process; they play a critical role in equipping individuals with scientific and theoretical knowledge, fostering moral and ethical qualities, and contributing to the comprehensive development of the person [3]. This perspective highlights that values possess not only philosophical but also pedagogical significance, as they guide the individual's personal development and transform them into a mature, responsible, and morally upright member of society.

Another interpretation considers values as a spiritual concept that embodies the highest moral qualities of human beings. M. Inomova describes values through attributes such as freedom, justice, education, beauty, honesty, conscience, and devotion to duty, emphasizing their necessity for both the individual and society [4]. Within the scope of this study, values are understood as general principles that determine human spiritual, social-ethical, and cultural development. Their significance lies in their ability to enrich the inner world of each person, stimulate sustainable societal development, and ensure the continuous transmission of moral and cultural heritage across generations.

The above scholarly perspectives indicate that values are an integral component of human life, closely intertwined with the material and spiritual development of society. Values encapsulate past experiences, contemporary socio-ethical needs, and strategies for future progress. In particular, spiritual values serve as fundamental elements shaping human thought, inner world, and aesthetic perspectives. They encompass diverse domains such as art, religion, aesthetics, ethics, philosophy, education, and culture. Works of art, as unique repositories of human artistic



thought and historical experience, hold exceptional significance in the history of visual arts, defining society's aesthetic ideals. Such works embody the spiritual state of society, its distinctive ideas, and aesthetic perspectives aligned with the demands of historical periods [5]. The content of artistic value is based on the principles of truth, beauty, and aesthetic harmony, manifesting as one of the ways through which humans perceive and interpret the world.

The aesthetic content of works of art is defined by their theme, plot, and underlying idea. The theme represents the central issue addressed in the work or the general essence of life phenomena, while the plot reflects the sequence of events, the dynamics of representation, and the expression of dramatic tension. Although the concept of "plot" is sometimes used interchangeably with "fabula," there are distinct differences between them [6]. The idea, on the other hand, expresses the creator's worldview and the level of philosophical and social interpretation of reality [7]. The unity of these three elements enhances the artistic value of a work, making it emotionally impactful and pedagogically significant. Artistic-historical values profoundly influence the individual's psyche, shape aesthetic taste, strengthen willpower, and positively affect moral decision-making. Works of visual art are distinguished by their uniqueness and the perfection of their artistic composition, playing a crucial role in the cultural advancement of society [1; 5]. In each work, the creator's intentions, inner experiences, and aesthetic ideals are reflected as a distinct "inner voice," provoking deep analysis and reflection in the reader or viewer.

Values occupy a central position in all spheres of human life and societal development. They are typically divided into two main categories: material and spiritual values. Material values include resources, technologies, objects, means of production, and economic wealth necessary for daily human existence. Spiritual values, in contrast, encompass immaterial factors such as morality, religion, science, art, culture, education, aesthetic perspectives, and social ideas [2]. The distinctiveness of spiritual values lies in their ability to shape an individual's inner world, harmonize their relationship with society, and nurture them as an active bearer of cultural heritage. They also guide moral decision-making, the perception of the world, and norms of social conduct. Consequently, in pedagogical practice, values are regarded as a central component of character and moral education [3]. An educational process founded on values enables students to acquire not only knowledge but also spiritual and aesthetic skills.

Works of art represent a unique heritage expressing the highest aesthetic thought of humanity, offering a means to study the spiritual, social, and cultural values of society. Visual arts do not merely reflect historical processes; they illuminate human inner life, emotions, worldview, and aesthetic sensibilities through artistic expression. Artistic works play a vital role in developing students' aesthetic taste, fostering creative thinking, teaching critical reflection, and cultivating the ability to perceive reality through the principles of beauty [5]. Masterpieces – works distinguished by aesthetic composition, conceptual depth, artistic expression, craftsmanship, and the harmony of idea and form provide future educators with significant opportunities to introduce students to art, nurture a sense of refinement, and develop moral and aesthetic discernment [1]. Therefore, the integration of art into the educational process is considered an effective method for fostering spirituality, cultural awareness, ethical values, and creative thinking in students.



At the same time, the importance of values in contemporary education is steadily increasing. Future educators must study values not only theoretically but also through practical application. By analyzing works of art and historical masterpieces, students develop their aesthetic sensibilities and learn to apply moral and cultural values in real life. In this way, they are nurtured into socially responsible, reflective, and morally mature individuals [8-11]. The aforementioned scientific and theoretical analyses indicate that values represent one of the most important conceptual foundations of human life and societal development. Their scope is not limited solely to moral, social, or cultural concepts; rather, they encompass a broad system of philosophical, pedagogical, and aesthetic processes. Values manifest as fundamental criteria that shape an individual's worldview, beliefs, social activity, moral maturity, and aesthetic sensibilities [1; 2]. In these processes, art, culture, historical heritage, and national traditions play an exceptionally significant role.

During the study, the structural composition of values, their pedagogical and spiritual significance, as well as the role of visual arts in the formation of values, were analyzed. Works of art are regarded as powerful spiritual instruments that enrich human thought, aesthetic perception, and inner world. Through artistic heritage, individuals form their aesthetic ideals, familiarize themselves with society's historical experiences, and cultivate respect for national and universal values [5; 7]. In particular, educational processes based on art hold great importance for students and young people, serving not only as a source of knowledge but also as a factor in fostering moral, spiritual, and aesthetic maturity.

The research findings indicate that a systematic study of values enriches the professional training of future educators, defines their moral objectives, and develops skills for effectively using the educational potential of art in pedagogical practice [3; 4]. An educational process organized around values plays a critical role in the comprehensive development of the individual, fostering qualities such as patriotism, national pride, humanism, aesthetic sensibility, creative thinking, and ethical responsibility.

Thus, a deep understanding of values, their effective integration into the educational process, and the utilization of art's aesthetic and educational power represent one of the priority directions in modern education. This approach ensures the moral development of individuals, contributes to the sustainable progress of society, and lays the foundation for nurturing younger generations as fully developed, enlightened, and aesthetically conscious individuals.

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