



IMPORTANCE OF PICTURES BASED ON FAIRY TALES IN SPIRITUAL AND MORAL EDUCATION OF PRESCHOOL CHILDREN

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Abstract

The article presents the diagnostic technique "Fairy Tale", developed by the author and aimed at the study of one of the neoplasms of preschool age - the first ethical instances. Fairy tales are read to the child, according to which a conversation is then held with him.

Keywords: fairy tale, image, drawing, method, teaching, education.

INTRODUCTION

The problem of morality and moral consciousness is being developed in various areas of scientific knowledge - philosophy (ethics), psychology, pedagogy, etc. In philosophy, morality is considered as a synonym for morality, and moral consciousness as one of the forms of social consciousness associated with the regulation of human behavior in society. In pedagogy, morality is the object of education. In psychology, primarily foreign, moral consciousness is considered as one of the components of the personality and as a criterion for a person's maturation.

MATERIALS AND METHODS

Lawrence Kohlberg singled out six evolutionary stages of moral consciousness, grouping them into three moral levels [2]:

1. The preconventional level is characterized by the egocentricity of moral judgments. At this level, actions are evaluated according to the principle of benefits and according to their physical consequences. Preconventional morality includes two stages: "Orientation towards punishment and obedience" and "Naive-defining hedonism", i.e., orientation towards achieving pleasure.
2. The conventional level of development of moral judgments is reached when the child accepts the assessments of his reference group: family, class, etc. The child's attitude to the norms of this group is not critical, the child accepts them on the basis of his identification with the group. Conventional morality is characterized by two stages: "The morality of maintaining good relationships" and "The morality of maintaining authority".





3. The postconventional level of moral development is the morality of high moral principles. Achieving this level is possible since the advent of hypothetical-deductive thinking. This is the level of development of personal moral principles, universal in content. Postconventional morality has two stages of development: "The morality of orientation to the social contract" and "The morality of individual principles of conscience".

RESULTS AND DISCUSSION

Purpose: to identify the child's ability to interpret and evaluate the actions of others, the ability to identify oneself with others (animals), the ability to predict the situation depending on the committed act, the study of the degree of formation of ethical instances.

Stimulus material [3]:

- 1) the text of the fairy tale "The Wolf and the Hare";
- 2) a series of plot pictures for a fairy tale;
- 3) a set of cards with images of children's faces with different emotional states (joy, anger, sadness, doubt, fear, indifference).

Research progress

The child is presented with a picture depicting the plot of the fairy tale "The Wolf and the Hare" and the text of the fairy tale is read.

The text of the fairy tale "**The wolf and the hare**"

The wolf fell into a deep hole and cannot get out, completely exhausted. A hare ran, saw a wolf in the pit, pulled him out, and the wolf said:

- Oh, and I'm hungry, sitting in the pit. Here you are, hare, I'll eat you!

"I saved you, and you want to eat me."

It's not fair!

"It is unfair that wolves should not eat hares.

And at that time a fox passed by and said:

- And you cast lots, or here's what - whoever jumps over the pit first is right.





The hare ran up and jumped, and the wolf jumped and flopped into the pit. Then there is a conversation on the listened fairy tale, while the pictures are in the field of view of the child [5].

Questions:

1. What is this tale about?
2. Who is the main character in this fairy tale?
3. What feelings did the hare experience when he did his act? What feelings did the wolf experience? And the fox?
4. Which character of the fairy tale did you like the most? Why? Who would you like to be in this fairy tale: a wolf, a fox or a hare?
5. What character did you not like? Why? What would you do in his place?
6. What do you think, what can lead to such behavior of a wolf?



Evaluation of results

4 points (high level) - the child answers the question, captures the hidden meaning of the fairy tale and correctly interprets the actions of the characters, adequately determines the feelings experienced by them, is able to adequately assess the actions of the characters.

3 points (average level) - there are inaccuracies in the child's answers, most often the child interprets the actions and feelings of the characters based on specific situations experienced by him, infantilism is inherent in the child's reasoning.

2 points (level below average) - the child can catch the meaning of the fairy tale and name some emotional states of the heroes of the fairy tale with leading questions and prompts from the experimenter.



1 point (low level) - the child cannot explain the actions of the heroes, correctly substitutes cards with the image of the corresponding emotional states, but cannot always name them.

0 points (very low level) - the child cannot complete the task, even if he is helped, does not identify the images of emotional states in the pictures with the emotions of the heroes of the fairy tale.

CONCLUSION

The presented methodology can be used by psychologists of mass and special (correctional) preschool educational institutions to identify the level of development of moral consciousness, which will make it possible to formulate, if necessary, the tasks of psychological and pedagogical correction and socialization of the child.

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