

**FORMATION OF SOCIAL AND MORAL VALUES IN STUDENTS WITH THE
HELP OF PAREMIC GENRES AND INNOVATIVE PEDAGOGICAL METHODS**

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Annotation. This article analyzes the theoretical and practical aspects of the formation of social and moral values in students through the use of paremic genres (proverbs, sayings, wise sayings) and innovative pedagogical methods in the educational process. The educational potential of paremic units, their impact on the student's personality, as well as their integration with modern interactive methods are highlighted. The results of the study show that paremic materials are an important tool in increasing educational effectiveness, developing moral thinking and social competencies.

Keywords: paremic genres, proverbs and sayings, moral education, social values, innovative pedagogy, interactive methods, personal development.

In the modern education system, the comprehensive development of the student's personality, especially the formation of social and moral values, is an urgent task. Globalization, increased information flow, and the complexity of social relations require a strong spiritual and moral position from the younger generation. In this regard, reliance on examples of national culture and oral creativity, in particular, the use of the possibilities of paremic genres, is considered an important pedagogical resource.

Paremic genres have been expressing folk experience, moral criteria, and social norms in a concise, figurative, and impressive form for centuries. Combining them with innovative pedagogical technologies enriches the educational process in content.

The pedagogical essence of paremic genres

Paremic genres - proverbs, sayings, aphorisms, and wise sayings - have a short but deep meaning and embody educational content. Their pedagogical significance is manifested in the following aspects:

- Moral orientation: Paremic units promote values such as goodness, justice, hard work, honesty.
- Vitality and universality: They are directly related to everyday life experience and are quickly reflected in the mind of the student.
- Imagery and memorability: A short and artistic form is firmly established in the student's memory.
- Transmission of social experience: Serves as an intergenerational spiritual heritage.

Paremic materials are an effective tool for developing students' moral thinking, assessing problem situations, and forming decision-making competencies.

Innovative pedagogical approaches are an important component of the modern educational paradigm and are based on interpreting the student as an active subject of the learning process, not a passive recipient of knowledge. These approaches are inextricably linked to constructivist, activity-oriented and person-centered theories of education and serve to develop the student's independent thinking, social activity and moral consciousness. In particular, the importance of innovative methods in the process of forming social and moral values is incomparable, since values are mastered not only through theoretical explanation, but also on the basis of active experience, communication and reflection.

The methodology of problem-based education is aimed at stimulating cognitive activity in the learning process, in which students are offered specific, life and cognitively complex situations. Problems of moral content (for example, dilemmas related to justice, responsibility, honesty) develop critical thinking, understanding of cause-and-effect relationships and decision-making competencies in students. Problem situations encourage the student to search, force them to reconsider their existing knowledge and direct them to justify their moral position. As a result, knowledge becomes not just memorized information, but values that are understood through personal experience.

The case study method is based on the analysis of real or simulated socio-pedagogical situations. This method develops students' analytical thinking, multifaceted assessment of problems, and the ability to develop alternative solutions. Through cases, students observe the practical application of moral norms, understand the social consequences of decisions, and feel individual and collective responsibility. This process enriches students' social experience and prepares them psychologically and morally for complex situations in real life.

Debates and discussions occupy a special place in the system of interactive methods. This approach develops students' communicative competencies, forms a culture of reasoning, respect for opposing views, and drawing logical conclusions. Discussions on social and moral issues strengthen students' tolerance, open-mindedness, and democratic communication skills. At the same time, the process of comparing different points of view contributes to the development of moral awareness, the reduction of stereotypes, and the formation of an independent position.

The role-playing method is one of the effective forms of experiential learning, allowing students to directly experience social roles. This method serves to develop empathy, social sensitivity, and moral responsibility. By entering the roles of different individuals in different situations, students learn to understand the feelings of others and see problems from many perspectives. As a result, moral norms and social values are perceived not as abstract concepts, but as personal experiences.

Collaborative learning is based on organizing students' collaborative activities. This method is an important tool in the formation of values such as social interaction, collective responsibility, mutual assistance, and respect. In the process of group work, students exchange ideas, make decisions together, and solve problems collectively. This increases social adaptability, develops leadership and cooperation skills, and provides psychological comfort in the learning process.

Integration of paremic genres and innovative methods

The use of paremic materials in combination with innovative methods provides high didactic efficiency. The following practical approaches are considered effective:

1. Creating a problem situation.

A moral question is posed based on a proverb or saying. For example, based on the paremic unit in the content "Honesty is the greatest wealth", a real-life situation is analyzed.

2. Analysis based on a case study.

Students are given a socio-moral problem and are asked to find and explain suitable proverbs.

3. Organizing a debate.

An argument is held based on paremic units with contrasting content. This develops argumentation and critical thinking in students.

4. Role-playing.

Moral behavior is modeled through scenes appropriate to the content of the proverb.

5. Reflection and personal attitude.

Students express their opinion on the content of the paremic unit, which serves to form an internal value system.

The effectiveness of forming values with the help of paremic genres depends on the following conditions:

- suitability of materials for age and psychological characteristics;
- active participation of students;
- appropriate selection of methods;
- the presence of a discussion and reflection process;
- pedagogical skills of the teacher.

In a properly organized educational process, paremic units serve not only as a source of knowledge, but also as a moral guide.

Paremic genres are an important didactic and educational resource in the formation of social and moral values in the educational process. Their integration with innovative pedagogical methods serves to develop students' moral thinking, social competencies and personal position. This approach, while preserving the national cultural heritage, also meets the requirements of modern education.

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