

**Die Notwendigkeit, den Arbeitscurricula der Hochschulen in der technischen Richtung der aktuellen Periode eine moralische Komponente hinzuzufügen**

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**Anmerkung:** Im Laufe des historischen Fortschritts hat die Technologie es den Menschen ermöglicht, sich für ein sicheres System zu entscheiden, das das Leben einfacher macht. Neben dem Wachstum der Spezifikation hat jedoch zweifellos die Abhängigkeit einer Person von technischen Geräten noch mehr zugenommen. Der Wunsch, das Universum zu erobern, die Schaffung großer Ferntechnologien und die genetische Natur des Menschen machen den Menschen zunehmend zum Gegenstand technischer Veränderungen. Die Menschheit wird zunehmend zu einem direkten "Teilnehmer" evolutionärer Prozesse in der Natur, was das Problem der moralischen Pflicht und Verantwortung für den wissenschaftlichen und technischen Fortschritt scharf aufwirft.

**Schlüsselwörter:** moralisch-moralische Erziehung, wissenschaftlich-technische Entwicklung, Ingenieure und Techniker, Berufsbildung, Globalisierungsprozesse, Berufsethik, positive Einstellung, wissenschaftliche und technische Forschung, moralisches Wissen.

**The need to add a moral component to the working curricula of the institutions of higher education in the technical direction of the current period**

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**Abstract:** throughout historical progress, technology has made it possible for people to decide on a secure system with greater ease of living. However, in addition to the growth of the specification, undoubtedly, the dependence of a person on technical devices has increased even more. The desire to conquer the universe, the creation of large-scale long-distance technologies and the genetic nature of Man are increasingly turning man himself into the object of technical changes. Humanity is increasingly becoming a direct "participant" of evolutionary processes in nature, which sharply raises the problem of moral duty and responsibility for scientific and technical progress.

**Keywords:** moral-Moral Education, Science-Technical Development, engineers and technicians, vocational education, globalisation processes, professional ethics, positive attitude, scientific and Technical Research, moral knowledge.

The rapid development of industrial civilization, especially in the second half of the 20 th century, showed its inconsistency with human relations. Because the industry has not only provided new means of meeting the growing needs of people for convenience and security, but also has created serious problems associated with the spiritual and moral upbringing of the individual. The transition of a number of developed countries to the postindustrial stage of Social Development at the beginning of the 21 st century did not significantly change the spiritual and moral environment in society. Contradictory processes in the development of modern science and Technology Place high social, moral and moral demands on the representatives of various disciplines, developers, engineers and technicians, specialists. Issues such as the optimal implementation of the achievements of the scientific and technical revolution (taking into account many parameters of human life), the elevated contribution of the individual to the spiritual and moral upbringing appeared as never before. In this regard, the level of professional skill of specialists, especially those dealing with technical systems, is becoming a serious problem of modern morality. This is, first of all, a dialectical process, in which a person's influence on the world around him is repeatedly affected.

Under such circumstances, a professional mistake can lead to the destruction of the self or part of humanity. For example, the escalation of a nuclear conflict, or the result of a techno disaster, can occur because of a human error or a malfunction in an extremely complex technical system.

The main purpose of vocational education in a higher educational institution is to acquire certain knowledge, skills and qualifications necessary for the successful implementation of a certain type of professional activity. In addition, professional interest, which is not in harmony with universal moral values, can bring out the professional narrowness, therefore, moral education should become an important component of professional education. Therefore, the importance and necessity of moral education in higher education institutions has been fully realized today. The process of formation and upbringing of new moral and moral requirements, the complexity of their status with the fundamental nature are recognized as one of the main goals of Higher Education. Also, the process of understanding that this goal can be achieved not only in professional education, but also in the harmonization of natural, technical, economic and humanitarian Sciences, regardless of the specific specialty of Personnel Training, is becoming more and more. The need to orientate the structure of education in the system of higher education as a moral teaching has led to the interest in ethics and kuchayibor Kuchay as a practical philosophy capable of arming a person with the ability to properly evaluate his actions today. That's why B.S.Gershunsky described the essence of solidarity education as the process of creating the necessary conditions, taking into account psychological peculiarities, motivations, interests, interests, valuable and meaningful ways of life, without dependence on any factors (age, profession, specialty, place of residence) for the development of a person.

The peculiarity of morality is that it is an important and necessary factor in the educational system that is aimed not only at teaching, expanding the intellectual worldview, but also at educating a person morally and morally, raising morale. "Rituals, traditions, customs, which have been formed and developed in society for centuries, are also the appearance of moral relations between the individual and the public. On the basis of adherence to these, the relationship between the individual "I" and the Collie "we" harmonizes".

The anti-dependence nature of the development of modern science and technology imposes special, high social, moral-moral requirements on engineering and technical personnel. Today, the professional skill of an engineer is determined not only by his professional knowledge and skills, but also by the civil maturity of the individual, psychological stability, a sense of patriotism, moral and moral upbringing. A modern engineer is obliged not only to comply with the requirements of the scientific and professional community, but also to carefully listen to the internal and external morals and psychosocial implications of personal self-management - conscience and public opinion. The modern world is so changeable that science, technology and human life are interrelated that any specific technical solution inevitably leads to consequences that affect people's lives, health and safety. Therefore, today the level of Professional Responsibility of the engineer is gradually increasing. At the same time, the moral principle in the field of technical activity will be possible only on the condition that at the stage of professional education the future engineers will be able to nurture a sense of moral sense and duty. In 1992, the Butunjahon Congress on engineering education established a line of requirements for graduates of engineering universities:

- professional competence (the unit of theoretical knowledge and practical skills of a specialist, the willingness to carry out various types of professional activities within the framework of the standard of education in a particular field or specialty);

- readiness for communication (ability to communicate within the framework of professional duties), which includes: good knowledge of written and oral (literary and business) speech in the native language; knowledge of at least one foreign language, including the ability to read professional literature, discussion of professional problems in a foreign language; ability to prepare and understand technical documentation, ability to work with computer equipment at; knowledge of

the ethics and psychology of business and personal communication, knowledge of the skills of organizing work, managing it by a professional team or team);

- ability to be creative, creative concomitant in solving professional problems, ability to analyze and solve non-standard problems, tasks, willingness to develop and implement a professional action plan; awareness of responsibility for its implementation;

- a stable, conscious, positive attitude to his profession, a focus on constant professional and personal improvement, professional skills;

- to have methods of scientific organization of engineering work, methods of technical and economic analysis of production for the purpose of rationalization, optimization and renewal, as well as methods of Environmental Protection and environmental engineering maintenance of production;

- understanding of trends and key trends in the development of modern science and technology; ability for scientific and Technical Research.

Pedagogical analysis of these requirements makes it possible to conclude that for the next successful professional work a student of the technical university should not only acquire knowledge, skills and skills, but also master the cultural heritage of society, transforming it into the meaning of his inner world and life. In modern technical universities, the purpose of vocational education should be not only professional, but also the formation of professional relations, motivations, relationships, directions of value, which ensure the personal development of students, continuous development, self-awareness and full participation in subsequent professional life. Moral and moral sciences play a big role in the upbringing of professional ethics of future engineers. After all, dirt is a violation of the proportionality between "I" and "we", the emergence of a conflict.

The introduction into the training plans of Engineers, as a rule, of humanitarian Sciences, in which moral issues are raised, is primarily concerned with the humanistic principles prevailing in higher education in the world today. Courses on ethical issues in engineering are taught at the Massachusetts Institute of Technology, Stanford University, the California Institute of technology and other leading universities in the United States and Europe.

The introduction of a moral component in the working curricula of the Universities of the technical direction is one of the most urgent tasks facing the higher education of Uzbekistan at the present time. The relevance of this issue is determined both by the transition to the standards of education of developed countries, and by the special knowledge and skills acquired in the process of vocational education, and by the overarching discrepancy between the socio-humanitarian knowledge that contributes to the spiritual and social formation of the individual, its professional and moral education.

In the higher education system of Uzbekistan, the need for constructive synthesis in the teaching of humanitarian Sciences is increasing. In the training of technical specialists and engineers in technical universities, not always appropriate attention is paid to the study of humanitarian Sciences, as well as to the consideration of problems of the social sphere. The main topic in the discussion of specialists on this topic remains the creation of a specialized course on moral problems and social consequences in the field of the creation and use of technical means or the issue of ethics equally taqsimlash across different courses around the world.

The problem of lack of students' time for fundamental preparation in the natural sciences and mathematics, which are available in technical universities of Uzbekistan, often leads to the fact that the second approach prevails. However, the most important thing for teachers with this approach is "not to consider spiritual and moral issues secondary, and carefully introduce moral education into the technical content of the training courses." Because E. According to Fromm, "it has become a universal arguments that overthrow the world, change and destroy all natural things and human qualities".

In technical universities, a number of problems can be distinguished for such a solution of the issue of moral and moral education. First, the introduction of the moral education section into

the curriculum of special subjects can overload the course, which ultimately leads to a decrease in the attention to the necessary basic technical issues and the overestimation of the knowledge of specialists to the level of quality. Secondly, there may be a shortage of professors and teachers with experience in teaching spiritual and moral sciences in technical universities. It is necessary to take into account the peculiarity of morality as a philosophical science, which is fundamentally different from what is familiar to the professors and teachers who work in many technical universities. If the teachers of spiritual and moral sciences do not have a professional philosophical basis for teaching these subjects, there may be a pure official addition to the course of ethics, then the raised issues will be considered at the very last, if they are paid attention to them. In this situation, when teachers perform this task on their own, instead of giving the students the knowledge they need, they can "ask questions, develop possible answers and remain subject to the promotion of their moral rules instead of studying logical reasoning."

That is, the lessons that are being conducted can only consist of a pand-nasix. Finally, the existing academic standards do not allow for the introduction of ethical issues into technical education programmes for the full study and analysis with a limited number of hours of study. Under such conditions, any education on morality can be excessively simplified or even put into error.

It is important to provide students with the necessary knowledge and methodological tools for an active and meaningful solution to moral problems. Finally, the existing academic standards with a limited number of hours of study do not allow a wide range of introduction of ethical issues into the educational programs of the technical direction for a complete study and analysis. There is a need to introduce the solution of the issue of moral education and training of students of technical universities into educational programs of various technical specialties, for example, "professional ethics of an engineer", "computer ethics", "business ethics", "ethics of science", "moral foundations of scientific research" and other similar special courses. Professional ethics occupies a special place in the moral education of the engineer.

In technical universities, it is a priority to improve the ethical knowledge and culture of the specialist engineer. Because in this system it is important that the specialist is personally responsible and adheres to the standards of professional ethics in the engineering process. However, today all educational standards in technical areas and specialties do not clearly formulate the requirements for the results of students' professional ethics, while the requirements for the formation of competence in the field of professional ethics should serve as an important component of specialist education. That is, managers in charge of technology need to fill this gap. Summarizing the above, we try to explain our views with the position of the German technology philosopher A. Huning: "If we talk about an engineer, he and his professional world can be considered as a separate area of his lifestyle for the full development of his personality. However, an engineer can achieve great happiness only when he feels his moral and social responsibility." However, the modern world is so "immersed" in technology that the professional ethics of an engineer cannot solve all the moral and ethical problems associated with engineering work.

So, for a future engineer, it is very important to have a stable moral worldview with moral education, the formation of an active life position and a decent moral assessment of his professional actions and engineering decisions in the process of professional education. The technical direction of all this can be taken within the framework of courses in the spiritual and moral sciences of the University in the process of vocational education of the graduate of the University.

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