

Die Inhalte der Entwicklung der Jugendspiritualität und der Organisation der Strafvollzugsausbildung

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Abstrakt. Der Artikel beschreibt den Inhalt des Prozesses der Korrektur von Lücken, die als Ergebnis der Diagnose der Spiritualität von Jugendlichen identifiziert wurden, die Einführung einer Strafvollzugsausbildung auf der Grundlage der spirituellen und moralischen Bildung, Ansätze. Der Zweck der Korrekturmaßnahmen in diesem Artikel besteht darin, ein Verhalten zu verhindern, das ethischen Werten widerspricht, indem der Einfluss objektiver und subjektiver Faktoren verringert wird, die die Zusammensetzung des moralischen Verhaltens beeinflussen. Darüber hinaus werden die notwendigen Voraussetzungen für eine pädagogische und psychologische Korrektur beschrieben. Die Grundprinzipien der pädagogisch-psychologischen Strafvollzugsgruppe werden behandelt.

Schlüsselwörter: Spiritualität, Erziehung, Jugend, Wert, Einfluss, Diagnose, Herangehensweise, Einschätzung, psychologische Unterstützung, Ausbildung, Beruf, Folsäure, Prinzip.

The content of the development of youth spirituality and the organization of correctional training

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Abstract. The article describes the content of the process of correction of gaps identified as a result of diagnosing the spirituality of young people, the introduction of correctional training on the basis of spiritual and moral education, approaches. The purpose of the corrective action in this article is to prevent behavior contrary to ethical values by reducing the influence of objective and subjective factors influencing the composition of moral behavior. In addition, the necessary conditions for pedagogical and psychological correction are described. The main principles of the pedagogical-psychological correctional group are covered.

Keywords: spirituality, upbringing, youth, value, influence, diagnosis, approach, assessment, psychological support, training, profession, folate, principle.

Social activity in education has a rapid impact on the processes of change, that is, the formation and development of young people. The main goal of education is to help young people to become highly intelligent, independent thinkers, educated, enlightened people whose behavior is an example to other young people. Achieving this goal requires improving the content of education using world achievements. Sh.A. According to Abdullaeva: “In the process of pedagogical diagnosis and correction, if a person’s thinking, consciousness, feelings, will, views are ignored, then it will be difficult to achieve the goal”¹. At the same time, he stressed that in the process of correction, young people develop behavioral skills and habits that correspond to the moral age of society, a systematic and systematic influence on the minds, emotions and will of young people. But the development of the spirituality of young people is associated with the effective implementation of educational correctional activities based on a complete diagnosis of the current situation.

The main tasks of the organization of educational and correctional activities with young people are: Based on the results of diagnostic activities in students, the formation of qualities that meet social norms. Helping young people realize that immoral behavior is destructive. Influencing the spiritual development of young people and teaching them ways to express immoral behavior appropriately. To develop the ability to correct their behavior in problematic situations by directing young people to their own correct assessment.

The “**project model of diagnostics and correction of spirituality**” is widely used in the activities of young people, the educational impact and the ability to correctly express their emotions, the formation of knowledge aimed at self-management.²

Corrective training should be aimed at helping young people to understand their own, other people's experiences, situations and attitudes in educational activities. It is expedient that the creation of such a need in young people depends on the degree of formation of their existing abilities and qualities. In correctional trainings, along with diagnostic methods, step-by-step methods of pedagogical and psychological education, in particular, correctional methods are used.

The purpose of corrective action is to prevent behavior contrary to moral values by reducing the influence of objective and subjective factors that affect the composition of moral behavior.

To achieve this goal, the following **tasks** are important:

- Facilitate the person's realization that immoral behavior is destructive.
- To teach the methods of appropriate expression of immoral behavior.
- Develop the ability to correct their behavior in conflict and crisis situations.
- To develop the ability of young people to express their emotions correctly and to control their aggressive reactions.
- Helping young people to understand their own, other people’s experiences, situations and concerns.

- Formation of knowledge of constructive resolution of interpersonal conflicts. By implementing the above tasks, we can achieve the following **results**:

1. Decreased levels of immoral behavior in young people;
2. Self-awareness of the person, in this case the adequacy of self-esteem;
3. Maintain good behavior in conflict and problem situations;
4. To compare the emotional state of oneself and others, to reduce the emotional tension in oneself;
5. Strict adherence to the rules of conduct.

1-group. Exercise 1: Orienting young people to the meaning of life

Objective: To diagnose the life content of the participants

Outcome: To develop the ability to analyze a participant's attitudes toward values through the study of the meaning of life.

Exercise:

Examiners will be instructed: "You will be given two minutes. You will be asked to write as many sentences as possible that begin with the words "Mine, my, mine" during these two minutes.

The researcher sets the time and monitors the timely completion of the task.

The participant then assigns one of the different gestures to the students in front of the emphasis. For example, M. I. Sh. (can be material, social, personal).

Students count how many emphases are included. They can also convert the results obtained into percentages.

Interpretation of the obtained results:

The material orientation of vital content.

High indicators show that human activity is determined by material motives, values, such people often do not face financial difficulties, are orderly, financially secure in this area. Their motto is: If you don't have money, you are a slave. Sentences will be completed with the name of the material object (e.g., my house, my car, my pen, my book, etc.). The lower indicators are that a person neglects material things in his life, usually works in low-paid areas, does not direct his energy in this direction.

The meaning of life is social orientation.

High scores show that people's activities are often determined by social motives (relationships with the people around them) and values. Such people do not face difficulties in interpersonal relationships, because they pay a lot of attention to this area. Relationships are often used in sentences (e.g., my mother, my friend, my children, my acquaintances, etc.). Low scores indicate that the person is not focused on this area, lonely as a person.

Orientation of vital content to personal values.

High performance is when a person's life activities are driven by personality motives. His focus is on his own personal aspects, such as individual, personal values, independence, responsibility. They also have the ability to fully express their

potential. In sentences, personality traits, individual characteristics take precedence. (e.g., my mind, my feelings, my thoughts, my values, my interests, etc.)

The following indicators indicate a person's dissatisfaction and low self-esteem.

The spiritual orientation of the meaning of life.

High performance indicates that a person's life is filled with spiritual values. Such people are interested in issues such as philosophical observation, understanding the universe, determining their place in the universe. There are many philosophical categories in their sentences (my world, my God, my heart, my soul, etc.)

Sub-indicators: This means that such people do not pay much attention to their spiritual world.

The total amount of emphasis indicates the level of understanding of the test taker's value areas.

- The following are important conditions for pedagogical and psychological correction:
- It is necessary to determine a clear method of assessing the effectiveness of the work;
- It is difficult to pre-select a particular method in correctional work, because educators and psychologists use different methods in their work;
- Even different specialists using the same method can get different results;
- The assessment of the case should be given by another expert who is not familiar with this method;
- The study of educational quality should be taken into account in future activities;
- Organization of trainings taking into account professional interests;
- Involvement of specialists who are able to organize professional, corrective work.
- Changes in the subjective nature of internal experiences.
- Positive change of the client after exposure.
- Psychophysiological methods can be used to determine the effect of psychological effects.

They assess human vegetative-somatic, physiological and mental functions. The criterion for the effectiveness of psychocorrectional effect is related to the fact that the negative changes in each person are specific to him, and the effect of selected psychocorrection methods is focused on these changes.

- Voluntary consent of young people to receive psychological assistance;
- Confidence of young people in the specialist;
- The activity of young people in the implementation of the correctional program.

Basic principles of pedagogical-psychological correctional group:

- The principle of responsibility.
- The principle of transparency.
- The principle of support.

- The principle of here and now.
- The principle of confidentiality.
- The principle of participation from the beginning to the end of the seminar.

There are four main strategies that reflect the process of pedagogical and psychological correction:

- Change the situation.
- Change yourself to change the situation.
- Get out of the situation.
- Focus on new aspects of life in this situation.

The main goal of group pedagogical and psychological correction is to reduce the level of behavior contrary to moral values through the adoption of adaptive behavior. Also, to achieve “identification of cultural features in the content and structure of values”.³

Based on the results of diagnostic activities with young people, educational and correctional activities should be applied to develop the qualities that correspond to social norms. Systematic work aimed at developing the spirituality of young people in educational and correctional activities should be aimed not only at preparing them for independent living, but also at improving their professional qualities. At the same time, the elimination of qualities that negatively affect the professional activities of young people; Correction of youth spirituality Improving youth spirituality on the basis of giving priority to the development of emotional-volitional abilities (autopsychological, suggestive, reflexive). Hence, the quality of correctional work depends on the meaningful organization of training activities.

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