

# **FACTORS INFLUENCING THE INCREASE IN STUDENTS' SOCIAL ACTIVITY BASED ON THE FIGHT AGAINST MORAL THREATS**

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## **Abstract**

This article explores how combating moral threats such as cyberbullying, substance abuse, and value erosion can significantly enhance students' social activity. By promoting ethical awareness, encouraging peer leadership, and integrating moral education into curricula, students develop a stronger sense of responsibility and civic engagement. The paper highlights institutional, psychological, and technological factors that shape students' responses to moral challenges. It argues that a value-centered approach to education fosters empathy, leadership, and active citizenship, making students more resilient and socially involved in addressing community and global issues.

**Keywords:** Moral threats, student social activity, moral education, youth engagement, value-based education, ethical development, civic participation.

## **Introduction**

In today's ever-evolving world, the youth, especially students, stand at the intersection of rapid technological advancement, globalization, and a shifting moral landscape. Social activity among students, which encompasses participation in community development, peer collaboration, volunteering, civic engagement, and cultural expression, plays a fundamental role in their personal and professional growth. However, fostering active student participation is not merely about organizing extracurricular activities or clubs. A deeper and more urgent factor that needs to be addressed is the fight against rising moral threats. These threats—ranging from cyberbullying, drug abuse, and moral relativism to cultural degradation and disconnection from values—are shaping students' worldviews and behaviors. Therefore, exploring the **factors that influence the**



**increase in students' social activity through combating moral threats** is vital for educators, policymakers, and society at large.

Before delving into the correlation between moral threats and social activity, it is essential to define what moral threats entail. These are dangers that undermine the ethical and value-based foundation of individuals and communities. For students, these threats manifest in various forms: exposure to online hate speech, normalization of violence, the spread of toxic celebrity culture, substance abuse, loss of respect for elders and traditions, and peer pressure to conform to morally questionable behavior. In schools and universities, moral threats can also arise from neglect of ethical education, lack of strong role models, and failure to create value-centric curricula. Modern students are constantly navigating a digital environment where information, both good and bad, is consumed at lightning speed. Social media has blurred the lines between reality and constructed narratives. Consequently, many students begin to perceive immoral behavior as acceptable or trendy, further deteriorating their sense of right and wrong. When moral threats go unchecked, they lead to apathy, alienation, selfishness, and, ultimately, a decline in social responsibility. Hence, actively countering these threats becomes an educational necessity.

Fighting against moral threats has a direct and positive impact on students' social engagement. Firstly, it restores a sense of purpose and identity among students. When students are made aware of the moral challenges facing their generation and are involved in movements to counter these challenges, they tend to develop a stronger commitment to ethical standards and community wellbeing. This, in turn, motivates them to engage in activities that promote social harmony, such as awareness campaigns, peer education, volunteer projects, and cultural preservation efforts. Secondly, resistance against moral degradation fosters critical thinking and empathy. These are key attributes of socially active individuals. When students are encouraged to question societal norms, analyze the impact of unethical behavior, and reflect on their own values, they become more responsible and thoughtful citizens. Empathy grows when students see the consequences of moral threats—such as addiction, violence, or exclusion—and feel compelled to help others avoid similar pitfalls. As a result, they become proactive in initiating or joining social efforts that address such problems. Moreover, fighting moral threats empowers students with leadership skills and a sense of agency. When students take a stand against bullying in their schools,



participate in anti-drug campaigns, or organize cultural events to revive traditional values, they learn to lead, collaborate, and create change. These are not just social skills; they are life skills that shape future leaders. The act of standing up for what is right, especially in the face of peer pressure or societal indifference, is in itself a powerful social engagement that ripples through the student body. Educational institutions play a pivotal role in determining how effectively students can become socially active by combating moral threats. One of the most influential factors is the **integration of moral education** into the curriculum. Subjects that explore ethics, social responsibility, global citizenship, and cultural heritage help students internalize values and develop a framework for moral reasoning. When these topics are taught not just theoretically but through real-world case studies and interactive discussions, students are more likely to apply them in their social lives. Another key institutional factor is the **creation of safe and inclusive spaces** where students can express themselves without fear of judgment or discrimination. Schools and universities that nurture diversity and inclusion naturally encourage dialogue on moral issues such as equality, justice, and freedom. Student-led clubs, debate forums, and ethical discussions allow young people to articulate their thoughts, challenge toxic norms, and brainstorm solutions. These platforms are fertile grounds for fostering social initiative and moral consciousness.

Mentorship is another significant contributor. Teachers, counselors, and community leaders who embody moral integrity and social commitment serve as role models for students. A single mentor who listens, guides, and encourages students to do the right thing can have a lasting impact. When students are inspired by such figures, they are more likely to take an active role in social causes and inspire others in turn. Furthermore, **partnerships with civil society organizations, NGOs, and local communities** enrich students' understanding of moral issues in practical contexts. Participating in campaigns against domestic violence, environmental degradation, corruption, or gender discrimination not only broadens students' horizons but also makes them feel part of a larger moral movement. These experiences translate into deeper commitment to social activity and collective well-being.

To conclude, increasing students' social activity is not merely a matter of logistics or organizing more events. It is deeply tied to how we prepare young minds to understand and confront the moral threats of their time. By instilling strong



ethical values, providing meaningful mentorship, creating inclusive environments, and giving students the tools to fight back against apathy, moral decline, and societal pressure, we empower them to become active participants in shaping a better world. Education must go beyond knowledge transmission and become a vehicle for moral awakening and social empowerment. When students are educated to see themselves as agents of change, and when they are supported in resisting the forces that erode human dignity and values, they will not only become socially active but will also become the architects of a more just, kind, and responsible future.

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