



SPIRITUAL UPBRINGING OF CHILDREN

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Annotation

Every family dreams that the child grows up cheerful and happy, sociable and healthy. Teachers should help parents raise their children, and most importantly, raise them in accordance with spiritual and moral standards in the modern world. The kid reaches out to the adult, he is like a guiding star for him. Love, affection, care of adults teaches the baby, he absorbs all these bright feelings and makes him a part of his own "I". Currently, Uzbekistan is going through one of the difficult periods and this is due to destruction of personality. In addition, at present, material values dominate spiritual ones, so most children have a distorted idea of mercy, justice, kindness, and patriotism.

Keywords: spiritual and moral qualities, educational work, education, child's interaction, Child psychologists, folk games, communication.

Introduction

In Uzbek pedagogy, education has always been associated with the development of the spiritual and moral sphere. The purpose of spiritual and moral education is to educate a child thinking, benevolent, merciful. Spiritual and moral education in kindergarten is an integral part all-round development of the child. The development of spiritual and moral qualities is possible only through the joint efforts of the family, preschool educational institution and the state.

The family is a key link in the upbringing of children, and social institutions should help support and supplement educational work for the purpose of the spiritual and moral development of children. There is no single understanding of spirituality in science. There are many different approaches, and there are commonalities in them. Spirituality is a need aspire to the heights of being, listen to your inner voice and unselfishly show love, mercy and compassion for all living things. In this regard, spiritual and moral education is a purposeful pedagogical process of the child's interaction with the elements of spiritual culture.

One of the problems of modern education is as follows: during education, the historical continuity of generations is not respected. Children are deprived of the opportunity to take an example from people who lived in the past, they do not know





how people used to solve their problems, what happened to those who went against higher values, and to those who were able to change their lives.

Child psychologists have studied the formation of the concepts of “good” and “bad” in a child and have come to the conclusion that “good” for a child is enticing and interesting, characteristic of early age. Gradually, the child gains experience and believes that “good” is when he is praised for something. If a child fulfills an assignment and is praised, then he understands that this is “good”, and if they scold and scold, then he understands that it is “bad”. And therefore, instead of imposing on the child an understanding of what is “good” and what is “bad”, it would be much more effective to provide him with pleasant emotions when he does something right, and unpleasant when he does something wrong.

A child's abilities will develop effectively to the extent that parents successfully use the methods of praise and blame. Respect for a person as a fundamental moral quality is manifested in the relationship of people with delicacy, tact, politeness, and goodwill. No less important qualities that need to be formed in a child are honesty, truthfulness, sincerity. Preschool age is the main foundation for the development of the child, the starting point.

A preschooler comprehends the world of human relations and discovers the laws by which relations between people are built, that is, the norms of behavior. The goal is to identify a number of methodological conditions that ensure the formation of spiritual and moral qualities in preschool children. Spiritual and moral qualities of a child should be developed through play. The game teaches children to reflect on every moral act, cultivate good manners and develop the soul. For the formation of spiritual and moral qualities games are used that teach to enjoy communicating with other children, bring up respect and love for loved ones. The use of folk games allows not only to feel like a part of the Uzbek people, but also contribute to the formation of good relations in the team, protect the child from negativity and aggression.

Games are widely used, the purpose of which is to educate the moral qualities of the child's personality. They form the ability to evaluate others from a position of benevolence and are an important part of spiritual and moral development. Games can be used in ritual celebrations, such as Easter, Maslenitsa, Trinity and others.

The development of a preschooler lies through fiction. The child strives to imitate the characters he likes, transfer it all to the game and, living the life of the hero in the game, gain spiritual and moral experience. K.D. Ushinsky believed that literature, which the child encounters for the first time, should introduce him to the world of folk feelings, folk life [1]. Such literature introduces the child to the spiritual life of his people, first of all, this is oral folk art: proverbs, sayings, riddles, rhymes, jokes. Fairy





tales help children to distinguish between good and evil, children begin to understand what is good and what is bad. The tale condemns such character traits as laziness, greed, stinginess, and approves of courage, hard work and loyalty.

A fairy tale does not give direct instructions to children, but there is always a lesson in its content. Fairy tales bring up pride for their people, love for the Motherland. Each fairy tale teaches the child to be friendly and hardworking. The music enhances the educational essence of the fairy tale. According to the scientist R.S.. Bure, music is one of the most effective ways of aesthetic education, as it reflects the state of a person's inner world, influences the formation of moral qualities, emotional responsiveness, music inspires and unites for joint activities People of antiquity could not explain these phenomena, because they considered music to be magical.

The constant communication of the child with music contributes to a more sensitive and deeper response to all phenomena of the surrounding life, including spiritual and moral. The role of music in fairy tales is that it not only illustrates the basic moral truths, but translates them into "living flesh and blood", forms beliefs and thus makes an indispensable contribution to the process of becoming a child's spiritual and moral world. Acquaintance with folk art for kids begins with a lullaby.

The monotonous lullaby with its simple rhythm soothes and lulls the baby. Such songs contribute to the accumulation of about sensory impressions, to the perception of the word, to the understanding of the language. In kindergarten, this genre of oral folk art is not used, it is more intended for mothers. In kindergarten, such a genre of oral folk art as nursery rhymes is used. Rhymes educate and teach to understand what is good and what is bad. Also, nursery rhymes, sayings, proverbs can be used in sensitive moments.

It is advisable to conduct conversations on moral topics in the classroom in kindergarten. Such conversations include reading and discussing with children selected works, games and tasks in accordance with the topic. You can also make an excursion to an Orthodox church, acquaint children with its architecture, features, and its purpose. In the spiritual and moral education of the child, the interaction of the teacher with the family is of great importance. But in most modern families, the way of life in accordance with Orthodox traditions have been lost.

The interaction of educators and parents in the matter of spiritual education of children goes through: classes and holidays, joint activities of children and mothers. Due to the peculiarities of age, children are characterized by impulsiveness and spontaneity. An adult need to correctly direct the flashed feeling of the baby. The child likes to be praised by adults, he learns to love others, to be responsive, to empathize with others.





These humane feelings help the child grow and morally. The lessons of kindness do not pass without a trace, the child learns to live in a team, on the one hand, adults teach him this, and on the other, he learns this himself. Communication with a child should be based on trust, on a feeling of deep love, respect for his personality, rights. This style of parenting contributes to the development of any child. Adults should always be close to the baby, their task is to correctly assess the present and show the prospects for the future, turning simple everyday life into holistic life lessons.

Only under such conditions, the germs of spiritual morality will take root deeply and will help the growing person to live with dignity among other people. We conducted a study on the basis of MBDOU Kindergarten No. 52, Arzamas, Nizhny Novgorod Region. The collection of information on the effectiveness of spiritual and moral development was carried out at the beginning and end of the academic year. Initially, a survey of parents and educators was conducted. A survey of educators showed that everyone is sure (100%) that spiritual and moral development and the formation of spiritual and moral qualities should begin from preschool age. The results of the survey of parents at the beginning of the year showed that they did not attach much importance to the development of the spirituality of children, but then the answers of the parents changed in a positive direction. Thus, we can conclude that as a result of improving partnerships between children and parents, there is an increase in the spiritual and moral development of children.

Most parents believe that the formation of spiritual and moral quality is necessary so that the child does not grow up as an egoist, but is friendly. In addition, traditions become significant for parents and children. So, parents believe that it is necessary to celebrate holidays and tell children about them so that they appreciate and observe traditions in the future. Also, from observing children, talking with them, we can say that children love their loved ones, kindergarten, their small homeland, national culture, are interested in folk traditions. Children learn the norms of behavior and apply acquired knowledge in good deeds and deeds.

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