

STUDYING UNITS OF MEASUREMENT OF SOCIAL-MORAL STANDARDS FROM
A PEDAGOGICAL ASPECT: EXPERIENCE AND ANALYSIS

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Annotatsiya. Mazkur maqolada ijtimoiy-axloqiy me'yor tushunchasining pedagogik mohiyati, uning o'lchov birliklarini aniqlash masalalari hamda oliy ta'lim muassasalarida talabalar faoliyatida namoyon bo'lish darajasi tajriba asosida tahlil qilinadi. Ijtimoiy-axloqiy me'yornlarning o'lchov birliklarini aniqlash va ularni oliy ta'lim jarayonida pedagogik jihatdan tahlil qilish masalalari ko'rib chiqilgan. Tadqiqotda axloqiy qadriyatlar – adolat, ishonch, hamkorlik va altruizm komponentlari asosida mezonlar ishlab chiqildi. Ular asosida talabalar orasida tajribaviy tadqiqot o'tkazilib, olingan natijalar tahlil qilindi. Xulosa tariqasida esa ta'lim jarayonida axloqiy me'yornlarni aniqlash, shakllantirish va baholashga xizmat qiladigan tizimli yondashuv zarurligi asoslab berilgan.

Kalit so'zlar: pedagogik baholash, ijtimoiy qadriyatlar, ijtimoiy-axloqiy me'yor, pedagogik aspekt, o'lchov birliklari, kasbiy kompetensiya, axloqiy tarbiya, tajriba, tahlil.

Аннотация. В данной статье на экспериментальной основе анализируется педагогическая сущность понятия социально-нравственных норм, вопросы определения их единиц измерения и уровня проявления в деятельности студентов высших учебных заведений. Рассматриваются вопросы определения единиц измерения социально-нравственных норм и их анализа с педагогической точки зрения в процессе высшего образования. В исследовании разработаны критерии, основанные на компонентах нравственных ценностей – справедливости, доверия, сотрудничества и альтруизма. На их основе проведено экспериментальное исследование среди студентов, результаты которого проанализированы. В заключение обосновывается необходимость систематического подхода к выявлению, формированию и оценке нравственных норм в образовательном процессе.

Ключевые слова: педагогическая оценка, социальные навыки, социально-этический стандарт, педагогический аспект, единицы измерения, профессиональная компетентность, нравственное воспитание, опыт, анализ.

Abstract. This article analyzes the pedagogical essence of the concept of socio-moral norms, the issues of determining its units of measurement, and the level of manifestation in the activities of students in higher education institutions on an experimental basis. The issues of determining the units of measurement of socio-moral norms and analyzing them from a pedagogical perspective in the process of higher education are considered. The research developed criteria based on the components of moral values - justice, trust, cooperation, and altruism. Based on them, an experimental study was conducted among students and the results obtained were analyzed. In conclusion, the need for a systematic approach to identifying, forming, and evaluating moral norms in the educational process is substantiated.

Keywords: pedagogical assessment, social skills, social-ethical standard, pedagogical aspect, measurement units, professional competence, moral education, experience, analysis.

Introduction. In today's globalization and information society, one of the main requirements for the education system is to form not only professional knowledge and skills of a



person, but also his socio-moral qualities. In this regard, the study of socio-moral norms from a pedagogical point of view, the determination of their units of measurement and the development of assessment mechanisms are an urgent scientific and pedagogical problem.

Socio-ethical norms are important factors that determine a person's behavior in society, the culture of entering into social relations and responsibility in professional activities. The modern education system is not just about imparting knowledge, but also taking on the task of forming a socially and morally mature person in students. The main goals of studying socio-ethical norms from a pedagogical aspect are to form students as individuals based on moral values, to introduce norms into the educational process through teaching methods and assessment criteria, and to develop pedagogical criteria for measuring moral competence. In particular, the assimilation of moral norms and their application in everyday life serve as an important factor in the future social activities of young people. In this regard, the development of pedagogical units of measurement that serve to identify, assess and develop socio-ethical norms is a pressing issue. From a pedagogical point of view, socio-ethical norms are norms of behavior that arise in interpersonal relationships based on certain social values. They have the following main components:

- ✓ Justice– transparency, impartiality, fairness;
- ✓ Trust– loyalty, keeping promises, responsibility;
- ✓ Collaboration– teamwork, mutual assistance, participation in social activities;
- ✓ Altruism– the virtue of being able to sacrifice oneself and consider the interests of others.

To assess these components, pedagogical indicators should be developed. For example, an indicator for "justice" would be equal treatment, impartial expression of opinions, and fairness in decision-making.

Research methodology and units of measurement. The study involved 104 second-year students studying at Andijan State University and Andijan State Pedagogical Institute. The research methodology was organized as follows:

- **Questionnaire**– Based on a Likert scale (rating from 1 to 5);
- **Tracking**– assessing student behavior during seminar sessions;
- **Self-assessment card**– the student's assessment of his or her own qualities;
- **Semi-structured interviews**– with students and teachers.

Units of measurement For each standard, 3 indicators were developed. For example:

Standard	Indicators	Evaluation form
Justice	Unbiased assessment, equal treatment, fair opinion	Questionnaire, observation
Trust	On-time delivery, commitment to promise, reliable treatment	Interview, self-assessment
Collaboration	Group work, consultation, joint decision	Tracking
Altruism	Helping others, giving up self-interest, patience	Questionnaire

Results and analysis. The following statistical results were obtained during the study:

Standard	Average score (maximum 5)	Percentage of highly rated students (%)
Justice	4.2	68%
Trust	4.0	63%
Collaboration	3.7	55%
Altruism	3.4	48%



The results show that although the qualities of fairness and trust are sufficiently formed in students, cooperation and altruistic attitudes are still less evident. This indicates the need to introduce special pedagogical approaches in these areas.

Scientific and theoretical justification. Socio-ethical norms play a central role in the socialization of the individual and the assimilation of cultural values. They serve to maintain social order in society, regulate interpersonal relations, and make fair and ethical decisions. From a pedagogical point of view, moral norms are a criterion for the formation of personal responsibility, empathy, and civic position [1; 2].

L.S.Vygotsky's cultural-historical approach also suggests that the development of social norms occurs through the external cultural context. The theories of moral development of J.Piaget and L.Kohlberg justify the gradual formation of moral norms starting from childhood [3].

In pedagogical activities, these theoretical views can serve as the basis for the following:

- ✓ The role of the teacher as a moral role model;
- ✓ Active methods for developing empathy and a sense of justice in students;
- ✓ Using peer assessment, discussion, and reflection methods.

Discussion. The results of the study showed that the introduction of specific assessment units in the study of socio-ethical norms is effective. The teacher's task is not only to explain moral norms, but also to monitor and assess the level of their mastery. Experience has shown that the integration of socio-ethical criteria into students' activities helps to strengthen their social consciousness. At the same time, the positive effect of approaches based on national values

was revealed. As can be seen from the results of the study, the criteria of justice and trust are relatively strongly formed in students, but the indicators of cooperation and altruism are lower. The reasons for this situation are explained as follows:

- ✓ Exposing students to a competitive environment negatively impacts their level of altruism;
- ✓ The online learning format is depriving collaboration of real-time communication;
- ✓ Insufficient consideration of socio-ethical components in the evaluation system.

The pedagogical approach is important here: if moral values are discussed in the classroom based on problem situations, their internalization level increases. Also, the use of methods such as portfolios, projects, and role-playing games based on socio-ethical criteria also gives effective results.

Methodological recommendations. The following methodological recommendations may be useful for teachers in identifying, assessing, and developing socio-ethical norms:

✓ **Moral reflection exercises**– at the end of the lesson, the student evaluates his or her behavior from the perspective of ethical standards.

✓ **The "Conscience Card" method**– students analyze their social relationships in writing every week.

✓ **Peer review system**– students in the group evaluate each other's cooperation, assistance, and fair treatment.

✓ **Pedagogical monitoring charts**– an assessment form based on teacher observation (indicating individual, group, and overall growth).

Conclusion. The study shows that socio-moral norms can be measured and assessed in a pedagogical aspect. This not only determines the level of development of the student's personality, but also creates specific indicators that can be used to form and strengthen a moral environment in an educational institution. Units of measurement of socio-moral norms play an important role in the comprehensive development of the student's personality. The ability to assess and monitor them through specific indicators helps to increase the moral and social competence of students. Educational work planned on the basis of units of measurement in pedagogical activity increases effectiveness. Designing the educational process on the basis of



units of measurement of moral norms is an important aspect of a competency-based approach, which serves not only to develop knowledge, but also personal and social qualities.

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