

METHODOLOGY FOR THE FORMATION OF A SYSTEM OF SPIRITUAL AND MORAL VALUES IN PRIMARY SCHOOL STUDENTS

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Abstract

This article discusses ideas and reflections on the methodology for developing a system of moral and ethical values in primary school students. In a rapidly changing world, nurturing spiritual and moral values in young students has become essential. Schools play a crucial role in shaping students' character, helping them become responsible, ethical, and compassionate individuals. Elementary school serves as the foundation for this development, making it vital to implement a well-structured methodology that promotes these values.

Keywords: primary school students, value formation, spiritual development, educational methodology, character building, ethical education, value system, socialization, teaching strategies.

Introduction

Spiritual and moral values encompass a broad spectrum of qualities, including respect, honesty, empathy, responsibility, tolerance, and kindness. These values are not only essential for individual growth but are also critical for creating a harmonious and inclusive society. Schools have the unique opportunity to shape these attributes by integrating them into the learning environment. In elementary school, where students are highly impressionable, establishing a clear methodology for value formation can lay the groundwork for a lifetime of ethical and compassionate behavior.

Teachers play a fundamental role in fostering spiritual and moral values among students. As role models, they influence young minds through their behavior, attitudes, and interactions with students. To effectively impart these values, educators should focus on the following aspects. Teachers must demonstrate values such as respect, kindness, and patience in their interactions with students and colleagues. Children tend to mirror the behavior they observe, making it essential for educators to embody the qualities they wish to instill.

An open communication approach allows students to express their thoughts and emotions, promoting a respectful and supportive classroom environment. Teachers should encourage students to share their ideas and listen actively, reinforcing the importance of empathy and understanding. A safe and nurturing environment helps students feel valued and

respected, laying the foundation for moral development. When students know they are in a secure space, they are more open to engaging in discussions about values and exploring their own beliefs.

Integrating spiritual and moral values into the school curriculum allows students to engage with these concepts in a structured and meaningful way. This approach can be achieved through both direct and indirect methods. Schools can incorporate specific lessons on ethics, kindness, empathy, and honesty. For example, weekly sessions dedicated to moral values can introduce students to real-life scenarios, encouraging them to consider the ethical implications of their actions. By discussing topics such as fairness and responsibility, students learn to evaluate situations from a moral perspective.

Literature and stories play a powerful role in conveying values. Stories with moral lessons, such as fables, folk tales, and parables, allow students to understand complex ideas in a simple and relatable manner. After reading, teachers can facilitate discussions to help students reflect on the lessons and how they might apply them in their own lives. Engaging students in projects that require teamwork, cooperation, and problem-solving encourages the development of moral values. Group projects help students practice patience, respect, and empathy as they work together toward a common goal. For instance, a project on environmental conservation can teach responsibility and the importance of caring for the world around us.

Activities like drawing, painting, and drama allow students to express themselves and understand others' perspectives. When students create artwork or perform plays that highlight values, they gain a deeper appreciation for these concepts. Role-playing, in particular, helps students explore moral dilemmas and practice making ethical choices. Interactive activities create memorable experiences that help solidify students' understanding of spiritual and moral values. These activities are often collaborative and promote active engagement, making values feel tangible and relevant.

Regular classroom meetings allow students to discuss their feelings, conflicts, and experiences openly. Teachers can guide these discussions by focusing on moral and ethical issues, helping students to consider various viewpoints and develop empathy. Organizing activities like helping a local charity or cleaning up a community park encourages students to take responsibility and practice compassion. When students actively participate in community service, they develop a sense of empathy and an understanding of their role in society.

Elementary school is a prime time for teaching conflict resolution skills. Teachers can use role-playing exercises to help students learn constructive ways to resolve disagreements. By guiding students to consider each other's feelings and find fair solutions, teachers foster values such as respect, fairness, and cooperation. Recognizing and celebrating acts of kindness, honesty, and responsibility in the classroom reinforces these values. A reward system that acknowledges students who demonstrate good moral behavior encourages others to emulate positive actions.

Family plays a pivotal role in shaping a child's values, making parental involvement essential for successful value formation. Schools can foster collaboration with parents by organizing workshops, seminars, and regular communication that emphasizes the importance of spiritual and moral development. Regular meetings between teachers and parents help create a consistent approach to value formation. Teachers can share classroom strategies with parents, and parents can reinforce these values at home, ensuring that students receive consistent messages about ethics and behavior.

Schools can provide parents with resources and suggestions for discussing moral values at home. Simple conversations about respect, honesty, and kindness reinforce the lessons students learn in school and give parents the opportunity to guide their children's development. Parents can be invited to participate in school events that promote moral and spiritual values, such as community service projects or cultural celebrations. By witnessing these values in action, children gain a better understanding of their importance. Assessment in the context of moral and spiritual development should focus on self-reflection rather than grading. Teachers can use a variety of reflective exercises to help students evaluate their own growth in this area.

Encouraging students to keep journals where they write about their experiences, thoughts, and feelings related to moral values allows them to explore these concepts deeply. Teachers can provide prompts, such as "How did I show kindness today?" or "What can I do to be more responsible?" which can help guide their reflections. Students benefit from constructive feedback on their behavior and interactions with others. Teachers and classmates can offer gentle guidance, reinforcing positive behavior and suggesting areas for improvement.

Students can set personal goals related to spiritual and moral values, such as showing more empathy or practicing honesty. By revisiting these goals periodically, they can track their progress and stay motivated to develop good character.

By providing education in primary school, the main factors that contribute to the development of students include: classes, classroom activities, public assignments and organization of students' recreation in planning, etc. In elementary grades, the difficulties encountered in the implementation of the absorption of Education, which can be shown: - the inadequacy of Special Scientific-based manuals on the transition to spirituality for elementary students; -interdisciplinary continuity and spiritual and moral and educational factors in primary classes are not intelligibly communicated to the general teaching community;students with teachers working in these classes, among parents, are not integrated into a specific pedagogical system, are theoretically and practically not justified; - in primary school, there are not enough conditions for training and educational work;- when conducting extracurricular activities in the spiritual and moral; -special scientific research carried out in Primary School on the organization of educational and educational activities has not been reworked according to modern times.

The level of spiritual and moral upbringing of a student is assessed and brought to the surface by the fact that he has personal values. The personal values of the students are

central to his strong upbringing. Personal values refers to the regularity of the habits of the student, which are important, regulating and directing his daily life. Working on youth education can come to different conclusions as a difficult situation, sometimes rapidly changing, sometimes quickly flexible, and sometimes irreplaceable. Their personal values are also subject to variability under the influence of the social environment, falling into different influences, especially in youth, no matter how much you control, and the tools of derailment are observed a lot. Therefore, a.Khutorsky recommends that the "value rating" of upper-class students should be evaluated twice a year and their results should be compared. The inner strength that directs a person to maturity finds expression in his goals and personal values. Therefore, the dynamics of the values adopted by students can be studied by educators, assess its specificity to the principles of spiritual education and analyze the changes that are taking place in them in a timely manner.

Each student must have a questionnaire in the general Secondary Education School, which contains an educational description, as it is a tableau representing the huddi education rating. Only then will we have a special reference book characterizing the dynamics of his upbringing in itself, without having only verbal knowledge about the upbringing of our children in an educational institution. We can direct our educational work depending on the result of the available diagnostics. In the tabletop below, a "personal Quality Assessment Scale" has been developed on the individual assessment of educational qualities of students of general Secondary Education School (upper) grades, and it is advisable to transfer this methodology for students of each grade at the beginning and end of the school year, and the analyzed result is also presented to the parents of the student.

Conclusion

The formation of spiritual and moral values in elementary school students is a multifaceted process that requires a dedicated and thoughtful approach. By fostering a supportive environment, integrating values into the curriculum, engaging students in interactive activities, involving parents, and promoting self-reflection, educators can guide young students toward developing a strong ethical foundation. When schools prioritize spiritual and moral development, they equip students with essential tools to navigate the complexities of life with integrity, compassion, and resilience. This early education shapes not only individual character but also contributes to building a more understanding, respectful, and inclusive society.

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