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Inculcation of Spiritual Education in Pupils of Preschool Educational Institutions

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Annotation: Analysis of the theory and practice of promoting the spiritual and moral formation and development of preschool children has allowed to approach the construction of a model of spiritual and moral education of children in preschool education. Theoretical modeling, as well as the development of program and methodological materials on spiritual and moral education for use in the work with children, teachers and parents of kindergarteners, is also in this direction today as student studies were conducted

Keywords: Spiritual and moral education, modern education, stages of development, national socio-cultural traditions,

I. INTRODUCTION

From the first years of our independence until now, our country has been instilling the concept of national spirituality in all spheres of education, whether in school, higher education, or even in preschool education, the spirit of nationalism, spiritual growth. reforms are underway. The Law of the Republic of Uzbekistan "On Education" [2], "National Training Program" [3] states that preschool education is the first step in the system of continuing education of the state. Its main task is to form the foundations of the personality of the younger generation [11]. Article 11 of the Law of the Republic of Uzbekistan "On Education" reads: "This education is provided for families aged 6-7, in kindergartens and other educational institutions, regardless of the form of ownership" [2]. It is clear that the education of a child begins in preschool.

The methodological block of the model of spiritual and moral upbringing of children based on national socio-cultural traditions in preschool education includes the definition of the main methodological approaches and principles of spiritual development and upbringing of preschool children. The methodological basis of the process of spiritual and moral upbringing of children in preschool education is: ontological, anthropological, axiological, cultural, socio-cultural, personality-activity, youth, institutional. They allow to rely on the important features of the process of spiritual and moral education, to minimize the risk of its formal, superficial, fragmentation, to perform the function of spiritual education in the integral pedagogical process of kindergarten.

In solving the problems of spiritual and moral education in preschool education, it is necessary to contribute to the values of the preschool child and the laws of development of the semantic field, and, consequently, the process of spiritual education. Among these methods, we highlight the special importance of the family and the closest socio-cultural environment for preschool children to master the experience of moral relations and spiritual experience. After all, an emotional and sincere attitude to the world and the protection of a child's physical, mental and spiritual health are directly related to spiritual and moral upbringing.

The strategic principles of organizing the spiritual education of children in a modern preschool institution on the basis of national socio-cultural traditions are in many respects consistent with the general pedagogy, but have their own characteristics. These principles can be described as follows:

1) Consistency based on the integration of internal traditions of family and social education in the context of common socio-cultural values and the technology of effective interaction, a necessary condition for the psychophysical development and spiritual and moral formation of teachers and parents. focus on creating conditions.

2) Development of the child's personality by creating a single educational and training space that helps to harmonize the systemic relationship "educational institution - family - person" and the formation of "social immunity" that protects the child from the negative effects of the information environment;

3) To get acquainted with the general context of cultural harmony, the phenomenology of Uzbek civilization, its basic values and ideals, forms and norms in the development of leading values inherent in the national culture and way of life by educators, parents and children. socio-cultural practice, integration into the stable "core" and "meanings" of national culture, development of the inner spiritual world to understand oneself as an active subject of preservation and reproduction of socio-cultural experience;

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4) The informal nature of the interaction of participants in the educational process (teachers (educators), children, parents) in the process of mastering socio-cultural traditions;
5) Planning of educational work in accordance with the socio-cultural dominants (natural, civic, national, national dominants) of the annual calendar period;
6) Methodical work with teachers and interaction with students' families in the process of spiritual and moral education of children, the use of active person-oriented pedagogical technologies;
7) Resolution of the President of the Republic of Uzbekistan "On measures to further improve the system of preschool education in 2017-2021" socio-cultural and psychological flexibility of the content of spiritual and moral education programs;
8) Individual approach to age and education. The content of spiritual and moral education is aimed at promoting the development of the child's inner world, the formation of a valuable attitude to reality in preschool children, the development of traditional cultural ideas about beauty, good and evil. The purpose of the use of partial programs of socio-cultural orientation is to conduct comprehensive educational and pedagogical work with children through the active introduction of internal spiritual and moral values and traditions for preschool children.

The tasks of the program complex on spiritual and moral education are devoted to teaching, development and upbringing. These learning tasks include:

a) To acquaint children with the basics of national traditions and traditional way of life of the Uzbek people, the artistic, everyday, children's play culture of the people;
b) To form the first ideas about the spiritual world, the moral life of man;
c) To get acquainted with the basic information from ancient history, to give it an understanding through figurative and thematically related art pictures (soda pictures that children understand);
d) To form ideas about the purposeful and culturally appropriate structure of the home, kindergarten environment and the opportunity to participate in the creation of this environment through work with adults, interior decoration, giving gifts to loved ones. holidays and other socially significant events.

A. *Development Tasks*

1) Promoting the overall development of the child;
2) Facilitate the development of social skills and norms of behavior (friendship, sensitivity, kindness, responsiveness, gratitude, etc.), interaction with adults and peers on the basis of joint activities and mutual assistance building relationships;
3) To develop the ability to notice and feel the beauty of the world around, to admire it, to care for it;
4) Development of the child's moral and aesthetic feelings, the formation of a system of moral and aesthetic norms focused on national and cultural traditions (good - bad, good - bad, beautiful - unpleasant), support the desire to act in children . kindness, participation and care, enhancing beauty;
5) To promote the formation of the child's creative personality as a creator and transformer, the development of artistic skills in the context of socio-cultural traditions;
6) To promote the development of children's speech: enrich the vocabulary with socio-cultural meaning, increase the expressiveness of speech, acquire the skills of oral communication in joint activities;
7) To develop sensitivity to the artistic word (poetic and prose), to cultivate respect for the images of the Motherland and childhood depicted in the works of Russian poets and writers;
8) Development of artistic skills and basic manual work, perseverance and precision skills.

B. *Educational Tasks Include*

1) Assist the family in the formation of the value sphere of the child's personality on the basis of acquaintance with the traditions of national culture, traditional way of life;
2) To promote the formation of benevolent and good behavioral skills, empathy, compassion and the ability to adequately express these feelings;
3) To teach children to spend time in class, active, leisure time;
4) To imitate good models, to cultivate the desire to live in accordance with the conscience;
5) Cultivate respect, compassion and care for neighbors;
6) cultivate love, care for plants and animals, careful attitude;

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7) To teach the basics of artistic taste and aesthetic preferences on the basis of traditional culture;
8) Fostering respect for work and respect for the results of work.

C. It Is Expedient To Use Various Forms of Spiritual And Moral Upbringing Of Children In The Practice Of Preschool Education

1) Conditions of daily communication, cultural practices of daily life;
2) Children's independent play, communicative, artistic activity;
3) Lessons (including joint lessons for children and parents);
4) Social and cultural holidays and recreation;
5) Excursions and targeted walks;
6) Circle work;
7) Museum activities of preschool education;
8) People of culture - meeting interesting people;
9) Facilitate the organization of intra-family and inter-family creative activities of socio-cultural nature.

D. Pedagogical Conditions of Spiritual Upbringing of Children in Preschool Education

1) Creation of a single value-semantic context of the interaction of the participants of the educational process based on the unconditional spiritual and moral values of national socio-cultural traditions;
2) Cultural enrichment of the subject-spatial environment of child development;
3) Implementation of a set of educational and socio-cultural programs;
4) Actualization of value-semantic aspects of the content of education in all sections of the standard educational programs of preschool education;
5) Improving the skills of educators and specialists of preschool education on the issues of spiritual and moral development and upbringing of preschool children on the basis of national socio-cultural traditions;
6) Pedagogical support of the family in the field of spiritual and moral upbringing of preschool children;
7) Scientific and methodological support of the preschool educational institution in the field of spiritual and moral education of children and pedagogical support of the family in matters of spiritual and moral education;
8) Spirituality and axiology of the socio-cultural space of preschool age.

Subject to these conditions, spiritual and moral education justifies the ontological nature of children's and adult events, becomes an effective means of eliminating fragmentation, restoring intergenerational ties, creating vital child-parent communities built on socio-cultural values. and meanings. Such an organization of the spiritual upbringing process helps wise and active adults (educators and parents) teach children to see and understand the beauty of the world around them, the depth of human relationships based on love and trust. Through this, educators experience mutual understanding and the eternal value of traditions through creativity and experience.

In short, it is desirable to carry out educational work with national pride and ideology with the parents of children in preschool education. Therefore, the formation of a sense of devotion to the fate of the people and the country from an early age plays an important role in the ideological education of preschool children. To do this, from the earliest years of a child's life, it is necessary to use our national traditions of introducing him to the world of things.

The most important result of systematic spiritual education in kindergarten (of course, at a level appropriate to the child's age) can be considered as the ability of children to apply knowledge of ethical norms and rules in independent activities, to show attention: compassion for other people -compassion and response, helping the needy, caring for the living.

Thus, the creation of social and pedagogical conditions (always improving the professional skills and spiritual and moral development of educators, the optimal interaction of kindergarten with family, cultural institutions and the Orthodox Church, good resources and pedagogical create a base). absolutely necessary for the successful implementation of spiritual and moral education in kindergarten. And, as experience has shown, the creation of such conditions is a task that is completely solvable in every kindergarten.

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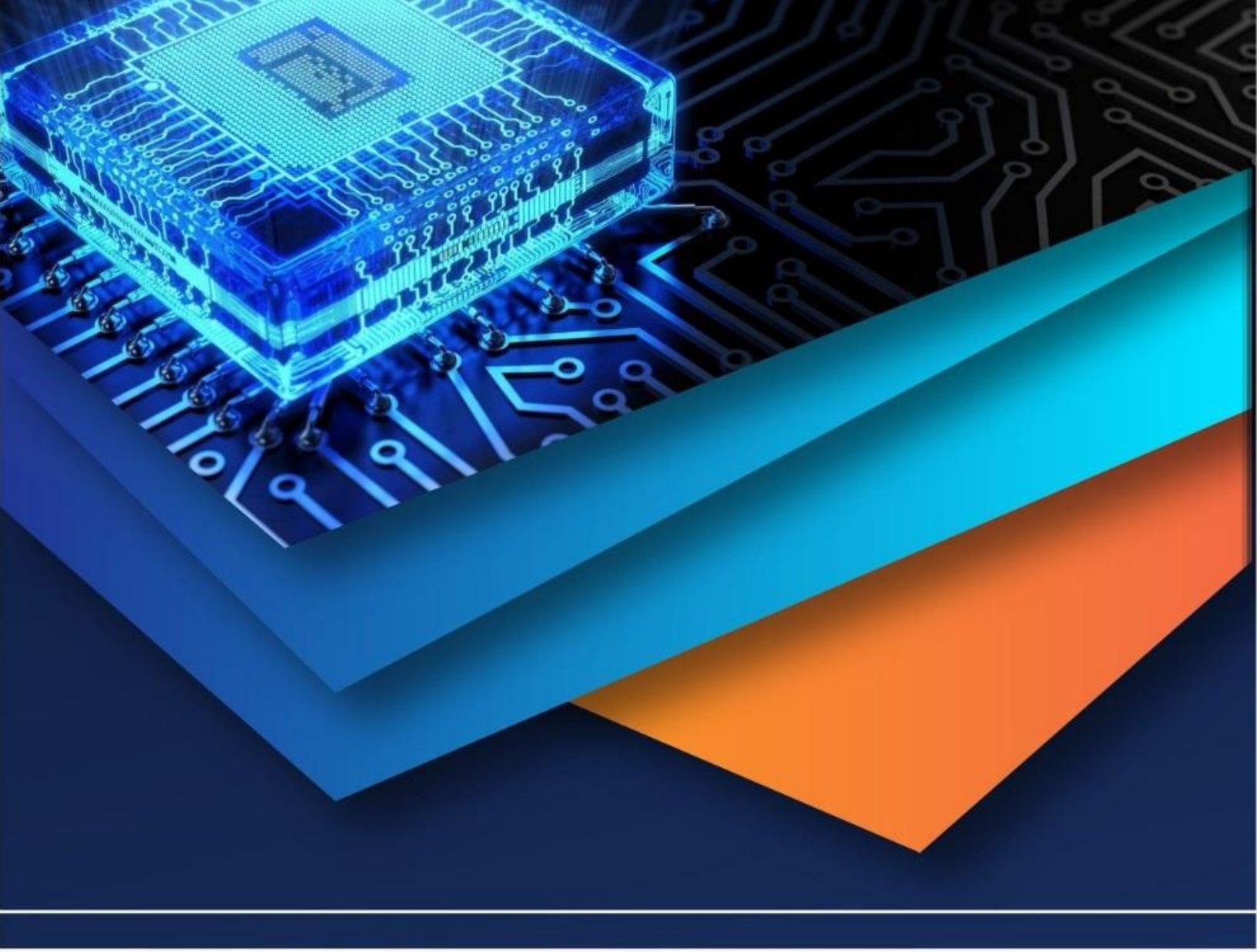

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