



Forms, Methods and Means of Formation of Spiritual Education Indicators

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ABSTRACT

This article discusses the forms, methods and tools for the formation of indicators of spiritual education.

ARTICLE INFO

Article history:

Received 29 Nov 2021

Received in revised form

30 Dec 2021

Accepted 11 Jan 2022

Keywords: upbringing, ethics, spirituality, spiritual upbringing, education, spiritual-moral motivation, spiritual-moral methods, harmonious personality.

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Introduction. The upbringing of a harmoniously developed person, his upbringing, the creation of a healthy spiritual environment, the education and upbringing of young people are built on the basis of national upbringing and spirituality. The work of the first President I.A.Karimov "High spirituality is an invincible force" pays special attention to the issues of national spiritual development. In particular, it is recognized that "noble goals can be achieved only through high spirituality, continuous spiritual education." The work being carried out in Uzbekistan on the scientific and technological reform of youth education on a modern basis requires that it be formed on the basis of science-based competencies and qualities, based on today's needs. A new systematic approach to education, the formation of the basic tasks of the child in the family, preschool education, general education, vocational and higher education institutions, the full realization of the socio-pedagogical potential of the community and a new scientific and methodological integration between them. requires upgrading.

Uzbekistan has entered a new stage of development on the basis of the principle "From national revival to national progress." The intensity of the new era also places clear demands on the education system. Implementation of large-scale reforms based on the ideas of President Sh.M. Mirziyoyev in his address to the Oliy Majlis and the people of Uzbekistan on December 29, 2020 mentioned about. In this, first of all, the development of education and upbringing, healthy lifestyle decisions, the development of science and innovation should serve as the main pillars of our national idea. To provide quality education to the younger generation, to mobilize all forces and opportunities for them to grow up as physically and spiritually healthy, patriotic people, to provide students with modern knowledge and the development of people who think independently and logically on the basis of experience, national and universal values, and who possess noble qualities, has been identified as one of the priorities.

The main goal. Spiritual and moral education is an integral part of the process of social education. The formation of spiritual and moral education in students requires the education and development of their spiritual world, consciousness, moral feelings, personal qualities and behavior. The main tasks of spiritual and moral education of students are:

- 1) Fostering moral feelings and behaviors in students;
- 2) Cultivate a culture of behavior and positive emotions;
- 3) Develop ethical behavioral skills;

The basic principles of spiritual and moral education include: the purposefulness of spiritual and moral education; approach the work of education with respect to the student's personality; to connect spiritual and moral education with life and practice; student activism; effectiveness of educational work; family, educational institution, governmental and non-governmental organizations, and the unity of educational influence of adults to rely on the positive qualities of the student; to provide comprehensive student development;

The role of national values in the formation of spiritual and moral concepts in primary school students, the development of a sense of national identity, patriotism, moral purity, national upbringing in their minds is invaluable. National values are a treasure trove of lessons in shaping the spiritual image and worldview of young people. Spiritual values now effectively serve the ideas of independence of our people.

Methods of spiritual and moral education. It is important to use different methods and techniques in spiritual and moral education. Spiritual and moral education methods are a set of activities aimed at acquiring students' moral imagination and knowledge, cultivating in them cultural behavior and positive attitudes, moral feelings and qualities of the individual.

Methods of spiritual and moral education can be conditionally classified as follows:

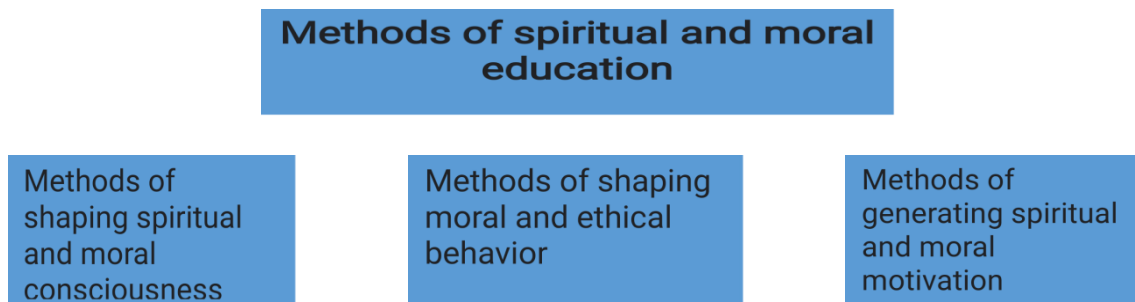


Figure 1. Methods of spiritual and moral education.

1) Methods of formation of spiritual and moral consciousness: story, explanation, ethical conversation, interpretation, exhortation, instruction, instruction, example, etc.

2) Methods of formation of spiritual and moral behavior: exercises, teaching, pedagogical requirements, educational situation, assignments and so on.

3) Methods of generating spiritual and moral motivation: encouragement, competition, reprimand, etc.

Methods of formation of spiritual-moral consciousness: A story on a spiritual-moral theme is a vivid emotional narration of events of moral content. The story touches on the feelings of your students and helps them to understand and master the rules and regulations of ethics. A well-narrated story not only serves to reveal the essence of moral concepts, but also serves to instill in the learner a positive attitude towards the rules of cultural behavior. The story of spiritual and moral content serves several purposes: it serves as a source of knowledge, enriches the behavioral experience of the pupil on the basis of adults. The main functions of this method are:

- To instill in students a positive moral sense, to sympathize with the protagonists of the story - to rejoice in their successes and grieve together with their failures;
- Explain the content of some rules of ethics that are not clear to students;
- Use stories on spiritual and moral topics in lessons, on trips, and in places where your students are immersed in their own lives.

The method of explanation is used to explain new ethical concepts, norms and rules to students. The explanation is based on the live speech of adults. For example, to greet an acquaintance politely, you need to stop for a moment, look him in the eye, smile, and say, "Hello," and then continue on your way. Explanation and presentation should be natural.

Interpretation is a method of verbally and emotionally influencing students. In our national education, this method is also used in the form of "interpretation". To describe is to describe the behavior that occurs in a student, in a group of students. An important aspect of interpretation, as opposed to storytelling, is that it focuses on influencing a particular age group or individual learner. This method is based on the age and personal qualities of the student.

Discipline plays an important role in the moral education of students. Counseling is a set of words, advice, counsel, or advice that is intended to guide, educate, and train a student in a calm, benevolent situation. Listening to and following advice is unique to this age group. Counseling has a systemic effect on the pupil's psyche, creating specific motives and attitudes. Guidance is also used to shape students' moral awareness. Demonstration is the process of drawing attention to something in order to set an example for the trainee or trainee, or to give them new insights and knowledge.

Persuasion is a great help in educating a child morally ("You should wash your hands before eating to avoid getting sick", "It's bad to hit a friend"). Persuasion, in turn, requires example. The pattern actively influences the pupil's first signal system, creating a clear symbol for movement, which in turn builds the pupil's moral consciousness, emotion, and confidence and increases his activity.

Methods of shaping moral and ethical behavior: Exercise is the most effective method of cultivating spiritual and moral behavior and habits. It includes practicing the rules - returning to useful habits. Remind, update the taught experience, control - check the correctness and effectiveness of the taught habit, self-control, rules of personal hygiene that activate the pupil, the culture of eating, the culture of behavior on the street, in person an exercise in possession can be an example of this. As a result of the

exercise, the student develops skills and habits.

The effectiveness of the exercise method requires consideration of the following conditions: 1) exercise system; 2) their content; 3) comprehensibility of the exercise; 4) size; 5) repetition rate; 6) control and correction; 7) individual characteristics of students; 8) place and time of the exercise; 9) combination of individual, group and group forms of exercise; 10) Motivation and motivation. These factors are directly related to the size and pace of the exercise and the expected outcome: the more and more often the exercise is performed, the faster the qualities formed by it will develop.

Demand is the ability to persuade or encourage a student to do something in order to educate them. There are direct and indirect requirements depending on the form of submission. Indirect demand is characterized by determination, clarity, clarity of essence, sharp tone, harmony of facial movements.

Indirect demand (counseling, begging, emphasis, feedback), unlike direct demand, serves to evoke psychological factors in the student, such as concern, interest, aspiration. Counseling helps to ensure that the student's behavior is beneficial. A student will only accept advice when he or she is convinced that the idea is important to him or her. Praying is the act of pleading, pleading, pleading, pleading, pleading, pleading, pleading, pleading, pleading, pleading, pleading, pleading. Emphasis is placed on teaching and assigning ethical content to students in every situation they encounter. Retaliation is when a student becomes angry, hot-tempered, or reluctant to do something, or when he or she shows up, to encourage him or her to refrain from such inappropriate, inappropriate behavior.

Teaching is the process of explaining, instructing, and instructing a student how to perform an action (for example, behaving, speaking, etc. in different places and situations). The rules for the proper use of this method include: Teachers and students should have a clear idea of the purpose of education. Especially if the student does not understand why the action being taught serves the purpose, the teacher's action is wasted.

Methods of generating spiritual and moral motivation. This group of methods is used by the teacher to strengthen the positive moral qualities of students, to eliminate the negative aspects of student behavior. It uses methods such as lamenting, praising, rewarding, forbidding, praising, interrogating, embarrassing, and harassing. Burning is a mild form of punishment. Criticism, reprimand, beating. Praise is the act of praising a student, showing him or her the good in himself or herself in front of others. Rewarding is the act of valuing a student, giving him or her a sense of worth. Prohibition is the prohibition of something against a student, a student for educational purposes. Praise is the act of greeting a student with words such as "well done", "ball", and giving high praise. Interrogation is the practice of showing a student enough rigor from time to time, checking him or her, and reprimanding him or her for his or her misbehavior. Embarrassment is the act of embarrassing or embarrassing a student. Enthusiasm is the student's behavior, achievements, interest in the future with great satisfaction, enthusiasm, enjoyment, satisfaction.

It is the duty of today's parents, teachers and educators to inculcate spiritual and moral values in young people. O.Musurmanova said: "Educational institutions also have competencies in the content of the activities of teachers, and the acquisition of knowledge, skills and abilities about them is a guarantee of competent management of the educational process by teachers."

Conclusion. The process of educating young people has specific goals and objectives to determine the qualities of spiritual and intellectual development. From the beginning of the primary school, the basis for the realization of the intellectual potential of the child is laid, if it is constantly worked on the realization of the existing potential of the student. The most effective way to develop students' thinking is to organize the process of forming conscious knowledge, solid skills and competencies in students

along with their upbringing. To do this, the teacher must constantly search, make effective use of new teaching technologies. Realization of intellectual potential of students requires deep knowledge of psychological and pedagogical laws of their educational activity.

Discipline helps a person develop good habits and qualities. He argues that upbringing is one of the key factors in bringing up a person in relation to individuals, especially as a result of people's spirituality as a result of their spirituality.

In view of the above, today we recommend the following in the formation of spiritual education of young people, especially students in grades 1-4:

1. Organize lessons in the form of creative conversations in the formation of high spiritual and moral qualities in students;
2. Develop a sense of common sense in the family;
3. Formation of spiritual education competencies in schools under the guidance of teachers, such as humanity, patriotism, friendship, brotherhood;
4. Creating a spiritual environment in the community from an early age;
5. Conducting various reading evenings, poetry readings, art dialogues in the system of continuing education according to the age of students;
6. Use of scientific and spiritual heritage of our ancestors in educational hours;

We believe that the above-mentioned criteria of spiritual education are important for the young generation to grow up harmoniously. Spiritual education depends on the needs of society, which in turn should contribute to the level of development of the productive forces and the education and upbringing of young people in society, the formation of spiritual morality in the younger generation, educating them in the spirit of patriotism. Primary education plays an important role in improving the system of spiritual and moral education of young people.

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