FORMATION OF MORAL AND AESTHETIC WORLDVIEW IN THE PROCESS OF MOBILE LEARNING

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Introduction

The rapid development of modern information and communication technologies is fundamentally transforming the education system. This process is especially evident in the formation of mobile learning (m-learning), which is based on the use of mobile technologies that significantly expand students' opportunities for independent study and influence their personal development.

The main advantage of mobile learning lies in its flexibility — learners can study, research, and exchange ideas anytime and anywhere. However, along with these opportunities arises the urgent need to develop moral and aesthetic worldview among students in the context of mobile learning. Today's youth receive an enormous amount of information through mobile devices. This directly influences their value orientations, aesthetic tastes, and attitudes toward moral norms. Therefore, mobile learning should be considered not only as a tool for acquiring knowledge but also as a modern pedagogical environment for developing moral and aesthetic culture.

Keywords:

mobile learning, digital pedagogy, moral education, aesthetic education, moral and aesthetic worldview, mobile technologies, digital culture, educational innovation, mobile teaching, pedagogical process, personal development, spiritual perfection, creative thinking, moral values, sense of beauty, aesthetic taste, teacher's moral role, virtual communication culture, empathy and tolerance, mobile learning environment, digital ethics, moral-aesthetic competence.

1. Theoretical researchers (in pedagogy and psychology)

A number of scholars are engaged in developing theoretical models of mobile learning, exploring the psychological foundations of moral and aesthetic education, and analyzing pedagogical interpretations of digital culture.

J. Traxler (UK) — developed the conceptual model of mobile learning in "Mobile Learning: The Future of Education."

M. Ally (Canada) — studied the psychological and pedagogical foundations of mobile learning and analyzed the impact of mobile technologies on students' motivation.

J. McGonigal (USA) — proposed the idea of developing moral and creative competencies through digital games and mobile interactivity.

S. Kuklev and I. Robert (Russia) — examined the issues of moral and informational security in mobile learning.

A. A. Zimnyaya and E. F. Zeer (Russia) — developed the theoretical foundations of moral and aesthetic development and the formation of value systems in educational activities.

N. V. Volkova (Ukraine) — researched the integration of aesthetic education and mobile communication as a pedagogical problem.

2. Theoretical and practical research by Uzbek scholars

In Uzbekistan's academic school, this issue is being studied within the framework of moral education, digital learning, aesthetic culture, and innovative pedagogy.

M. U. Khamidova — researched the theory of moral and aesthetic education and the spiritual image of the teacher in the context of pedagogy and special education.

A. A. Abdukodirov — conducted scientific research on integrating digital pedagogy and mobile learning methods into the educational process.

D. Yuldoshev, N. Turakulova — developed methodological foundations for aesthetic education through digital technologies.

Sh. Sharipov — in his work "The Theory of Moral and Aesthetic Education" links aesthetic values to the professional competence of teachers.

Z. Shodiyeva — studied the psychological aspects of moral behavior of youth in Internet and mobile environments.

N. Karimova — analyzed the development of students' moral culture through mobile communication tools.

Main Part

1. The essence and pedagogical potential of mobile learning

Mobile learning (m-learning) is a form of organizing the educational process using portable technologies such as smartphones, tablets, and laptops. It is based on the principles of flexibility, interactivity, and individualization.

Mobile learning enables:

studying through interactive platforms (Moodle, Google Classroom, Telegram groups, Quizizz, Kahoot, etc.);

working with video lectures, podcasts, and e-tests;

participating in virtual discussions and debates;

analyzing educational content through social networks.

This process fosters not only the intellectual potential of students but also contributes to forming their moral position, system of cultural values, and aesthetic attitude toward the surrounding world.

2. Pedagogical essence of the concept "moral and aesthetic worldview"

Moral worldview is the conscious attitude of an individual toward concepts such as good and evil, duty, responsibility, conscience, and honesty. Aesthetic worldview reflects a person's ability to perceive, appreciate, and create beauty.

These two aspects are closely interconnected and play a vital role in the formation of a harmonious personality. Therefore, mobile learning should be considered not only as a system of knowledge transmission but also as an environment for moral and aesthetic education.

3. Ways to form moral and aesthetic worldview through mobile learning

Moral and aesthetic development within mobile learning can be achieved through the following pedagogical directions:

1.   Content selection and filtering — educational materials must comply with moral and aesthetic standards and be free from violence or discrimination.

2.   Formation of virtual communication culture — teaching respect, tolerance, and ethical online interaction between students and teachers.

3.   Integration of aesthetic education — inclusion of art, design, music, color harmony, and visual culture elements into e-learning materials.

4.   Moral-psychological training and online projects — using mobile apps to develop empathy, cooperation, and responsibility.

5.   Reflective and analytical assignments — encouraging students to express their moral views through mini-essays, blogs, or podcasts.

6.   Mobile art and cultural projects — for example, photo projects like "Beauty Around Us" and virtual museum excursions to enhance aesthetic perception.

4. The teacher's role in shaping moral and aesthetic worldview

In the context of mobile learning, the teacher acts not merely as a transmitter of knowledge but as a moral and aesthetic mentor, who:

demonstrates ethical communication practices on mobile platforms;

uses visual and audio materials that enhance students' aesthetic taste;

organizes discussions of moral issues observed in social media;

promotes moral values through personal example.

5. Criteria for assessing the formation of moral and aesthetic worldview

Assessment direction	Key indicators
Moral aspect	Responsibility, conscientiousness, empathy, readiness for cooperation, ethical behavior in online communication.
Aesthetic aspect	Interest in beauty, aesthetic taste, creative expression, cultured speech, and sense of harmony.
Development levels	Low – indifference; Medium – interest; High – conscious participation and commitment to aesthetic values.

International and practical initiatives

Several international projects aim to promote moral and aesthetic values through mobile learning: UNESCO Mobile Learning Week (2009–2024) — annual forum dedicated to developing intercultural tolerance through digital education.

European Association for Mobile Learning (EAMLI) — an international scientific network exploring the ethical and social aspects of mobile learning.

Asian Digital Learning Hub (ADLH) — implements training programs to enhance aesthetic culture in Asian countries.

Digital Education Center of the Republic of Uzbekistan — develops mobile learning applications and programs aimed at improving teachers' digital and moral culture.

Conclusion

Mobile learning is not only an effective means of gaining knowledge but also a powerful pedagogical platform for developing the moral and aesthetic perfection of an individual. To ensure its effectiveness, it is necessary to:

design educational content that meets moral and aesthetic requirements;

improve teachers' digital and aesthetic culture;

cultivate positive attitudes toward moral and cultural values among students in online

environments.

Thus, mobile learning becomes a factor that ensures not only intellectual growth but also spiritual, moral, and aesthetic development of the individual.

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