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CHARACTERISTICS OF THE MANIFESTATION OF AESTHETIC CULTURE AND MORAL BEHAVIOR AMONG STUDENTS

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Abstract: This article analyzes the characteristics of the manifestation of aesthetic culture and moral behavior among students from scientific-theoretical and psychological-pedagogical perspectives. The role of aesthetic culture in the spiritual development of personality and its relationship with moral values and behavioral norms are examined. The study explores students' aesthetic taste, their ability to perceive beauty, attitudes toward the cultural environment, and the factors influencing the formation of moral qualities. In addition, the pedagogical opportunities for improving aesthetic and moral education in higher education institutions and their impact on personal development are analyzed. The findings of the study can serve as a methodological basis for developing scientific and practical recommendations aimed at fostering a high level of aesthetic culture and positive moral behavior among students.

Keywords: aesthetic culture, moral behavior, student personality, aesthetic education, moral values, spiritual development, pedagogical influence, socialization, aesthetic taste, higher education.

Introduction

Today, the processes of globalization and informatization are fundamentally changing the content of the requirements imposed on the individual. In modern society, the primary task of higher education institutions is not only to train competitive specialists, but also to form harmoniously developed individuals who possess high moral qualities, refined aesthetic taste, and a sense of social responsibility. From this perspective, the issue of developing aesthetic culture and moral behavior among students is recognized as one of the urgent directions of pedagogy and psychology. The development of society requires every individual to adhere to certain social norms, moral principles, and cultural values. In particular, students, as future specialists and active members of society, should possess not only professional knowledge but also a high level of aesthetic culture and exemplary moral behavior. Socially recognized norms such as honesty, responsibility, humanity, mutual respect, tolerance, cultural communication, and appreciation of beauty occupy an important place in the process of socialization of the individual. The assimilation of these norms by students positively influences not only their social adaptation but also their spiritual and moral development. Therefore, the formation of aesthetic culture and moral behavior among students is considered one of the important conditions for ensuring sustainable social development and a healthy social environment. Aesthetic culture is a complex socio-psychological phenomenon that expresses an individual's attitude toward understanding, evaluating, and creating beauty. It manifests itself in a person's worldview, taste, values, emotions, and behavior and is regarded as one of the important indicators of personal development. Moral behavior, in turn, refers to acting in accordance with socially accepted norms, values, and principles and demonstrating qualities such as responsibility, honesty, conscientiousness, respect, and tolerance in one's activities. These two concepts are closely interconnected: the development of aesthetic culture contributes to the improvement of moral behavior, while moral maturity promotes a deeper understanding of aesthetic values. Studenthood is an important stage of personal development during which worldview, value systems, social positions, and life goals are formed. In the higher education environment, students encounter various cultural, spiritual, and social influences. These

influences play a significant role in the development of their aesthetic taste, cultural awareness, and moral views. However, the strengthening of mass culture, the widespread dissemination of digital technologies, the increase in virtual communication, and the transformation of values have diverse effects on the aesthetic and moral development of young people. This necessitates a deep scientific study of the issue. The purpose of this article is to analyze the characteristics of the manifestation of aesthetic culture and moral behavior among students, identify the factors influencing their formation, and reveal the pedagogical opportunities for developing these qualities in higher education institutions.

Research Methodology. This study is aimed at investigating the characteristics of the manifestation of aesthetic culture and moral behavior among students and is based on the principle of a comprehensive approach. During the research process, several scientific methods were used to clarify the theoretical foundations of aesthetic culture and moral behavior, determine their interrelationship, and assess the level of their manifestation among students.

The methodological basis of the study consisted of socio-cultural concepts of personality development, the axiological approach, the activity-based approach, and the principles of learner-centered education. These approaches made it possible to analyze aesthetic culture and moral behavior in close connection with students' spiritual development, value systems, and social relations.

During the study, the theoretical aspects of the problem were examined through the analysis of scientific literature, monographs, scholarly articles, and normative legal documents. In addition, observation, interviews, and questionnaire methods were used to identify students' aesthetic culture and moral behavior. The questionnaire items were aimed at assessing students' attitudes toward aesthetic values, participation in cultural events, level of beauty perception, as well as adherence to moral norms, social responsibility, mutual respect, and culture of behavior.

The study was conducted during the 2025–2026 academic year among 120 students studying in various educational fields at Asia International University. Of the respondents, 68 were female and 52 were male, aged between 18 and 24 years. The sample was formed using a simple random sampling method.

To identify students' aesthetic culture and moral behavior, the author-developed questionnaire entitled "Assessment of Indicators of Aesthetic Culture and Moral Behavior among Students" was used. The questionnaire consisted of 25 questions covering criteria such as aesthetic taste, activity in cultural events, interest in art, culture of appearance, communication ethics, responsibility, honesty, tolerance, and adherence to social norms.

Pedagogical observation was also used as an additional research method. During the observation process, students' behavior in classroom and extracurricular activities, their relationships with teachers and peers, cultural communication in public places, and indicators of aesthetic behavior were recorded.

The obtained data were processed using Microsoft Excel and SPSS Statistics software. Percentage distribution, arithmetic mean, correlation analysis, and comparative analysis methods were used in the analysis of the research results. Statistical significance was assessed based on the criterion $p<0.05$.

During the study, the confidentiality of participants' personal information was ensured, and participation in the research was organized on the basis of voluntariness.

Results and Their Analysis. The study involved 120 students from Asia International University. The results of the questionnaire conducted to determine the level of aesthetic culture and moral behavior among respondents were analyzed. Based on the obtained data, students were

divided into high, medium, and low levels according to indicators of aesthetic culture and moral behavior.

Table 1. Distribution of Levels of Aesthetic Culture and Moral Behavior among Students

Indicator	High	Medium	Low
Aesthetic culture	46 (38.3%)	56 (46.7%)	18 (15.0%)
Moral behavior	51 (42.5%)	53 (44.2%)	16 (13.3%)

The data in Table 1 show that according to the aesthetic culture indicator, 38.3% of students demonstrated a high level, 46.7% a medium level, and 15% a low level. These results indicate that although the majority of respondents possess developed aesthetic values and aesthetic taste, there is still a need to further develop these qualities among some students.

Regarding moral behavior indicators, 42.5% of respondents demonstrated a high level, 44.2% a medium level, and 13.3% a low level. These findings indicate that most students have developed qualities such as adherence to socially accepted moral norms, social responsibility, mutual respect, and tolerance.

During the study, the structural indicators of aesthetic culture were also analyzed separately. In particular, students' participation in cultural events, interest in art and literature, attention to appearance culture, and level of understanding of aesthetic values were examined.

Table 2. Main Indicators of Aesthetic Culture

Indicator	High (%)	Medium (%)	Low (%)
Participation in cultural events	41.7	45.8	12.5
Interest in art and literature	47.5	38.3	14.2
Culture of appearance	52.5	35.0	12.5
Understanding aesthetic values	44.2	42.5	13.3

The results of Table 2 revealed that the highest indicator among students was related to the culture of appearance (52.5%). It was also found that interest in art and literature was relatively high. However, some respondents demonstrated insufficient levels of regular participation in cultural events.

Students' moral behavior was also assessed based on several criteria, including honesty, responsibility, tolerance, and mutual respect.

Table 3. Main Indicators of Moral Behavior

Indicator	High (%)	Medium (%)	Low (%)
Responsibility	48.3	40.0	11.7
Honesty	51.7	36.6	11.7
Mutual respect	55.0	34.2	10.8
Tolerance	42.5	45.8	11.7

According to the results of Table 3, mutual respect (55%) and honesty (51.7%) demonstrated the highest results. This indicates that the majority of students support positive social relations and strive to adhere to moral norms. At the same time, the necessity of further developing indicators of tolerance and responsibility was identified.

To determine the relationship between aesthetic culture and moral behavior indicators, a correlation analysis was conducted. The analysis revealed a positive correlation between these two

indicators ($r=0.62$; $p<0.05$). This indicates that students with higher levels of aesthetic culture also tend to demonstrate higher levels of moral behavior.

The results showed that students' aesthetic culture and moral behavior are closely interconnected, and the development of aesthetic values contributes to the strengthening of moral qualities. Therefore, strengthening spiritual-educational activities, projects related to art and culture, and pedagogical activities incorporating moral education elements in higher education institutions is of great importance.