



THE ROLE OF SPIRITUAL AND MORAL UPBRINGING IN THE DEVELOPMENT OF CHILDREN INTO HARMONIOUS HUMAN BEINGS

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Annotation

Spiritual and moral education preschoolers in modern society. The federal state educational standard for preschool education puts forward one of the fundamental principles of preschool education "introducing children to sociocultural norms, traditions of the family, society and the state."

Keywords: personality of children, Preschool Education, historical and cultural traditions, moral education, spiritual customs.

Introduction

The standard is aimed at solving a number of problems, including "combining training and education into a holistic educational process based on spiritual, moral and sociocultural values and rules and norms of behavior accepted in society in the interests of a person, family, society", "formation of a common culture of the personality of children, including the values of a healthy lifestyle, the development of their social, moral, aesthetic, intellectual, physical qualities, initiative, independence and responsibility of the child ... " The concept of spiritual and moral development and education of the personality of a citizen of Uzbekistan. Recently, Uzbekistan society has become very acutely aware of the lack of principles and rules of life consciously accepted by the majority of citizens, the lack of agreement in matters of correct and constructive social behavior, and the choice of life guidelines.

The present and future of our society and state are determined by the spiritual and moral health of the people, the careful preservation and development of their cultural heritage, historical and cultural traditions, the norms of public life, the preservation of the national heritage of all the peoples of Uzbekistan. Therefore, at the present stage of the development of education, spiritual and moral education is one of the most important tasks in the upbringing of the younger generation. The relevance of this task in modern Uzbekistan is also reflected in the Federal State Educational Standard for Preschool Education. Preschool age is the most important stage in the development of the child. It was during this period that the child to join the world of





social values. It is at this age that the child enters this huge, amazing and beautiful world. Only at preschool age is the foundation of a system of spiritual and moral values laid, which will determine the attitude of an adult to the world and its manifestations in all its diversity.

The preschooler forms the basis of attitude towards himself, to his close environment and to society as a whole. In the process of spiritual and moral education deepen and expand concepts of relatives in the family, the skills of friendly communication with peers are instilled, ideas are given about the immediate (house, yard, street, city) and distant environment (region, country). The moral education of a preschooler is a purposeful pedagogical influence to familiarize the child with the moral norms of behavior in the process of various activities.

A special place in the spiritual and moral development is the education of a sense of patriotism. The feeling of patriotism is multifaceted about its content. This is love for one's native places, and a sense of one's inseparability from the outside world, and pride in one's people, and a desire to increase the wealth of one's country. But a sense of patriotism begins to form among preschoolers with love for their immediate environment, with love for their family. It is in the family that the foundations of patriotism, spiritual and moral values, family traditions, and relationships in the family are laid. In the Federal State Educational Standard for Preschool education takes into account the principle of the ethno-cultural situation of the development of children. The educational program "may provide for the possibility of implementation in the native language from among the languages of the peoples of the Uzbekistan Federation ...". In the formation of moral ideas, of course, familiarity with the native language plays an important role.

Samples of the native language are very clearly represented in fiction, especially in works of oral folk art (tales, songs, proverbs, sayings, etc.). Folklore contains all the values of the native language. In oral folk art, special features of the national character and its inherent moral values are preserved. In the course of familiarizing children with sayings, riddles, proverbs, fairy tales in kindergarten, they are introduced to universal moral values. Proverbs and sayings are one of the genres that influence the spiritual and moral development of children. Brightness, capacity, emotionality of the image - all this affects moral and emotional sphere of preschool children.

The contradiction deeply embedded in the meaning of proverbs and sayings, the many variabilities of possible interpretation help the educator create a problem situation, the solution of which requires a moral choice from the child, and, of course, encourage the child to find a way out of this situation. In proverbs and sayings, in a short form and very aptly, various life moments are evaluated, positive qualities are praised, and





human shortcomings are ridiculed. Hand contains a whole range of recommendations that express the popular idea of a person, about the process of personality formation, about spiritual and moral education in general. All this contributes to the spiritual and moral development of preschoolers.

An important role in familiarizing the child with folk culture is played by folk holidays held in kindergarten. They express the national character and originality of the time. They are a bright form of recreation for teachers, parents and children, who are united by joint actions, a common experience. In spiritual and moral education, a big role belongs not only to the preschool institution that the child attends, but also to the family. All educational work should be based on the unity of knowledge, beliefs and actions of the teacher and parents. Of great importance is the example of adults: the educator, parents and other close people from the environment of the child.

It is on positive episodes from the life of older family members that preschoolers form the concept of "what is good and what is bad." The educator needs to help parents realize that it is in the family that the moral and spiritual customs and values created by our grandfathers and great-grandfathers should be preserved and transmitted, and that, first of all, Parents are primarily responsible for the upbringing of their children. "Moral education is not only the communication of certain information; it is the education of the will. The child does not know by experience the harmful effects of error and vice; it does not suspect deceit in anyone and surrenders itself to every impression. Therefore, the heart of a child is open and pure. What this heart will be filled with depends on us adults. The time of childhood is the time of development of all the powers of a person, both mental and bodily, the time of acquiring all kinds of knowledge, the time of the formation of all skills and habits, good and bad.

At this time, you can not only introduce the child into the realm of religious feelings, but also tell him the initial lessons of faith. Spirituality is a tradition of caring for yourself, the people around you, the world around you, passed down from generation to generation. And above all, spirituality is brought up in the family. The stronger the family, the stronger the connection between a spiritually developed person in it. It is known that the main spiritual and moral education is the spiritual culture of society., family and educational institution of the environment in which the child lives, in which his formation and development takes place. The spirit that reigns in the family and kindergarten, by which parents and educators live - the people who make up the child's immediate social environment, turns out to be decisive in shaping the child's inner world. An important condition for the spiritual and moral education of children is the familiarization of the child with the culture of his people, since the disclosure of personality in the child is completely possible only through its inclusion in the culture





of its own people. It is important to take into account the principle of continuity and continuity in the upbringing and education of children in the family and in kindergarten. Determining the dominant role of the family in the Orthodox upbringing of children, it is necessary to create conditions for the implementation of this principle. Such a condition is the inclusion of parents in the life of the kindergarten, since the family and the kindergarten cannot replace each other. Succession is expressed by the establishment of a trust business about the contact between the family and the kindergarten, during which the educational position of parents and teachers is corrected, which is especially necessary when preparing children for school.

The moral upbringing of children takes place throughout their lives, and the environment in which they develop and grow plays a decisive role in the formation of a child's morality. Therefore, it is impossible to overestimate the importance of the family in the moral education of preschoolers. Ways of behavior adopted in the family are learned very quickly child and are perceived by him, as a rule, as a generally accepted norm. The first task of parents is to help the preschooler identify the objects of his feelings and make them socially valuable. Feelings allow a person to experience satisfaction after doing the right thing or make us feel remorse if moral standards have been violated. The basis of such feelings is laid in childhood, and the task of parents is to help their child in this. Discuss moral issues with him. Strive for the formation of a clear system of values so that the baby understands which actions are unacceptable and which are desirable and approved by society.

The education of morality begins with the formation of concepts of good and bad, with the awareness of one's actions, both good and bad. How to explain to a child that every good deed is a particle of goodness invested in the world kindness? From it it becomes warmer, brighter and happier, and every bad deed is a grain of evil, from which it becomes dark and scary. How to help the child feel the need to contribute to the "good" and realize the responsibility for contributing to the "bad"? The concept of "good" and "bad" for a child is an abstraction, because they cannot be touched, seen.

How to revive these concepts? How to make it work? One of the main reasons for the indifferent attitude of the child to others, misunderstanding of other people's emotions, experiences. As a rule, adults try to protect the baby from worries and negative emotions, fearing that they will negatively affect his mental health. As a result, the child does not learn to understand the people around him, to sympathize with them, to empathize with them. The task of the educator is to see what is hidden in the souls of children, and to help them cope with their emotions and feelings, to teach them to feel the people around them. Children see reality in their own way, they





judge their actions and actions others, relying on their still poor life experience. Therefore, the teacher needs to skillfully and unobtrusively teach the child to perceive and evaluate life situations correctly. It is not easy to penetrate into the inner world of a child, to understand it and come to an understanding. It's not easy for parents, it's even harder for teachers. To solve this complex problem, an adult tries to stretch a thin spiritual thread that would connect him with a child. The main thing is to try to keep this connection, not to let it break!

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