



SPECIFIC FEATURES OF THE PROGRAM AIMED AT DEVELOPING MORAL SELF-AWARENESS IN ADOLESCENCE

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ABSTRACT

Adolescence is a critical period for moral development, where individuals form their values, ethics, and understanding of right and wrong. This paper explores the specific features of a program designed to develop moral self-awareness in adolescents. The program emphasizes self-reflection, ethical reasoning, empathy-building exercises, and real-life scenario discussions. Using a mixed-methods approach, the study evaluates the program's effectiveness in fostering moral self-awareness among participants. The results indicate significant improvements in participants' ability to reflect on moral dilemmas, understand diverse perspectives, and make value-based decisions. The paper also delves into the long-term implications of such programs in shaping responsible and socially aware individuals. Recommendations for educators and policymakers are also provided to ensure the sustainability and scalability of moral development initiatives.

Keywords: moral self-awareness, adolescence, moral development, educational program, ethical reasoning, empathy, character education, social responsibility.

АБСТРАКТНЫЙ

Юность - критический период для нравственного развития, когда люди формируют свои ценности, этику и понимание правильного и неправильного. Этот документ исследует особенности программы, разработанной для развития морального самосознания у подростков. Программа подчеркивает саморефлексию, этическое мышление, упражнения по развитию эмпатии и обсуждения реальных сценариев. Используя смешанный метод, исследование оценивает эффективность программы в развитии морального самосознания



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среди участников. Результаты показывают значительное улучшение способности участников размышлять о моральных дилеммах, понимать различные точки зрения и принимать решения на основе ценностей. Документ также углубляет долгосрочные последствия таких программ в формировании ответственных и социально сознательных людей. Рекомендации для преподавателей и политиков также представлены, чтобы обеспечить устойчивость и масштабируемость инициатив в области морального развития.

Ключевые слова: самосознание, подростковое воспитание, нравственное развитие, образовательная программа, этическое мышление, эмпатия, воспитание характера, социальная ответственность

INTRODUCTION

Moral self-awareness refers to an individual's ability to recognize their own moral values, understand how these values influence their behavior, and reflect on their ethical decisions. Adolescence is a formative stage in moral development due to heightened cognitive and emotional growth. However, adolescents often face moral dilemmas without adequate tools for reflection and resolution. Traditional educational settings tend to focus on knowledge acquisition rather than character development. This paper investigates the specific features of a structured program aimed at enhancing moral self-awareness among adolescents.

Moral education has gained increasing attention in recent years as researchers recognize its role in fostering responsible citizenship and ethical behavior. Adolescents are exposed to complex social environments where they must make choices that test their moral values. Programs designed to enhance moral self-awareness help bridge the gap between theoretical moral knowledge and practical moral behavior. By integrating reflective practices, ethical discussions, and empathy-building activities, these programs offer a comprehensive approach to character development.

The objectives of the study are: (1) to identify effective strategies for fostering moral self-awareness, (2) to implement a program incorporating these strategies, (3) to



evaluate its impact on participants' moral reasoning and self-reflection abilities, and (4) to propose recommendations for improving future moral education initiatives.

METHODOLOGY

The study employed a mixed-methods research design, combining quantitative surveys and qualitative interviews. Participants included 150 adolescents aged 13–17 from various educational institutions. The intervention program consisted of 16 weekly sessions, each lasting 90 minutes. Key components of the program included: Self-Reflection Workshops: Encouraging participants to explore their personal values through guided reflection exercises.

Ethical Dilemma Discussions: Group discussions on real-life moral dilemmas and peer-led debates.

Empathy Exercises: Role-playing activities aimed at fostering understanding and compassion.

Moral Reasoning Scenarios: Case studies requiring participants to analyze ethical challenges and propose thoughtful resolutions.

Interactive Multimedia Sessions: Videos and stories highlighting moral conflicts and inspiring real-world moral leadership.

Journaling Activities: Weekly journals encouraging participants to document their reflections and moral growth.

Pre- and post-program surveys measured changes in moral self-awareness, while qualitative interviews provided deeper insights into participants' experiences. Data analysis involved statistical tests for quantitative data and thematic coding for qualitative data.

RESULTS

Quantitative results revealed a statistically significant increase in moral self-awareness scores post-intervention ($p < 0.05$). Participants demonstrated improved abilities to articulate their values, recognize ethical dilemmas, and empathize with differing perspectives. Qualitative data highlighted themes of increased self-reflection, heightened ethical sensitivity, and improved interpersonal understanding.



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Participants reported greater confidence in addressing moral dilemmas and a stronger sense of responsibility towards others. Many participants also highlighted the value of journaling in helping them process their thoughts and emotions related to moral issues.

ANALYZE

The program's effectiveness lies in its focus on interactive and reflective methodologies. Self-reflection workshops allowed participants to introspect and articulate their moral values, while ethical dilemma discussions fostered critical thinking and debate. Empathy exercises proved instrumental in helping adolescents understand moral scenarios from multiple viewpoints.

Key findings suggest that moral self-awareness is not an innate trait but can be cultivated through structured programs. The emphasis on real-life moral dilemmas provided practical scenarios for participants to apply their reflections and reasoning. Furthermore, journaling activities emerged as a powerful tool for sustained moral reflection. The integration of multimedia content also kept participants engaged and provided relatable moral lessons.

DISCUSSION

The results align with existing literature emphasizing the importance of moral education during adolescence. Programs focusing on self-reflection and empathy have shown consistent effectiveness in previous studies. However, the present program's integration of multiple strategies—self-reflection, empathy exercises, ethical reasoning, multimedia tools, and journaling—offered a more holistic approach.

Despite its success, the program faced limitations, including time constraints, varying levels of participant engagement, and the need for trained facilitators. Future research should explore longer-term interventions, cross-cultural applicability, and the integration of digital platforms for broader reach.

Educators and policymakers must recognize the importance of sustained moral education programs. Incorporating these strategies into the regular curriculum can have long-term benefits for adolescents' personal and social development.



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