

THE ROLE OF MORAL AND SPIRITUAL EDUCATION FOR PRESCHOOL CHILDREN

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Abstract: *This article is dedicated to the demonstration of mental and spiritual education in children of preschool age through pedagogical skills. The scientific article discusses the problems that may arise in the education of the next generation and finding solutions to them. Introduction, method, possible positive results, discussion and conclusion are presented in the broad coverage of the problem.*

Аннотация: *Данная статья посвящена демонстрации умственного и духовного воспитания детей дошкольного возраста через педагогическое мастерство. В научной статье рассматриваются проблемы, которые могут возникнуть при воспитании подрастающего поколения и поиск их решения. Введение, метод, возможные положительные результаты, обсуждение и заключение представлены в широком охвате проблемы.*

Annotatsiya: *Ushbu maqola maktabkacha ta'lim yoshidagi bolalarda aqliy va ruhiy ta'limni pedagogik mahorat orqali namoyish etishga bag'ishlanadi. Ilmiy maqolada kelgusi avlod tarbiyasida yuzaga kelishi mumkin bo'lgan muommolar va ularga yechim topish ustida muhokama olib boriladi. Muommoni keng yoritib berishda kirish, metod, yuzaga kelish ehtimoli bo'lgan ijobiy natijalar, muhokama va xulosa keltirilgan.*

Key words: *preschool, pedagogical education, spiritual and moral education, upbringing, child development.*

Ключевые слова: *дошкольное образование, педагогическое образование, духовно-нравственное воспитание, воспитание, развитие ребенка.*

Kalit so'zlar: *maktabgacha ta'lim, pedagogik ta'lim, manaviy va axloqiy talim, bola rivojlanishi*

INTRODUCTION

Today our society is paying attention to modernization of preschool children and developing their spiritual and moral education in order to bringing up healthy and happy generation for future. By giving spiritual and moral knowledge in pedagogical methods we can achieve our aim effectively, which can be of different directions, and the objective interest of the human community in managing this process.

Freedom is one of the main process for children to develop their moral and spiritual ideals in modern society. Uncritical borrowing of foreign experience and

values that do not correspond to the mentality of the people; as a consequence, the emergence of the phenomenon of lack of spirituality in society - all these are factors that enhance the urgency of the problem.

It is important to create their own life in future like establishing relationship, solving problems and others for the children at the age of 3-7. Of course in this position, the modern education system is also helpful process in general and preschool education.

Obviously, young generation's view is faster than others and nowadays it is important to combine the canons of Uzbek and religious education in an effort to preserve the purity of children's souls, clarifying the image of God in every child and purposefully promoting the formation and development of the child's spiritual world in accordance with moral ideals and values adopted in society - from the standpoint of non-native education[3.17]. The basis of such an integrative approach to solving the problem is, in our opinion, the presence of common positions in the understanding and interpretation of many problems of personality development. One of the essential common positions lies in the understanding of personality development as self-development.

METHODS

This study used a qualitative approach with descriptive research to dig out more in-depth information about the teaching of moral and spiritual values in kindergarten that is practiced by teachers in DIY. The research involved the peculiarities of moral and spiritual education in kindergartens. In this research tasks of education and pedagogical experience are discussed.

The data collection technique used was focus group discussions (FGDs). FGDs were held in each of the education service areas at the sub-district level in collaboration. In this position inductive and deductive methods are used in order to analyze the role of pedagogical education. Of course, we try to open different opportunities of pedagogical education for developing moral and spiritual attitudes of children for their future in preschools

The validity of the data in this study was established using source triangulation. Various data that was the same and mutually supported by various sources (subjects) was seen as valid data and then presented descriptively and inferred.

RESULT

All mentioned tasks can be content for developing preschool children's view and this contents of spiritual and moral education are developed and formed in the main program, in all educational areas: "Physical culture", "Health", "Safety", "Socialization", "Labor", "Cognition", "Communication", "Reading fiction", "Artistic creation", "Music". The tasks of spiritual and moral education of children are solved in an integrated manner in the course of mastering all educational areas, along with tasks that reflect the specifics of each educational area.

Currently, our educational organization is trying to solve these problems and they have appropriate solution for this process: directly educational activities, regime processes, independent activities of children in a family environment and in cooperation with the family, using developmental technologies and techniques. These are design, experimentation, classes of different types and types, story games and games with rules, problem situations, etc.

All of them are focused on types of thinking specific for a preschooler (visual-effective, visual-figurative) and methods of cognition (sensory, play, experimentation, questions to adults in the process of communication), available methods of action, behavior, and emotionality prevailing in preschool age. In connection with this feature, the ideas that stand out are interesting: in communication, the child learns not only cultural patterns, but also the motives of new types of activity. Values, motivational levels of activity are mastered only through another, through an adult. The method of transmitting new motives has its own specifics: through emotional infection, involvement, the creation of a common semantic field.

DISCUSSION

There is a contradiction between the acute objective necessity and the demand for solving the problems of spiritual and moral development of a person, favorable opportunities for this at an early age, on the one hand, and their superficial implementation in the preschool education system, on the other. The situation is aggravated by the poorly informative presentation of the problem of spiritual and moral education in modern normative documents on preschool education.

The goal of spiritual and moral education and development of children: to promote the development of the foundations of preschool children, the basis of personal culture in relation to people, phenomena of social life, nature, the objective world, to oneself in accordance with universal human spiritual and moral values adopted in society.

There are some tasks for the spiritual and moral development of children:

1. To familiarize children with spiritual and moral values, the distinction between good and evil, as the basis for self-regulation, self-management of behavior and activities. To develop in unity and harmony all spheres of the child's personality: cognitive, emotional, etc.

2. To form in children accessible systemic knowledge about the world around him: people, nature, man-made objects and the place of the child in this world.

3. To promote the development of the child's interest in his mother land: its nature, history; folk and national culture (traditions, customs, art, holidays, etc.)

4. To promote the development of the emotional sphere in children:

- 4.1. Feelings of various quality for the originality of the world around them (surprise, admiration, admiration, pride, reverence for shrines, reverence and

respect for parents and other people, mercy, sympathy, sympathy, empathy, grief, rejection, indignation).

4.2. Cultures of their expression (verbal and non-verbal acceptable ways of expression, emotion management).

4.3. Ability to emotionally anticipate the consequences of their actions.

4.4. The development of emotional decent ration (perceive, distinguish, respect the feelings of another, take into account in their behavior).

4.5. Formation and development of the prerequisites for civil and patriotic feelings.

5. To foster in children a proactive activity position towards the world around them, manifested in behavior (careful and caring attitude, mercy, the desire for goodness, accessible creation, the desire and ability to work, discipline, rejection and the desire to avoid bad deeds).

6. Create conditions for the gradual formation of the child's self-awareness: prerequisites for objective introspection, self-esteem, the emergence of the foundations of reflexive abilities, the desire for a positive image of "I", in accordance with moral values, awakening of conscience.

7. To promote the emergence and development of the prerequisites for respectful attitude to the originality of national characteristics, traditions, culture of other peoples, the emergence of the ability to enter world culture.[2:27]

The relevance of the selected problems is justified by the fact that in the modern conditions of a developed information society, the issues of individual development of the child's personality, its positive socialization, protection and preservation of the child's emotional health are especially important. [2.36] The relevance of the selected problems is justified by the fact that in the modern conditions of a developed information society, the issues of individual development of the child's personality, its positive socialization, protection and preservation of the child's emotional health are especially important. To achieve this goal, the teacher of a preschool educational organization chooses the most suitable technology for himself, one of which is art -pedagogical technology.

CONCLUSION

All in all, one of the difficult issues of spiritual and moral education is monitoring the effectiveness of the educational process. Pedagogical observation of a child in natural and specially created situations allows one to see the dynamics of the child's moral development. Sometimes kindergarten teachers in rural areas in central Asia are fully aware that moral education from an early age is important so that children become the next generation of good character. There are nine main values developed by teachers: religiosity, independence, self-confidence, honesty, discipline, tolerance, social care, respect, and patience. The moral education setting is designed with learning in the classroom, outside the classroom, in the community, at museums and recreation areas, and in public facilities of educational value. Teachers' methods are exemplary. They use habituation, advice,

storytelling, screening of children's films, dialogues, socio-dramas, social visits, educational tours, facilitation, singing, introduction, and memorization of brief traditions. Evaluation of moral education is carried out according to what is stated in the kindergarten curriculum, which uses observation of children's daily behavior. Most children have achieved good moral development, and some children get very good grades. The most visible moral development is independence and self-confidence.

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