



# Methods for the Formation of Spiritual Qualities of Children of Older Preschool Age

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**ABSTRACT**

This article presents the importance of the implementation of spiritual education in preschool educational organizations and the tasks that should be carried out in this regard. Also described methods, tools and techniques for the implementation of spiritual education.

**Keywords:**

Ethics, spirituality, spiritual virtue, concept of continuous spiritual education, spiritual education, educational methods, educational technologies

Upbringing and education cannot be separated from each other, these two processes are organized on a harmonious, continuous basis, but are polite, have moral qualities, are highly spiritual, at the same time knowledgeable, resourceful, mentally and physically healthy, have a broad worldview and thinking, cultivate patriotic youth.

A new, systematic approach to upbringing, in the guaranteed formation of the basic qualities in a child, assumes the full implementation of the socio-pedagogical capabilities of the family, preschool education, general education, secondary special vocational and higher educational institutions, neighborhoods and raising scientific and methodological continuity among them to a new level.

It is noted that the most important social institution that affects the spiritual education of a person in developed foreign countries is the family and preschool educational organization, which is instrumental in the pedagogical support of educators, the development of their spiritual and moral values. At the same time, some foreign practices show the organization of

pedagogical processes by using the advanced examples of folk pedagogy and modern pedagogy in the formation of moral qualities of preschool children.

On a folk scale, scientific research is being carried out on the basis of determining the criteria for the formation of spiritual qualities of an individual and their positive abilities, expanding new specific opportunities to systematize the formation of spiritual qualities and design the educational process. In this, first of all, on the basis of the criteria that measure human spirituality today, the emphasis is placed on identifying the qualities that preschool children need to possess and on the training of educator educators capable of carrying out these tasks and creating an environment in preschool educational organizations that demonstrates the spiritual qualities of the child.

The needs and interests of children of preschool age increase rapidly. He begins to

strive for relationships from a narrow circle to a wider one.<sup>1</sup>

This demonstrates the importance of spiritual education for a child of preschool age. And the process of carrying out spiritual education is a rather complex and long-lasting process.

Anyone who wants to raise a baby will first bend over to it, hold it in his hand, and then raise it up. Just as anyone who wants to adapt to whom, avalo himself adapts to it. If he does not want to change, he becomes indifferent, does not adapt. So caregivers should talk to a child in kindergarten as a child, at school-as a teenager, at the institute as young people.<sup>2</sup>

This means that while we organize the formation of the spiritual qualities of a preschool child, the physical and psychological characteristics and capabilities of preschool children should be taken into account.

T.A.Sarbekova, I.A. Kanevas, believing that spirituality and morality are complex integral formations, distinguish the most important components as follows:

- intellectual-cognitive;
- value-motivational;
- components of behavior.<sup>3</sup>

The basis of spiritual education is manifested in practical actions. Pedagogical processes in preschool educational organizations focus on the thinking of educators to study how the moral consequences of the actions of oneself and others affect others. Training should teach children the skills of solving attitudes and allow them to accept choices in moral dilemmas, to think about the consequences of their choice.

The educator and his methodological skill are the main factors in the decision of the spiritual criteria of the person receiving education in preschool educational organizations.

In preschool educational organizations, the methods of spiritual education are conditionally divided into the following groups:

<sup>1</sup> Pedagogika"ensiklopediya II jild. "O'zbekiston milliy ensiklopediyasi" nashriyoti. T.: 2015.236 bet.

<sup>2</sup> M.Quronov «Ma'rifat texnologiyasi» «MA'NAVİYAT» Toshkent 2018 y. 10 bet

The first group of methods ensures the emergence of practical experience of Social Ethics in children. It is possible to introduce methods for teaching a child to positive forms of social morality, raising moral habits into them.

The second group of methods is aimed at reviewing social proposals, feedback, assessments in preschool young children.

Since we recognize educational technologies and techniques for the training of the formation of spiritual qualities of a child of older preschool age, they should have a practical nature. The educator should take into account the requirements of society, nationality, family, while the educator organizes game-based education.

In conclusion, the educational methods used in the formation of spiritual qualities should be aimed at thinking the child, assessing life events, as well as at the emergence of interest in social motives and national traditions, towards self-expression.

<sup>3</sup> Т.А. Серебрякова, И.А. Конева "Экспериментальный подход к изучению духовно-нравственного развития детей среднего дошкольного возраста" Возрастная и педагогическая психология. Национальный психологический журнал № 4(34) 2018.123-с