

SPIRITUAL EDUCATION AND ITS PLACE IN THE ORGANIZATION OF PRESCHOOL EDUCATION**Abdullayeva Nilufar Sanjar kizi**

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Abstract

This article provides a scientific and methodological study and analysis of the issues of spiritual education, as well as a scientific justification and analysis of the role and tasks of spiritual education in preschool educational organizations.

Keywords

Morality, moral education, spiritual education, child, early childhood, preschool age, fairy tale.

The word morality comes from the Latin word "myeros", which means moral, logic, and is a social law that is not strictly written down anywhere. A person uses moral norms as a norm in his daily life. The norms of moral education form the basis of the legal norms of each society. In moral education, a person not only acquires moral knowledge, but also those who can behave in accordance with these norms in any situation are considered morally educated. A morally educated person has stable moral motives. These motives encourage that person to behave appropriately in society. Educating the younger generation in accordance with the spiritual qualities that reveal their attitude to society, work, and oneself is a complex process that requires deep knowledge of the educated person, the pedagogical and psychological foundations of moral education. Only the conscious assimilation of moral knowledge helps students understand which aspects of the behavior of people around them are good and which are bad.

Morals are manifested in a system of rules of behavior that regulate the relationship of people to each other, to society, to the state, to public property, to the family. Morals exist as a person's inner world, beliefs, and qualities. Issues of etiquette and morality have occupied a central place in the works of ancient philosophers and wise men. They called morality and ethics the "foundation" of society. Therefore, special attention is paid to the behavior and ethics of each member of society.

As is known, each nation has its own legendary heroes and warriors. In this sense, the epic "Alpomish", a unique masterpiece of folk oral art, is a heroic song that reflects the identity of our nation and is passed down from generation to generation. This classic work reflects the moral qualities

of our people, who have survived the storms of history and the trials of life and death, and have preserved their identity, such as tolerance, fortitude, nobility, loyalty and devotion. Therefore, the epic "Alpomish" teaches us a lesson in patriotic qualities.

In the chapter entitled "Truthfulness" of Abdulla Avloni's book "Turkish Rose or Morality", he considers truthfulness and correct speech to be one of the most human qualities of a person. He pays special attention to the role of growing conditions and upbringing in the upbringing of a child. A. Navoi's work also attaches great importance to issues of morality. "A polite person is the best of all people and the most pleasant for all people," says the thinker A. Navoi. A. Navoi's work "Mahbub-ul Qulub" puts forward ideas about morality and ethics. Humanistic ideals are glorified.

Pedagogical science considers education and science to be an important factor in the moral development of the younger generation. According to the results of pedagogy and psychology research, the preschool period is the most important stage in the spiritual formation of a child. During this period, under the influence of goal-oriented education, the moral qualities of a person begin to form. At the age of 6-7, a more stable form of positive behavioral norms emerges. The child begins to act based on the moral norms he has acquired in his relationships with others. Therefore, it is important to provide children with moral education from an early age.

The formation of important spiritual qualities of a person - moral consciousness, feelings and behavior, patriotism, love for the homeland, respect for the coat of arms, flag, anthem of Uzbekistan, humanity, attitude to labor, attitude to research carried out together with the team, conscious discipline and other feelings are the basis of moral education. The task and content of moral education of preschool children involves the upbringing and development of the child's spiritual world, his consciousness, moral feelings, personal qualities. Providing moral education performs a number of educational tasks, provides a broad idea and understanding of the moral values of human life and culture. It affects the formation of concepts such as moral ideas, views, reflections, assessments and, on this basis, the development of moral beliefs, namely:

Helps children observe and enrich their own moral experience. Creates the basis for the moral education of the individual. Moral education is carried out mainly through moral conversations, lectures, evenings, meetings with people of various professions and other means. Providing moral education in a preschool educational organization is carried out using various means. First of all, it is carried out by introducing children to the work of adults through various activities, by providing education during classes and outside of classes.

In addition to Uzbek folk tales, many Russian folk tales and fairy tales of fraternal countries are also included in the fairy tales read to children. Uzbek writers and poets have created many wonderful works for children. These are the works of G.Ghulom, Mirmuhsin, I.Muslim, P.Mo'min, Sh.Sa'dulla, N.Arifjonov, Q.Hikmat, Q.Muhammadiy and others. The list of literature dedicated to preschool children includes translated works of Russian writers and poets: B.Zhitkov, S.Mikhalkov, K.Chukovsky and others. This list also includes the works of foreign writers, such as the fairy tales of Sh.Perrot, Andersen and others. The range of works read to children includes works of various genres: stories and tales, tales in prose and verse, epics, humorous poems, riddles, parables. The educator should introduce children to a wide range of works of children's fiction in each age group. The educator develops in children the skills of perceiving a literary work. The child, listening to the work,

should not only absorb its content, but also feel the emotions and moods described by the author. Some elementary skills of analyzing the content of the work are also developed in the MTT. In the preparatory group, children should be able to identify the main characters described in the work, express their attitude towards them (who they liked and why), and determine the genre of the work (poem, story, fairy tale). A children's book fulfills its educational role only if it is understandable to the child, reaches his mind and heart, that is, the child is able to understand and feel what the writer is telling. In order to consolidate children's knowledge about the works, educators should know which works they have been familiar with in previous age groups. To do this, it is necessary to review the previous group program at the beginning of the year and determine the material for repetition. When drawing up a monthly plan, the educator determines from the list of recommendations the works that will be read to children in the next one or two weeks. In doing so, he fulfills his duties of forming feelings and behavior in children, various interests and relationships with the environment. Observing the interests of children, their interactions, and games helps a lot in choosing a good book. When Independence Day approaches, children see how preparations are going on in kindergarten and in the city for this day, and they memorize the poem dedicated to the holiday of Navruz with great pleasure. When spring comes and everything around blooms, children perceive the work about spring very vividly.

The educator's preparation begins with determining the purpose of using the book. The book is a source of enrichment of knowledge about the environment and vocabulary, as well as a means of instilling moral qualities in children, entertainment, etc. Having determined the purpose of using the book, the educator reads the book before the lesson in order to find out the author's opinion, the characters of the characters of the work and their relationships. Analyzing the work in this way in advance helps the educator to convey it expressively. He acquires the means of emotionally expressive reading or storytelling (various intonations, logical accents, clear and correct pronunciation of all words). If the educator wants to read or tell a story from a work that he has developed sufficiently in time and is familiar to children, he prepares again for the lesson. To remember the text of the work and restore the expressive reading skills previously acquired, the child reads the work aloud several times. After selecting a book and determining the purpose of its use, the teacher draws up a lesson plan. The topic of the lesson includes the name of the book, the author, and how to convey it to children - reading or telling a story. For the purpose of the lesson, the teacher determines the educational and educational goals of using the book, shows how to introduce children to new words. Showing illustrations. A book intended for a preschool child must have illustrations. An illustration is a picture that relates to a certain part of the text, explaining a certain moment. An illustration in a children's book is on the same level as the text, because the child cannot read the book himself, and the book appeals to him primarily through its picture. Although children love to look at pictures in books, they can overlook and misunderstand many things in their content, and in addition, there may be children in the group who are not clearly interested in the book. There are also children with unstable attention. They pick up the book, leaf through it, and then put it down. Therefore, children cannot be trusted to immediately show interest, they need to develop the skill of looking at pictures. Children should be taught to look at illustrations for a long time, to recognize familiar characters from the book, etc. in them. It is important to teach preschool children to recognize objects depicted in pictures and find similarities in them with familiar objects. The following questions will help with this: what is this?, who is this?, what is he doing?, what is he holding?, what color is it?, do we have such a ball? Children in the middle group can be invited to find out which work this picture belongs to. If the illustrations are large and well visible from a distance, they can be shown to the children during the lesson. There are

books in which the picture occupies the entire page, and in the text it is only explained. Reading such books is determined by the uniqueness of the books. The teacher first shows the children the illustration, and then reads the corresponding text, which must be memorized.

When reading books with individual scenes, it is necessary to read the entire work from beginning to end, and then show all the pictures. After showing the illustration, it is necessary to return to the text and read the places related to the illustration. It is recommended to conduct several sessions with older children throughout the year to review the illustrations of books familiar to them. To conduct such sessions, it is necessary to distribute 12-13 books with the same title to the children. When showing the illustration, the book should never be folded by the cover. To prevent children from being distracted, a sheet of white paper should be placed over the illustration on the second page. Educational books are somewhat difficult for preschool children. When reading them, you can show the illustration and explain it along the way. Children are brought into the group in advance so that they can familiarize themselves with the illustrations of all the remaining books before the lesson. In this case, the pictures are not shown in order not to disrupt the integrity of the children's artistic perception. After reading the book, you can move on to a repeated review of the pictures. Reviewing the illustrations in the book at the end of the lesson always meets the children's wishes, and most importantly, it deepens the understanding of what they heard, clarifies areas that are still unclear, and more fully illuminates the artistic images. However, it is necessary to take into account the size of the illustrations. If they are large enough, the group of children can easily review them during the lesson. It is better for small groups of children to review illustrations that are not so large after the lesson. If not knowing some words and phrases prevents them from understanding the content of the work as a whole, such words require prior explanation. This can interfere with the perception of fairy tales. For example, when children are given excerpts from the genres of folk oral art, in particular, the epics "Rustamkhan", "Alpomish", they can understand the deep meanings expressed in them. Illustrations can be used to help master the main content of the epics.

Nowadays, it has been understood that preschool educational organizations are the most basic and necessary integral part of the education system. In preschool educational organizations, children are comprehensively prepared for school education. In the process of classes, it is very important to prepare children for school by developing logical thinking and thinking, to increase their vocabulary, to speak fluently and to be able to fully express and convey their thoughts. Therefore, among the classes held in preschool educational organizations, speech development classes are one of the most important classes.

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