



## **SOME THOUGHT-PROVOKING PROBLEMS OF ANALYSIS OF THE CONCEPT OF MORAL OBLIGATION**

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### **Annotation**

This article provides information about duty, which is considered as a category of morality. It discusses the role of obligation in society and analyzes the views of German philosophers and scientists on this issue.

**Keywords:** courage, demeanor, wisdom, laws, categories, modern personnel, knowledge, positive actions, duty-mediated

### **INTRODUCTION**

Moral duty is essentially an obligation in front of society, the state, and the individual. It is inextricably linked with concepts such as conscience, belief, and responsibility[1]. In sociology, the German philosopher E. Kant explained more about duty and moral value in his moral theory, and John Maqudel argued for Kant's theory. According to the German philosopher Kant: obligation and duty constitute the moral values of human beings. Kant concludes that whether human behavior has a moral value, every person in society should act only on the basis of duty and pay more attention to it. Kant's view is related to the notion of a man performing a duty, and is generally understood to be the performance of work in a just manner. So it is clear from this that anyone can have a moral value, it is only appropriate if he acts out of duty and understands his duty and spends his time on what is necessary.

### **METHODS**

There is another notion that we know must be followed along with duty, which is respect. We need to pay attention to another approach of Kant. Kant has a categorical imperative approach to the observance of moral laws as a duty of respect [2]. However, John Magduel contradicts Kant's view. He comes to the conclusion that a person needs a reason to perform an action. Again, I would like to quote Gregor and Walker's ideas on the role of duty in human behavior, both philosophers prefer the concept of respect compared to the concept of duty. According to them, respect can be divided into two different types as a moral law (respect) and as a moral feeling. They see the imperative norm and respect for duty as a motive for man.





Now let's look at how the West defines the philosophy of education and the moral duty, and how it is viewed in the East. In the West, from antiquity, that is, from the time of Plato, they have been interested in the philosophy of education and have dealt with various issues, problems and solutions related to it. In the past, the following phrase was widely used by philosophers to bring up a person in Athens – not in Tebon or Corinth. At that time, Athens was a symbol of perfection. In the 5th century BC, there is a set of virtues accepted in the Greek language and vocabulary. The set of qualities that are accepted in many senses are: friendship, courage, demeanor, wisdom, justice, and duty. But there have been long-standing disagreements about what each of them requires and why each is considered a virtue. We now consider the modern Western moral philosophy of the twentieth century. During this period, it was mainly discussed about human rights and responsibilities. Persons says, “Some philosophers believe that our universal duty is all based on one rule: always treating people with respect. We must always show our kind and affectionate treatment to everyone with respect” [3]. There is a lot of debate about the concept of respect, for example the question of whether respect is a quality or a feeling that belongs to a person. The German philosopher Kant describes respect as a certain feeling. Respect, as Kant puts it in his statement of moral motivation, is the observance of the rules of morality and the encouragement of moral consciousness [4]. Stratton analyzes Kant's views and agrees with his views and leaves his own comment. In his view, value is an important duty that motivates people to help and is its maximum value. In the East, moral laws and categories have a special character. Because in Islam, special attention was paid to education. Abdullah Avloni, one of the enlighteners of Turkestan, in his book "Turkish Gulistan or Morality" says: "The development and prosperity of any nation depends on the knowledge and enlightenment, profession and art of the youth"[5]. We interpret duty as a moral concept for young people, first and foremost, a commitment to the family, community, nation, homeland. Moral duty is an important moral and spiritual duty of students, which means that each student should fulfill the duties of citizenship in front of his society, childhood in front of parents, humanity in front of the people, the nation, humanity in front of society.

## RESULTS

From the above, it is clear that the parent is responsible for the upbringing of the student child, as well as for society. It is the duty of the child to respect and honor the parents, to provide for them in old age, to listen to their advice, and to do it unconditionally. The student must raise the prestige and dignity of parents in the eyes of the people. As long as the student works on himself clearly and regularly, he will





pay constant and constant attention to his ultimate goal. It should be noted that the student responds equally in all subjects. The diligent study of students in the process of learning determines its future. The thirty-first chapter of Kaikous's "Kabusnama" states: "Everyone who takes on a job should know it well and do it a lot so that he can benefit from it a lot." Don't answer until you have a problem. Do not bleed for your own imitation and do not act on the imitation of others. Look at the message and do not shy away from it, do not speak with enthusiasm" [6].

For example, the great thinker Ibn Sina quotes the following statements about thinking and science: "true knowledge of things is achieved intelligently by analyzing their appearance and determining their causes. In addition, Ibn Sina develops the stages of development of the mind. Ibn Sina understood intellect as man's innate talent, as well as the ability to think that is formed on the basis of experience and in the process of cognition. The mind defines man as a primordial, healthy mind, a force that creates and distinguishes good and bad deeds".

## DISCUSSION

Speaking about the role of modern personnel in the development of Uzbekistan in the context of globalization, President Shavkat Mirziyoyev noted the following: "It is more important than ever to pay attention to spirituality and enlightenment, moral education, education of young people at the time of the pursuit of perfection in today's rapidly changing world and various new threats and challenges that threaten the stability and sustainable development of peoples"[7] That is why it is at a young age that the responsibility and duty for their work requires moral preparation, not only at other stages of education, but also from the moment they enter the system of higher education. Because the higher education stage is a door to a great life, and how to open it plays a key role through the knowledge, skills and, most importantly, the moral duty of the students. The ethical task of the learning process is to promote a culture that is close to the students.

When it comes to the existence of a moral duty in the system of higher education, first of all, the student must consider the rules of law, as well as the formation of human feelings and qualities in him. The place of moral duty and virtues in society implies the existence of man. In a person, duty can vary, the duty instructs the positive actions that the person wants to perform and is manifested through responsible and conscious actions. The approach to duty as an ethical phenomenon can be seen in all the literature to one degree or another. However, some authors tend to generalize these characters in the Duty. For example, I. Goethe defines duty as follows: How can a person understand himself? However, it can only be understood in action, not in





fantasy. Do your duty and you will understand yourself immediately. Man realizes himself not in observation but in action. He only knows who he is when he puts effort into the work that needs to be done. Universal duties are deeper in content than national duties broad, of universal significance, in line with the goals and aspirations of all nations and peoples of the world[8]. In general, it ,without manifesting itself in isolation from civilization, interacts with the issues of science development in the world, the struggle for peace, the eradication of the production and utilization of nuclear weapons, ensuring international security, prevention of various diseases, nature protection, eradication of poverty and illiteracy, providing the population with industry, energy and food, the challenges of land, water resources and space exploration in the world. Among the pedagogical tasks are self-sufficient tasks that differ in content, i.e., goal-oriented tasks, the creative nature, prestige, social significance of pedagogue work, responsibility to the state, the ability to self-determination, the duties that express love and connection to children can be highlighted.

These tasks require the interaction of the concepts of "child's personality" and "I am a professional" in the mind of the educator. Targeted tasks reflect the state educational policy and the level of development of pedagogy and emerge as a factor of pedagogical activity and affect other tasks. They form the basis of vocational education and result from the acquisition of pedagogical theory and its methodology, as well as advanced pedagogical technologies. Targeted tasks are a means of duty, and duty relationships depend on task-purpose and duty-quality.

Duty-mediated vocational education is a pedagogical activity (technology of education and upbringing), communicative movement, communication technology, subjective action of the teacher, which performs the functions of personality development, combines all three movements and is divided into groups as task-vehicle, duty-relationship, duty knowledge.

Duty-interaction provides interaction with the subject in the pedagogical process. In this case, the teacher's attitude to himself, to the person is equal.[9].

## **CONCLUSION**

Moral duty has an imperative nature between man and society. It regulates the interdependence. Awareness of duty helps people to stay away from other memorized elements. The interrelationship of duty with other categories and qualities also play an important role in human life. Kant's ideas perceive duty as a moral value and are reflected in his remarkable investigations and practices.





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