

**FORMATION OF MORAL QUALITIES OF JUNIOR SCHOOLCHILDREN  
THROUGH THE USE OF LITERARY WORKS****Yusupov.M.M***KSPI senior teacher of primary education methodology***Saidova.N.X***KSPI is a student at the Faculty of Elementary Education*

**Abstract:** *The article examines the view of teachers on the moral qualities of an individual and talks about the role of fiction developed for the development of moral qualities of younger schoolchildren.*

**Key words:** *morality, patterns of moral education, literary education, tasks of literary education.*

**Аннотация:** *В статье рассматриваются взгляды педагогов о нравственных качествах личности, пишется о роли литературных произведений для развития нравственных качеств младших школьников.*

**Ключевые слова:** *нравственность, закономерности нравственного воспитания, литературное образование, задачи литературного образования.*

**Annotatsiya:** *Maqolada o'qituvchilarning shaxsning axloqiy fazilatlarini to'g'risidagi qarashlari o'rganiladi va kichik maktab o'quvchilarining axloqiy fazilatlarini rivojlantirish uchun yaratilgan badiiy adabiyotning o'rni haqida so'z boradi.*

**Tayanch so'zlar:** *axloq, axloqiy tarbiya qonunlari, adabiy ta'lim, adabiy ta'lim vazifalari.*

Since we live in a time when information technology is developing and improving, people around us are gradually becoming slaves to the products of this age. Now people without information technology cannot imagine their life. Nowadays, not only adults, but also children use phones, computers, and tablets. Children consciously or unconsciously use the beneficial and harmful functions of these technologies and spend a lot of their time on it. They do not pay attention to the world and reality around them. This leads to the fact that they lose moral concepts and qualities of caring for each other, helping, respecting elders and honoring younger ones.

School, after family, is the main place for the formation of personality and the instillation of moral qualities in a person. The teacher sets an example for the students with his appearance, behavior, and upbringing. And children try to be like their teacher. During the lesson, they learn moral qualities from the teacher. The main task of the teacher is to impose and shape the moral qualities of students during the lesson and outside the lesson.

Morals are rules that govern behavior; spiritual and mental qualities necessary for a person in society, as well as the implementation of these rules, behavior. Morality

includes a person's internal attitudes and motives, his consciously accepted norms and values. Moral principles ideally correspond to the inner world of a person, reflect the essence of his personality and are aimed at achieving spiritual improvement.

Morality - in a narrow sense - is a set of principles and norms of behavior of people in relation to each other and society, which is a value structure of consciousness, a socially necessary way of regulating human actions in all spheres of life, including work, being and attitude towards the environment. This is one of the main ways of normative regulation of human actions in society; a type of social relations that covers moral views and feelings, life orientations and principles, goals and motives for actions and relationships.

Moral qualities of a person include: mercy, kindness, justice, honesty, friendliness, politeness, frugality, patience, tolerance, etc.

According to A. Avlonius: "Morality is a science that calls people to good and turns them away from evil. A book in which, with the help of evidence and examples, the virtue of good behavior and the harmfulness of bad behavior is explained is called morality" [2. 6 pages].

At primary school age, during the period of children's own moral development, the moral sphere undergoes further changes. In elementary school, children are faced with the fact that they must constantly follow moral rules and norms, compliance with which is constantly and purposefully monitored. Younger students should

constantly learn to apply these rules and norms in relationships with teachers, other adults, and peers. Children of primary school age are psychologically ready to understand the meaning of all moral norms and rules. At this age, the formation of such moral feelings as a sense of camaraderie, duty, collectivism, the ability to empathize, and empathy occurs.

The main principles of moral education are:

- moral education should be carried out in a team and supported by it;
- in the process of moral education, it is necessary to show high humanity and respect for the personality being formed, combined with tactful exactingness;
- in the process of moral education it is necessary to identify and rely on the positive qualities of students;
- moral education is more effective if, in the process of its organization, a unified approach to students is ensured by the school and parents, and the consistency of their educational efforts;
- when organizing moral education, it is necessary to take into account the age and individual characteristics of students.

According to V.A. Sukhomlinsky moral education is the creation of conditions for the "striving for moral self-improvement", therefore "from childhood a child should strive to do good to loved ones, to all people, to bring them joy, to understand when to

come to the rescue, when to express participation, and when to remain silent, so as not to reopen a person's spiritual wounds.

Z.I. Salaskina sees spiritual and moral education as: "...a pedagogical process that is aimed at instilling and assimilating in students many moral norms and rules, the formation of their spiritual, moral and aesthetic feelings, as well as the systematic formation of highly moral consciousness, a sense of moral and mental superiority, development of skills, habits and abilities of moral behavior" [1, p.21]. The author considers its main goal to be the transition of the child's personality from a lower level to the level of moral self-development and self-improvement.

Literary works play a huge role in the formation of moral qualities of an individual.

Literary education is to give children an understanding of the wealth of domestic and world fiction, to develop their aesthetic education, to evaluate the phenomenon of literature; to form their moral, aesthetic, civic education.

Tasks:

- reading and studying outstanding works of national and world culture;
- formation of knowledge and skills in younger schoolchildren that ensure the development of artistic values;
- development of the emotional culture of the individual;
- development of imaginative thinking, artistic imagination, aesthetic feelings in children;

In elementary school, during or outside of lessons, you can use the works of art by L.N. Tolstoy, stories by A.P. Chekhov, priceless tales of A.S. Pushkin.

L.N. Tolstoy is a great writer and teacher. He paid great attention to the formation and development of moral qualities of children. Works by L.N. Tolstoy is a source of folk wisdom. A child, in his opinion, is a person who requires individual and creative education.

In the children's works of L.N. Tolstoy's moral problems are wide open. His stories and fairy tales form the basis for the emergence of moral qualities in children. The works created by Tolstoy instill in children hard work, honesty, courage, kindness, and generosity.

Tolstoy was sure: "Children love morality, but only smart, not stupid." The moral of his works is this: the writer wants to raise the child's consciousness to such a moral level that he can then solve problems himself; how to behave in life situations and how to control yourself.

In addition to Russian writers, you can use the works of Uzbek writers. After lessons, to develop the moral qualities of younger schoolchildren, you can read moralizing poems by our great poet, founder of the Uzbek language, A. Navai.

For example:

On the day of triumph, the achievement of good, do not collect either gold or silver,

In the darkness of difficulties, a person's salvation is his soul in the greatness of good.

And if it's not your soul, then it's a joy to know that gold rustles in the absence of goodness,

After all, for people the goodness of the soul is valued, but the gold of passions is an unnecessary game.

To the one who gives the ear the overflow of sweet words,  
The enemy can become a friend, amid the roar of shields.  
People's hearts feel pain from rude, harsh words,  
A warm word, the basis of all foundations, captivates.  
Communicate with someone who is pure in soul and good in thoughts,  
If you wish for good meetings, go, if you yourself are good.  
Start the day with a pleasant speech, without making people tremble,  
People's love will come to you, and you will find joy in it.

A. Navai's poems and works encourage kindness, honesty, justice, and helping each other.

Thus, we come to the conclusion that literary works are of great importance in the formation of moral qualities of an individual. They form imaginative thinking, imagination, and emotional assessment in children. Children draw conclusions from the events that happened in works of fiction and can easily solve problems in life associated with these events.

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JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429, 11(09), 209-213.

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