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**THEORETICAL PRINCIPLES OF SPIRITUAL AND MORAL EDUCATION OF PRESCHOOL CHILDREN****Vokhidjon Kuziboyev***Deputy Dean For Academic Affairs Of The Faculty Of Music Culture Tashkent State Pedagogical University Named After Nizomi, Tashkent, Uzbekistan***ABOUT ARTICLE**

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Abstract: This article describes the theoretical foundations and task and content of the spiritual and moral education of preschool children, which requires the education and development of the child's spiritual world, his mind, moral feelings, and personal qualities. Education of moral feelings, ideas and behavior in children. Providing moral knowledge fulfills a number of educational tasks, a broad vision and understanding of the moral values of human life and culture is provided.

INTRODUCTION

The theoretical basis of moral education of preschool children was adopted by the Legislative Chamber of the Republic of Uzbekistan on October 22, 2019, and approved by the Senate on December 14, 2019, Article 2. On the basis of the legislation "On preschool education and upbringing", preschool education and upbringing is the education and training of children, their mental, spiritual-moral, aesthetic and physical development, as well as general secondary education. defines as a part of continuous education aimed at preparation.

THE MAIN RESULTS AND FINDINGS

Preschool childhood is an important and unique period of a person's life, a period of forming the foundations of the basic culture of a person, mastering the system of moral standards, and a period of special susceptibility to educational influences. If we study the historical and pedagogic origins, preschool education has been a family business for a long time. However, the social processes of the 19th and 21st centuries contributed to the formation and development of social preschool education as the first stage of the educational system. Therefore, not only the future of modern preschool children but also the prospects for the development of local education in general depends on what values will be decisive in preschool education today. An important means of forming the integral qualities of a preschool child's personality is based on the history of pedagogy and is the basis of the targeted

systematic activity of preschool educational organizations on spiritual and moral education based on the theoretical approaches developed in the works of modern scientists.

In the last twenty years, general theoretical approaches to the implementation of spiritual and moral education as a process of forming the value-semantic sphere of an individual have been developed (Al-Khorazmi, Ahmad al-Farghani, Abu Nasr Farabi, Abu Rayhan Beruni, Ibn Sino, Yusuf Khos Hajib, Ahmad Yugnaki, Kaikovus, Saadi, Abdurrahman Jami, Alisher Navoi, Koshifi, Ulug'bek, Amir Temur, A. Avloni, Ya. A. Komensky, M. V. Zakharchenko, I. G. Pestalozzi, F. Frebel, N. D. Nikandrov, V. V. Rubtsov, V. I. Slobodchikov, E. V. Shestun,), described the scientific basis of spiritual and moral upbringing of children in the system of general and vocational education.

In the moral education of children in pre-school educational organizations, the idea of moral and moral education of the child during preschool childhood is the founder of scientific pre-school pedagogy for the first time. We can see it in "Mother's School" (1633) by Ya. A. Komensky. The mother school's tasks of educational priorities determine respect for each other, their solution is continued in the next stages of education, in which languages, sciences and arts are taught, faith and good morals are taught. The book contains technologies for raising the moral qualities of a preschool child, as well as a set of methodological recommendations for the implementation of these technologies. Ya.A. Comenius lists three components: formation of foundations of humanitarian ideas; to educate the sensitivity and gratitude of children's hearts; encourages the development and practical implementation of the desire to live a spiritual life, respect for elders. The tasks of moral education of young children are related to the development of moral qualities, the foundations of which are clearly defined in preschool age. These moral qualities teach children moderation, purity, respect, obedience, honesty, justice, humanitarianism, hard work, silence, patience, help, politeness, and humility in preschool educational organizations.

Ethical education of children in preschool educational organizations, education of the child's will to goodness and truthfulness in early childhood, Ya.A. According to Comenius, it is necessary to prevent the development of harmful habits (self-will, stubbornness, courage, pride, anger, carelessness, idleness and cowardice).

In the moral education of preschool children, methodological approaches of spiritual and moral education, according to Comenius, there are five main approaches:

- 1) guidance by adults to moral virtue and humanity;
- 2) protect children from any evil;
- 3) timely and careful instruction;
- 4) moderate discipline;
- 5) development of humanity, good behavior.

In the development of moral education of preschool children, the role of adults is very important, which gives the child the opportunity to act morally independently and understand the moral meaning of what is happening. According to Comenius, the main conditions of spiritual and moral education:

- the completeness of the spiritual and moral life of the family around the parents and the child;
- filling children's lives with love, joy and good impressions;
- purposeful spiritual and moral upbringing of the child from the first years of his life.

In the moral education of preschool children, the basis of the child's activity is the desire to know the beauty and wisdom of the world, and the ability to rationally manage one's thoughts, feelings, and actions should be developed. Good manners, illuminated with wisdom, are moral virtues in the formation of the main criterion of spiritual education in raising children. Yes. The concept of preschool

education built by A. Comenius (with the priority of spiritual and moral education) was developed at the methodological level, spread widely, and in practice Comenius' books have been popular and actively implemented in Europe and Uzbekistan since the 18th century. increased.

I. G. Pestalozzi and F. Froebel in the development of the traditional model of the theory and methodology of spiritual and moral education of preschool children. They used the tools of A. Comenius. The laws of the formation of the child's spiritual life are described in the general work "Swan Song" (1826) by I. G. Pestalozzi. According to I. G. Pestalozzi, the main means of moral and spiritual upbringing of a preschool child is "gradual spreading of the spirit of love and trust within the framework of family life", in which the child is aimed at the level of civility, love and loyalty to the motherland. He says in his works that he was built on the basis of moral and spiritual education.

The German pedagogue F. Froebel has different views on the initial conditions for the formation of a child's spiritual and moral education from early childhood:

- the presence of moral qualities in the words and deeds of parents, educators, they are able to instill in the heart of the child feelings of love and loyalty to the motherland;
- every child should learn a specific profession in the course of his life, search for ways and means of developing individual spiritual inclinations;
- the integrity and depth of the spiritual life of parents, educators;
- spiritual unity between adults and children;
- application of "actions of happy life" in the field of moral education of children.

Among the main tasks of F. Froebel's education are: to study the child with mental attention, to know his personal characteristics, abilities; meeting the spiritual needs of the child; to awaken a "spiritual feeling" in a child, to develop spiritual life skills, "to educate in the spirit of loyalty to our national and universal values in order to express a perfect humanity"; aimed at helping to determine the primacy of the inner life over the outer life. Solving these problems from preschool age, according to F. Froebel, prepares the child for further studies and throughout his life - the strongest motivation to strive for excellence, to not give in to life's tests and to achieve excellence.

If we study the history of pedagogy, F. Froebel first founded the idea of a kindergarten - a preschool educational institution in the 1840s. rather, it is aimed at educating moral feelings aimed at understanding feelings and attitudes towards people. In the moral education of preschool children in every kindergarten, we should first of all call people to purity, acquire knowledge, hard work, and humanitarian ideas of our holy books, such as the preservation of nature.

According to V. F. Odoevsky, he emphasizes that morality cannot be taught in the form of lessons, "it is the work of every hour, every minute." Among the moral feelings that should be supported in every way, the main task of preschool education is to emphasize children's respect for their parents, and at the same time, to increase the moral and pedagogical culture of teachers and parents. By recommending to work on (interviews, giving advice), the child develops moral education. In the course of our research, it is of particular importance to us, because the role of parent-pedagogue cooperation in the organization of work on the moral education of children in a preschool educational organization is important.

The opinions of pedagogues abroad: V. V. Zenkovskii, I. A. Ilyina, S. S. Kulomzina on the development of the theory of spiritual and moral education from preschool age were also studied.

If we study on the basis of the continuity of historical and modern researches, we interpret spiritual and moral education as the development of the value-semantic sphere of the child's personality. V. V. Zenkovsky, who made a great contribution to the development of the general theory of spiritual and

moral education, emphasized the following: "spiritual life in us seeks meaning in everything - eternal, deep, worthy, it does not reject external life, its laws, he only wants to see the meaning in everything, to connect the outer life with the eternal infinite," he says in his research.

Conclusions and suggestions: If we review the research of scientists, it is possible to propose a comprehensive program of moral development and upbringing of preschool children. The goals of this program are revealed in the logic of the traditional paradigm and include:

- to understand the individuality of the child, to help him to manifest his innate talents and characteristics, to realize his life vocation
- to develop children's inclination towards spiritual and moral education;
- respecting the national spirituality, encouraging children to be kind and peaceful, and to carefully preserve the original human qualities.

Formation of national identity, familiarization of children with national spiritual experiences from early childhood proved to be an important component of spiritual and moral education of preschool children. During the research, we observed the development of moral qualities in children with deep spiritual impressions from familiarity with the phenomena of the surrounding world, the methodology of spiritual and moral education of children from preschool age.

Revealing the relationship between the spiritual and moral aspects of education, we emphasize that its spiritual component is understood by us as helping the child to develop a system of values and ideals, as well as to form the foundations of a certain personal worldview. The component of moral education is aimed at contributing to the development of feelings, attitudes and behaviour that reflect the child's life situation in socially significant activities, which can be seen in relationships with people and the surrounding world.

The task and content of moral education of children of preschool age requires education and development of the child's spiritual world, his mind, moral feelings, and personal qualities. Educating moral feelings, ideas and behaviour in children. Ethical ideas affect the formation of concepts such as vision, reasoning, and evaluation, and on the basis of this, increase moral belief.

In conclusion, the task and means of moral education of children of preschool age are the formation of moral consciousness, emotions and behaviour, which are important spiritual qualities of a person, patriotism, love for the country, respect for the coat of arms, flag, and anthem of Uzbekistan. , humanitarianism, attitude to work, attitude to joint research, conscious discipline and other feelings are important tasks of moral education.

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