

Methods of a Systematic Approach to the Spiritual and Moral Education of Students in the Group

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ABSTRACT

The ideology of national independence, which is the scientific and theoretical basis of the development of our country, is also a methodology of the educational process. Experience shows that any system and reform that is not based on economic, political, legal and methodological basis does not give the expected result. Therefore, it is important to study the spiritual and moral education of students in higher education on the basis of theoretical and scientifically based methodology. Because a science-based methodology identifies ways to achieve an expected goal and the means to achieve it.

ARTICLE INFO

Article history:

Received 16 January 2022

Received in revised form

19 January 2022

Accepted 05 February 2022

Keywords: spiritual-enlightenment, education, system, moral education.

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The methodological study of the process of spiritual and moral education of students through music as a holistic pedagogical system is a more complex problem in higher education. Therefore, we will limit ourselves to studying this process on the basis of a systematic approach, based on the needs of our research. We base our research on a systematic approach to the fact that education is a multi-component pedagogical system that is part of a system of continuing education and, in turn, has a complex structure. The process of spiritual and moral education of students in higher education is a pedagogical system that has its own goals and objectives, activities, forms, methods and tools, and results.

The most methodologically important in a systematic approach is to define the concept of 'system'. The system is a unit of its constituent components, which, while ensuring its integrity, determines the direction and purpose of development. The system moves from one state to another based on changes in its structure, and on this basis new features appear in it. In recent years, the rapid development of science has become a picture of the study of nature, society, technology and man, the study of which is based on a systematic approach to the correct method of scientific thinking in research. The systematic approach has a number of advantages over the study of objects, processes, simple, that is, they do not take into account the separate, individual, individual, interrelationships of their components and the fact that the object in the external object is associated with events.

First of all, the systematic approach allows to reveal the causal connections between objects, processes, to see clearly the origin of the object under study and the prospects of development. To do this, the function performed by each of its components in the overall system, their interrelationships and relationships are analyzed separately and then as a whole. On this basis, the task (function) of each of the components is determined, and the overall goal and outcome are determined. At the same time it is necessary to follow several methodological principles of scientific research.

Thus, through the transition from simple to complex, from specific to general, from historical to logical, it is possible to reveal all the features of the object under study. In addition to the above, in the study of social phenomena, especially systems related to human activity, the study of human qualities and activities, as well as from the point of view of object and subject, is also characteristic of a systematic approach. At the same time, in the study of pedagogical processes (especially spiritual and moral education), a comprehensive approach to them is considered as a special case or requirement (principle) of a systematic approach.

Without them, it is impossible to fully reveal the essence and complex aspects of human activity and the relationship between them. Thus, the systematic approach, as a methodological principle, divides the object under study into whole and parts, and prepares the ground for the study of its relationship with the external world.

Systems are divided into natural, technical, and social types in terms of their existence and the role they play in the connections of the material world. The existence and functioning of the system requires it and the formation of relationships that ensure its internal stability and interdependence. Its structure, in turn, has a strong influence on the interrelationships between the components, the content and purpose, the organizational structure. No system can exist in the objective world alone. It is part of another system larger than itself.

In a systematic approach, a high-level large system can interact with a small system by itself, and a small system can also be seen as part of it. In this case, this part serves as an integral part of a larger system to perform any of its functions. Therefore, social systems - social parts and relationships are a complex, the components of which are interconnected and serve to achieve the set goal. For example, if a higher education institution is an integral part of continuing education, its spiritual and moral education is an integral part of the whole educational process.

In the system of higher education, spiritual and moral education forms a specialist in terms of personal qualities - spiritual, moral, spiritual, volitional, while education provides mainly professional knowledge. At the same time, education as a whole system serves the personal and professional training of specialists.

From this point of view, the interdependence and compatibility of the components included in the system is also an extremely important issue. Because without interconnectedness and coherence between the components of a system, the goal it has set for itself as a holistic system cannot be achieved.

Such an approach to the objects under study helps to determine the purpose and function of each part of the system, its place in the overall system. The system is the key to a complex approach to the study of complex processes, events, objects, revealing the nature of their interrelationships, formation processes, activity, variability, internal connections. As a system, any object of human knowledge can be physical, technical, chemical, biological, historical and spiritual processes.

Systematic study of the pedagogical process as a methodological principle involves a comprehensive approach to spiritual and moral education through music. The functional aspect of a comprehensive approach to education is aimed at achieving its goal, while looking at the development of spiritual and moral education as a system, it is necessary to ensure the integrity of its form, method, means, organization and planning. Such an approach to spiritual moral education is a means of realizing its full impact on the individual. At the same time, it should be noted that the comprehensive approach to the system does not reduce the importance of the remaining components, the actualization of some areas associated with the historical development of society, and with it some components. Or it doesn't even mean contradicting one component to another.

Implementation of a comprehensive approach involves:

- The purpose, principles, integrity of the directions of spiritual and moral education through music;
- Implementation of spiritual and moral education through music in harmony with the historical experience, organizational activities, customs and traditions;
- ensure individual and collective influence on the student;
- a differentiated approach to the student, to have an educational impact on all members of the group in

the same educational process, its management;

- The use of all forms, means and methods of spiritual and moral influence;
- To manage the formation of regular personality of students on the basis of mutual compatibility of actions of participants of the spiritual-ethical process.

In system research, the goal of research is to determine in what way they are studied (approached). Their structure, their relationship, their place in the general system, that is, are studied for the purpose of study. Thus, the system is the unity of its constituent components, which determines its integrity, the direction of development and the emergence of new qualitative features to achieve the goal within its unity.

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