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THE ROLE OF THE TEACHER IN THE MORAL AND EDUCATIONAL GUIDANCE OF ADOLESCENTS

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Abstract. This article examines the pedagogical, psychological, and practical mechanisms of the teacher's role in the moral and educational guidance of adolescents. In the modern educational environment, adolescence is characterized by intensive physiological, psychological, and social transformation, making targeted pedagogical intervention essential for moral maturity. The study analyzes theoretical foundations, classroom management strategies, and collaborative school-family approaches aimed at fostering civic responsibility, ethical values, and emotional resilience in students. Utilizing comparative analysis and modern pedagogical frameworks, the research highlights that effective moral guidance relies on dialogic communication, trust-building, and personal exemplification by educators. Furthermore, the paper offers actionable recommendations for modern secondary schools to enhance spiritual and educational frameworks in alignment with contemporary educational standards.
Keywords: adolescence, moral education, teacher guidance, pedagogical ethics, spiritual upbringing, personality development.

Annotatsiya. Ushbu maqolada o‘smir yoshlarni ma’naviy-axloqiy tarbiyalash va ularga pedagogik rahbarlik qilishda o‘qituvchining o‘rni pedagogik, psixologik va amaliy mexanizmlar asosida o‘rganiladi. Zamonaviy ta’lim muhitida o‘simlik davri jadal fiziologik, psixologik va ijtimoiy o‘zgarishlar bilan tavsiflanib, shaxsning axloqiy kamolotini ta’minlashda maqsadli pedagogik ta’sirni talab etadi. Tadqiqotda o‘quvchilarda fuqarolik mas’uliyati, axloqiy qadriyatlar va hissiy barqarorlikni shakllantirishga qaratilgan nazariy asoslar, sinf rahbarligining strategiyalari hamda maktab-oila hamkorligi yoritib berilgan. Qiyosiy tahlil va zamonaviy pedagogik yondashuvlarga tayanib, samarali tarbiyaviy rahbarlik muloqot madaniyati, o‘zaro ishonch va pedagoglarning shaxsiy o‘rnak ko‘rsatishiga asoslanishi isbotlangan. Shuningdek, umumta’lim maktablarida ma’naviy-ma’rifiy ishlar samaradorligini oshirish bo‘yicha amaliy tavsiyalar berilgan.
Kalit so‘zlar: o‘smirlik davri, axloqiy tarbiya, pedagogik rahbarlik, pedagogik etika, ma’naviy tarbiya, shaxs taraqqiyoti.

INTRODUCTION.

The period of adolescence represents a critical juncture in human development,marked by profound physical changes,cognitive maturation,and the active formation of personal identity and worldview [1].During this transitional stage,adolescents frequently emotional experience instability,a heightened desire for autonomy,and susceptibility to external socio-cultural influences [2].Consequently,the educational institution and,most notably,the teacher play an indispensable role in shaping moral orientation,ethical resilience,and civic consciousness [3].

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In contemporary pedagogy, the educational paradigm has shifted from mere knowledge transmission to holistic personality development, wherein moral and spiritual guidance occupies a central position [4]. Deputy directors for spiritual and educational affairs, classroom leaders, and subject teachers act as primary mediators between societal ethical standards and the developing adolescent consciousness [5]. However, rapidly changing digital environments, information saturation, and evolving social dynamics present new challenges for educators, requiring refined methodological frameworks to guide youth effectively [6].

METHODOLOGY. This study employs a comprehensive methodological framework combining qualitative and quantitative pedagogical analysis.The research methodology is grounded in systematic,Comparative,and structural-functional approaches to examine the interaction between educators and adolescents in secondary educational settings [7].

Data collection involved the synthesis of contemporary pedagogical literature,analytical review of state educational standards,and observation of moral-educational practices implemented in general secondary schools.Special emphasis was placed on evaluating the effectiveness of interactive pedagogical methods,extracurricular spiritual-enlightenment activities,and collaborative frameworks involving families and communities [8].The analysis strictly adheres to the principle of objectivity,utilizing scholarly literature published from 2000 onwards to reflect current scientific consensus on adolescent development and pedagogical ethics [9].

RESULTS. The analysis of pedagogical practices indicates that the moral guidance of adolescents is most successful when implemented through a systematic, multi-tiered approach rather than episodic interventions [10]. Key findings from the evaluation of spiritual and educational work in secondary schools highlight several core factors:

First, the authority and personal conduct of the teacher serve as the fundamental catalyst for adolescent moral adoption. Adolescents demonstrate a high degree of skepticism toward abstract moral preaching, while exhibiting strong positive responsiveness to authentic ethical behavior, fairness, and professional dedication modeled by educators [11].

Second, integrating moral dialogues into curricular and extracurricular activities significantly enhances emotional intelligence and ethical decision-making among students. Class hours dedicated to discussions on empathy, responsibility, tolerance, and respect help mitigate behavioral conflicts and reduce susceptibility to negative peer pressures [12].

Third, institutional synergy between the school administration, classroom teachers, and families is vital. Research demonstrates that inconsistent moral messaging between the home environment and the educational institution creates cognitive dissonance in adolescents, whereas unified pedagogical guidance reinforces positive social habits and emotional security [13].

DISCUSSION. The findings affirm that the teacher's role extends far beyond instructional delivery; educators function as moral architects within the school ecosystem [14]. In alignment with modern psychological and pedagogical theories, effective guidance requires moving away from authoritarian control toward collaborative, dialogic pedagogy. When teachers engage adolescents as active participants in moral discourse rather than passive recipients of rules, students develop internal self-regulation and critical ethical thinking [15].

Furthermore, the implementation of spiritual and educational programs must account for the psychological characteristics of modern youth, particularly the influence of digital media and virtual communication [16]. Teachers must be equipped with advanced competencies in digital ethics and

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media literacy to guide adolescents safely through complex informational spaces [17]. The absence of systematic pedagogical intervention during early adolescence frequently correlates with diminished civic engagement and ethical drift in later years, underscoring the critical importance of proactive school leadership [18].

CONCLUSION AND RECOMMENDATIONS. In conclusion, the moral and educational guidance of adolescents is a cornerstone of sustainable societal development and national educational policy. The teacher remains the central figure capable of harmonizing intellectual growth with ethical maturity. Based on the findings of this study, the following recommendations are proposed for secondary educational institutions:

Enhance Pedagogical Training: Implement specialized professional development modules for teachers focusing on adolescent psychology, modern ethics, and innovative methodologies of spiritual upbringing [19].

Strengthen School-Family Partnerships: Establish regular collaborative platforms between educators and parents to ensure consistency in moral guidance and behavioral reinforcement [20].

Promote Experiential Ethics: Integrate practical community service,project-based civic activities,and peer-mentoring initiatives into school programs to foster active social responsibility among adolescents [21].

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