

SPIRITUAL AND MORAL EDUCATION OF YOUNGER PUPILS

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Annotation: This article discusses the issues of the process of spiritual and moral education of younger students, the pedagogical conditions of work in this area. The main goals, objectives, requirements and planned results of the spiritual and moral education and socialization of the personality of younger students are revealed.

Key words: spiritual and moral education, methods and techniques of education, integrativeness, social norms, socialization, socially approved and disapproved forms of behavior, thematic modules.

The upbringing of the younger generation was given great importance at all times, but especially today, in the modern conditions of building the "New Uzbekistan" and the "Third Renaissance". And in connection with the relevance of the topic of this article that I have chosen is the process of upbringing schoolchildren, and the subject of research is the pedagogical conditions of work in the upbringing of schoolchildren.

The upcoming changes in the education system of Uzbekistan oblige us, teachers, to be ready for them. Primary school teachers are often pioneers in the restructuring of education - the path to the New School begins with them. Today, schools are working to create conditions for a successful transition to a new standard. Preparation consists in analyzing the accumulated pedagogical experience, methodological base, material and staffing, identifying problems.

And in this regard, the goals involve the solution of the following tasks:

- to substantiate the tasks and principles of the upbringing of the student;
- to identify the methods and techniques of upbringing schoolchildren;
- to show the effectiveness of modern technology of education in a comprehensive school.

Let's designate the new requirements for spiritual and moral education:

- restructuring of the teacher's views on the new (acceptance of the new);- целостность направления;
- a system of events, thematic modules, directions in the context of continuous education and continuity;
- educational work among parents;
- integrativeness of programs of spiritual and moral education;
- Spiritual and moral upbringing, a through line of the entire school way of life;
- integration of efforts of schools, families, cultural and sports institutions, public associations;
- development and upbringing of the child not by the activities carried out themselves, but by the experienced emotional experiences of the child and mental impulses.

Ensuring the spiritual and moral development and upbringing of the personality of a citizen of Uzbekistan is a key task of the modern state policy of the Republic of Uzbekistan. Compliance with the law, law and order, trust, economic and social development, the quality of labor and public relations - all this directly depends on the acceptance by a citizen of Uzbekistan of national and universal values and adherence to them in personal and public life. Spiritual and moral development and education of the individual as a whole is a complex, multifaceted process. It is inseparable from human life in all its fullness and

contradictions, from the family, society, culture, humanity as a whole, from the country of residence and the cultural and historical era that forms the way of life of the people and the consciousness of a person.

Spiritual and moral development and upbringing of a citizen of Uzbekistan is a key factor in the development of the country, ensuring the spiritual unity of the people and the moral values that unite them, political and economic stability. It is impossible to create a modern innovative economy, bypassing a person, the state and quality of his inner life. The pace and nature of the development of society directly depends on the civic position of a person, his motivational and volitional sphere, life priorities, moral convictions, moral norms and spiritual values.

The upbringing of a person, the formation of the properties of a spiritually developed personality, love for one's country, the need to create and improve is the most important condition for the successful development of Uzbekistan.

The general education school is tasked with preparing a responsible citizen who is able to independently assess what is happening and build his activities in accordance with the interests of the people around him. The solution to this problem is associated with the formation of stable spiritual and moral properties of the student's personality.

The goal of spiritual and moral development and upbringing of students at the stage of primary general education is social and pedagogical support for the formation of personal characteristics of an elementary school graduate, namely:

- able to learn, able to organize their activities, able to use information sources;
- having experience of motivated participation in competitions and projects of regional and international levels;
- who has the basics of communicative culture (knows how to listen and hear the interlocutor, express his opinion);
- inquisitive, interested, actively learning the world;
- loving his family, his land, his homeland;
- respecting and accepting the values of society;
- ready to act independently and be responsible for their actions in front of the family and school;
- complying with the rules of a healthy and safe lifestyle for himself and others;

Each of the main directions of spiritual and moral education and socialization of junior schoolchildren should ensure their acceptance of the corresponding values, the formation of knowledge, initial ideas, experience of emotional and value comprehension of reality and social action in the context of the formation of identity (self-awareness) of a citizen of Uzbekistan.

Planned results of spiritual and moral education and socialization of the personality of younger students:

The first level of results is the acquisition by the student of social knowledge (about social norms, about the structure of society, about socially approved and disapproved forms of behavior in society, etc.), a primary understanding of social reality and everyday life. To achieve this level of results, the interaction of the student with his teachers (mainly and additional education) is of particular importance as carriers of positive social knowledge and everyday experience that are significant for him.

The second level of results is the student gaining experience of experiencing and a positive attitude towards the basic values of society (person, family, Fatherland, nature, peace, knowledge, work, culture), a value attitude towards social reality in general. To achieve this level of results, the interaction of schoolchildren with each other at the level of the classroom, school, i.e. in a secure, friendly, pro-social environment. It is in such a close social environment that the child receives (or does not receive) the first practical confirmation of the acquired social knowledge, begins to value it (or rejects it).

The third level of results is the student gaining experience of independent social action. Only in an independent social action does a young person really become (and not just learn about how to become) a social activist, a citizen, a free person. To achieve this level of results, the interaction of the student with social subjects outside the school, in an open public environment, is of particular importance.

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