



FORMATION OF BASIC SPIRITUAL COMPETENCIES IN PRIMARY CLASS CHILDRENS

Xusenova Sadoqat Botirovna

Teacher of faculty of Pedagogy and psychology
Fergana State University
sadoqatkarimova170@gmail.com

Annotation. The spiritual and moral development and education of students is the primary task of the modern educational system and represents an important component of the social order for education. Education plays a key role in the spiritual and moral unity of society. School is the only social institution through which all Uzbekistan citizens pass.

Key words: Spiritual and moral education, fairy tales, a fairy tale helps a child think about his life, literary reading, Motherland, socio-cultural practice, a spiritual and moral personality is the family, Spiritual and moral development and education of the individual begins in the family, in a literary reading course.

INTRODUCTION

Spiritual and moral education runs like a red thread through all primary school subjects. These are lessons in the Russian language, the surrounding world, history, technology, and literary reading.

I will focus on literary reading lessons. In the process of working on a work of art, students develop the ability to determine the emotional character of the characters, evaluate the actions of the characters, the ability to empathize, and express personal judgments.

A universal way to talk with children on spiritual and moral topics is to read fairy tales. What a child can understand and feel through a fairy tale cannot be explained to him in any other words. Many fairy tales of the peoples of the world contain unique motifs of love, kindness, mercy, and happiness. The fairy tale should find a response in the heart of the child. He must “live” it, putting himself in the place of the hero. A fairy tale helps a child think about his life, his feelings and actions.

METHODS

In grades 3 and 4 we study epics. Epic heroes are an example of selflessness, courage, justice, and hard work.

In Uzbek language lessons we introduce children to proverbs and sayings. Proverbs praise the positive qualities of a person and condemn his shortcomings. Love for the Motherland and mother is expressed with particular force in proverbs. For example: There is no better friend than your own mother. A person has one mother, one homeland. Very often, to write summaries and dictations, we choose texts whose content instills in children a love for their native nature, a caring attitude towards elders, and respect for animals.

I would like to dwell on the pedagogical potential of extracurricular activities. If students' subject results are achieved in the process of mastering academic disciplines, then in achieving meta-subject, and especially personal results, the proportion of extracurricular activities is much higher, since the student chooses it based on his interests and motives.

The main pedagogical unit of extracurricular activities is socio-cultural practice - an event organized by the teacher and elementary students, participation in which expands their experience of constructive, creative behavior, joint socially significant activities, contributes to the development of children's relationships with each other, with adults, during which the child learns social experience, gets ideas about another person and about oneself, about one's capabilities and abilities.

By attending classes in the "Training in the field of Education" circle, elementary students developed their thinking and creative abilities, learned to interact with each other, and gained experience in creative and socially useful activities. After all, there is nothing more expensive than something made by yourself! We paid attention to the ability to interact, working in pairs, in a group, and to the accuracy of the work performed. We all know well that if a child is surrounded by things that are distinguished by beauty and simplicity, then his life subconsciously includes criteria that will later determine his tastes and needs.

The basis for the formation of a spiritual and moral personality is the family. It is in the family that such concepts as love, mercy, kindness, and respect are laid down. No wonder they say that a family warmed by love is always reliable and strong! Students in my class were active participants in the "My Family" project. Having collected and compiled interesting information about their family, the children were eager to voice the results of their project activities.

Therefore, it is at school that not only the intellectual, but also the civil, spiritual and cultural life of the student should be concentrated. The attitude towards school as the only social institution through which all citizens of Uzbekistan pass is an indicator of the value and moral state of society and the state. A school-age child is most susceptible to emotional value, spiritual and moral development, and civic education. At the same time, deficiencies in development and upbringing during this period of life are difficult to compensate for in subsequent years.

Spiritual and moral development and education of the individual begins in the family. The values of family life, acquired by a child from the first years of life, are of great importance for a person at any age. Relationships in the family are projected onto relationships in society and form the basis of a person's civil behavior.

Extracurricular activities of schoolchildren in our school combine all types of schoolchildren's activities (except academic ones), in which it is possible and appropriate to solve the problems of their upbringing and socialization - this is an integral part of the educational process at school. It helps provide students with a wide range of activities aimed at developing the student.

RESULTS

By carrying out extracurricular activities at school, we achieve certain results. The first level of results is the student's acquisition of social knowledge (about social norms, about the structure of society, about socially approved and disapproved forms of behavior in society), an understanding of social reality and everyday life.

The second level of results is the formation of positive attitudes of the student towards the basic values of society (person, family, Fatherland, nature, peace, knowledge, work, culture), and a value-

based attitude towards social reality as a whole.

The key problem today facing society, parents, as well as the state is the spiritual and moral development and education of younger schoolchildren. This problem is especially relevant in our time, when society is becoming more and more immoral and lives deviating from moral principles. Any activity of a person (a junior schoolchild) has a moral content, therefore its development is the development of the moral qualities of the individual and individuality. The process of spiritual and moral development of a junior schoolchild must have goals and objectives. Then the main task of a child's moral development can be considered the acquisition and development of spiritual and moral qualities, habits leading to the formation of a spiritual and moral personality. To find out how children are developed and how they are raised, we conducted a study. During the study, students from grade 2 "B" were taken, in which there are 15 boys and 15 girls, but due to health reasons, not all were able to participate in our study. During the study, we used 4 methods; these methods allow us to see the dynamics of the spiritual and moral development of the personality of each child and the team as a whole, analyze the state of the educational process, and analyze the dynamics of changes in the development of individual personality qualities. Diagnosis of spiritual and moral education allows a primary school teacher not only to predict educational work on the purposeful formation of moral qualities of students, to control and correct it, but also to evaluate the results of his teaching activities. In accordance with the educational tasks set, the primary school teacher uses a variety of educational activities to implement them: conversations, excursions, visiting museums, theatres, holding meetings, organizing school exhibitions, etc. Each of the educational activities makes a certain contribution to the formation of the moral qualities of the child's personality schoolboy.

Speaking about the moral example of a teacher, we should remember A. Disterweg, an outstanding German teacher, who believed that "everywhere the value of a school is equal to the value of its teacher." The morality of a teacher, the moral standards that guide him in his professional activities and life, his attitude towards his teaching work and towards his students - all this is of paramount importance for the spiritual and moral development and education of students.

In modern conditions, without social and pedagogical partnership, schools and teachers are not able to ensure the full spiritual and moral development and upbringing of children. To solve this problem, it is necessary to build pedagogical partnerships with the family, institutions of additional education, culture and sports.

Individual and personal development is one of the most important tasks of modern education. Pedagogical support for the self-determination of the individual, the development of his abilities, talent, the transfer to him of systemic scientific knowledge, abilities, skills and competencies necessary for successful socialization do not in themselves create sufficient conditions for the free development and social maturity of the individual. A person is not free if he does not distinguish good from evil, does not value life, work, family, other people, society, the Fatherland, that is, everything in which a person morally asserts himself and his personality develops. Knowledge of science and ignorance of good, a sharp mind and a deaf heart pose a threat to a person, limit and deform his personal development.

DISCUSSION

Integrativeness of spiritual and moral education programs. The spiritual and moral development and education of students must be integrated into the main activities of students: classroom, extracurricular, extracurricular activities. The content of educational programs is based on the formation

of basic national values. To solve educational problems, children, together with teachers and parents, turn to the following content:

the history of Uzbekistan, Uzbek peoples, one's family, clan; life experience of their parents and ancestors; works of literature and art, the best examples of domestic and world culture, etc.

Basic values permeate all educational content, the entire way of school life, and all the multifaceted activities of the student as a person, an individual, and a citizen. The system of basic national values creates a semantic basis for the space of spiritual and moral development of the individual.

The principle of social demand suggests that education, in order to be effective, must be in demand in the life of the child, his family, other people, and society. Socialization and modern social maturation of a child occurs through his voluntary and feasible involvement in solving problems. Spiritual and moral development reaches meaningful fullness and becomes relevant for the child himself when it is connected with life and real social problems that need to be solved on the basis of moral choice. Making yourself more moral, kinder, cleaner means making the world around you the same.

The spiritual and moral education of a junior schoolchild occurs primarily in the learning process. In fact, a lesson is a place for various collective actions and experiences, the accumulation of experience in moral relationships. In the lessons, children are accustomed to independent work, for the successful implementation of which it is necessary to correlate their efforts with the efforts of others, learn to listen and understand their comrades, compare their knowledge with the knowledge of others, defend an opinion, help and accept help. During lessons, children can experience together a keen sense of joy from the very process of acquiring new knowledge, as well as grief from failures and mistakes.

To see a child in the process of education, he must be opened, turned towards himself, and included in the activity.

A situation of success is an effective stimulus for cognitive activity. To stimulate, a higher assessment is needed, which leads children to a contradiction - "am I really like that." Motivation creates favorable conditions for personal self-realization in the conditions of modern education.

For example, in a literary reading course, the method of influencing a child's personality through works of art is fundamentally significant. One of the techniques - direct emotional listening - requires special attention from the teacher and special organization (the use of literary and musical compositions with a wide inclusion of visuals - reproductions of paintings, slides.) The main task is the creation of a certain emotional and aesthetic atmosphere using different types of art, "immersion" children into this atmosphere, deep empathy, contemplation. Preparing and conducting such lessons requires extensive cooperation from the children themselves. Such lessons leave children with a feeling of celebration.

CONCLUSION

The moral and spiritual education of a child is one of the important types in educational work. The teacher's spiritual and moral experience is of decisive importance for spiritual and moral education. In addition to the above, we saw that a junior schoolchild can develop in a good environment: in the family, school, class. The teacher should not forget that the formation of moral and spiritual concepts in a junior student is a complex process. As we understand, in order to educate a spiritually and morally developed person, a teacher needs to make a lot of effort. The teacher must

instill tolerant behavior in children, the student must develop sympathy, empathy, not be aggressive, treat other people tolerantly, respect nationalities, nationalities, culture and religion. The basis of education is the child's school life. The life of a child should be the object of attention of teachers.

Based on the content of moral relations, it is necessary to include students in the following types of activities: social, patriotic, educational, labor, activities to save material values and nature conservation, communication with other people, etc.

Without well-organized practical activity and its skillful pedagogical stimulation, it is impossible to effectively form moral relations. No less significant is another provision: if certain relationships are fixed in the consciousness and behavior of a person, become habitual and determine the stability of his behavior in any changing conditions, they turn into personal qualities.

REFERENCES

1. Ospankulov, Y. E., Nurgaliyeva, S., Kunai, S., Baigaliev, A. M., & Kaldyhanovna, K. R. (2022). Using Physical Education Lessons to Develop the Autonomy of Primary School Children. *Cypriot Journal of Educational Sciences*, 17(2), 601-614.

2. Dostov, S. (2023). The content of materials and didactic requirements for the formation of the student's ecological thinking in the teaching of "Natural Science" in the 4th grade. *The Peerian Journal*, 15, 94-98.

3. Abdullayeva, M. D. (2021). spiritual education of preschool children. *current research journal of pedagogics*, 2(10), 147-151.

4. Damirovich, R. M., Saydaliyevich, u. s., & Nosirkhonzoda, a. n. (2022). socialpsychological bases of professional adaptability in future military servants. *journal of innovations in scientific and educational research*, 5(4), 462-465.

5. Damirovich, M. R., & Saydaliyevich, u. s. (2022). joy turlari va ularning taktik xususiyatlari. *scientific impulse*, 1(3), 1027-1032.

6. Xusenova S.B formation of basic spiritual competencies in primary class children by the example of the science of education". *american journal of language, literacy and learning in stem education volume 01, issue 08, 2023 issn (e): 2993-2769 (455-459)*