

THE ROLE OF NATIONAL VALUES IN THE SPIRITUAL AND MORAL EDUCATION OF CHILDREN.

Altibayeva Gulbahor Majitovna

Teacher of Termez State Pedagogical Institute

Kholboyeva Aziza Bakhodir kizi student

Abstract: To form knowledge and skills of moral and national values in preschool children through folk tales and wisdom, and on this basis to determine ways of practical use of national values, and to develop a unique system of methods in this direction.

Keywords: moral education, national values, folk oral culture, legends, proverbs, educational significance, older children, spiritual education.

Аннотация: Сформировать у дошкольников знания и умения о нравственных и национальных ценностях через народные сказки и мудрость, и на этой основе определить пути практического использования национальных ценностей, а также разработать уникальную систему методов в этом направлении.

Ключевые слова: нравственное воспитание, национальные ценности, народная устная культура, легенды, пословицы, воспитательное значение, старшие дети, духовное воспитание

The future of independent Uzbekistan largely depends on the upbringing of a well-rounded potential generation. From the first years of independence, the upbringing of a healthy generation has been identified as a priority. In the upbringing of a healthy generation, one of the main tasks is to implement a wide range of measures aimed at forming a spiritually and morally rich, morally mature, intellectually developed, highly educated, physically strong, comprehensively developed person based on high universal human values.

It is known that the formation of spiritual and moral qualities in preschool children is a mental, social, spiritual and moral state that arises as a result of a long-term continuous pedagogical process. In implementing this process, pedagogical conditions created in educational institutions, a healthy environment and goal-oriented education play an important role. The acquisition of the simplest knowledge of children about the interrelationships between events in social life

serves to educate them from the very beginning of their spiritual and moral qualities. However, a properly organized pedagogical process in preschool educational organizations helps children understand the general meaning of spiritual and moral events. If children see examples of good behavior in others, they will try to be like them.

In the process of communication with adults, children form their initial behavioral experiences. The need for communication is an important social need, and an adult is a source of satisfying this social need. The content of communication should be pedagogically valuable, so that it has the necessary spiritual and moral impact on the child. The main content of educating preschool children in spiritual and moral qualities is: the culture of behavior, the upbringing of human relations between children and adults (observance of the simplest rules of social life; benevolence, caring attitude towards loved ones, etc.); educating the public; approaching educational work with respect for the child's personality; connecting spiritual and moral education with life and time; children's activity; the unity of the educational influence of the family, preschool educational organization and adults; reliance on positive qualities in the child is especially important.

Systematic and consistent work with children increases both their spiritual and moral imagination and the level of real spiritual and moral behavior; Preschool children develop the skills to do many things with their own hands and to rejoice in the work done, to appreciate the results of the work of adults; they develop a desire to participate in work done for the common good, to play together, to engage, to set and achieve common goals. All this determines the social orientation of the child's personality. In order for spiritual and moral habits to become the norm, it is necessary to create conditions for the child to practice spiritual and moral behavior. It is necessary to guide his communication with other children, teach him how to

behave in a particular situation, and to familiarize him with the rules of behavior using various activities.

A child on the threshold of school should have the following moral and ethical habits of behavior: cleanliness, tidiness, orderliness, independence, self-service, appreciation and preservation of the work of adults, being busy with something, being careful with toys, one's own things and community property, respecting adults, taking care of them, responding correctly to the words of one's parents, being disciplined, honest, and being polite, benevolent, gentle, restrained, and enthusiastic. These are cultural habits of behavior and behavior. Spiritual and moral education is such a necessary foundation that it is impossible to form the more complex features of the child's personality, his spiritual and moral qualities, ideas about the phenomena of the social life of our people and a positive attitude towards them.

When a teacher instills the simplest habits (for example, cultural behavior), the child will be able to do everything with enthusiasm and generally consciously, that is, external positive things will reflect the inner essence, his attitude to its rules. This is important for the upbringing of goodwill, for preventing the possibility of the emergence of an indifferent, careless attitude towards peers and adults around him. Thus, relatively simple positive habits of spiritual and moral education are valuable for the spiritual and moral development of the child. Educators and parents, while educating children in spiritual and moral qualities, should pay special attention to the development of respect for adults, the desire and skills to listen to their advice, instructions and readiness to carry out their tasks; they should form friendly relations with peers, a sense of caring for them and for the younger ones, for adults. Children should be taught to remember their tasks and fulfill them with enthusiasm; to share their knowledge, plans, toys and manuals

with others. The formation of spiritual and moral qualities can be carried out in several directions: through games (games with rules, board games, role-playing games, theater, etc.), organizing work activities in a team, through fairy tales and by directing children to cooperate in pairs in various situations, etc.

As children acquire spiritual and moral values, they help each other in play, are kind and caring to each other, which has a positive effect on children's behavior and forms children's moral support for each other. The educator should support the desire to show empathy and kindness in children in any way possible, and on the same basis, he can strengthen the abilities and skills of the children to help their comrades.

In preschool children, such qualities as independence, activity, self-confidence, cooperation, self-control are formed in the context of communication with peers. The intellectual and social experience gained in communication with adults is used, assimilated and enriched in communication with peers. It is advisable to form spiritual and moral qualities through specially organized cooperation in children's communities, where there are great opportunities for educating children's spiritual and moral imagination in the daily life and activities of a preschool educational organization. The child's In order for every day of the last year of school to be useful from a spiritual and moral point of view, teachers of preschool educational organizations should take care of organizing the daily life of their students as best as possible from the very beginning of the school year. From the first days, educators should discuss how to work with children who are particularly worried about them; how to deepen feelings and strengthen behavioral habits in children who delight in benevolent treatment of people, in accordance with the norms and rules of behavior; how to educate children whose behavior is extremely contradictory. It is necessary to once again analyze how children behave

with different teachers, at home, and in preschool educational organizations, and what their spiritual perceptions of good and evil are, as well as the social life around them.

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