

**PEDAGOGICAL AND PSYCHOLOGICAL FEATURES OF THE DEVELOPMENT OF  
ETHICAL SKILLS OF PRIMARY CLASS STUDENTS THROUGH CHILDREN'S  
PUBLICATIONS**

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**Abstract.** In the article, the author talks about the pedagogical and psychological necessity of developing the moral skills of elementary school students using children's publications.

**Key words:** etiquette, critical, logical thinking, etiquette skills, educational activity.

Pupils who have developed moral skills are able to follow the criteria of social behavior, fully absorb and apply knowledge, correctly direct their ideas, independent, critical. , acquire the experience of logical thinking.

In the development of the moral skills of a primary school student, priority should be given to objective relations involved in various educational activities and types of social communication. These relations constitute the real object of pedagogical activity.

The development of the moral skills of a primary school student is the child's self-awareness; development of personal mechanisms of behavior; development of moral ideas, concepts and moral assessment based on them; includes the emergence of new motives for actions. It is related to the general process of the child's social and mental development, the formation of an integral personality.

Based on the formation of moral skills, a person develops a culture of self-control, which is manifested in the ability to regulate a wide range of drives, instincts, etc. This self-control is essentially social control. It suppresses unacceptable impulses for this social group and forms a necessary condition for community life. The more advanced the society, the more complex the education and upbringing of the individual.

In Uzbekistan, a number of scientists are conducting research on the development of moral skills of elementary school students. M. Daminov and others in the scientific research work entitled "Social moral education in primary school students" identified effective methods for studying the importance of social moral education in primary school students and their development, empirical research, questionnaires and Emphasis is placed on examples of communication with elementary

school students and their parents through observational methods. The results of the study showed that social moral education should be integrated into the school curriculum.

In pedagogy, the educational process of school education is described as a set of purposeful and consistent actions of students and pedagogical teams.

Pedagogical actions are the effects organized and accepted by the student and the team in the process of educational work, they are interrelated together with the results reflected in attitudes and behavior. works as a team that directly and indirectly affects the personality of the student.

In Uzbekistan, the role of the family in raising children is recognized as an objective fact accepted by the general society.

The educational process aimed at acquiring moral skills at school is characterized by a variety of means of pedagogical influence on students. The most common form of this active process is the "Classroom" activity, which is a full-fledged educational activity. In this process, the qualities that are the basis of education such as hard work, thrift, friendship, justice, kindness, tolerance, national traditions, humanity, sensitivity, awareness, and humility are presented in narratives, conversations, video content, and audio media. they understand through the given information.

In the "class hour" it is desirable for the teacher to encourage all students to be active and attentive, and to prepare them to express their attitudes and opinions. Whether it's a quiz, a conversation, a travel game or a competition, any lesson contributes to the development of students' moral education skills. Taking into account the interests of students and the specific tasks of education at this stage, different topics are chosen for the lessons. One of the important sources for the meaningful organization of "class hour" is the mass publications prepared for children. These include: artistic, intellectual, entertainment magazines for children, scientific, historical, spiritual encyclopedias, collections of art and music, samples of children's fiction.

Children's publications are an effective didactic tool for the formation of moral skills in students. Today, among school-aged children, such magazines as Bilimdon, Dono word, Excellent, and Znayka, which are offered to students by the newspaper "Tong yulduzi", "Guncha", "Gulkhan", and "Dono", are widely distributed.

Cognitive conversations develop the child's thinking, meaningful perception of the event. Ethical and aesthetic attitude to folk traditions and national heritage is formed and developed in children. Conversation is a common form of moral education that allows students to be included in it, ask questions, listen to opinions, give facts, and prove their beliefs. The teacher teaches students to analyze, to evaluate the events of manners and ethics accepted by them, to connect

them with their actions and to choose manners and moral decisions. In this way, it directs students' attention from general ideas about moral skills to reality.

It is very important to have conversations with children about manners and moral values in primary school. Conversations and dialogues in the pedagogical processes aimed at shaping manners among schoolchildren help to reveal the inner world and views of students. Each teacher formulates the topic for the conversation. The wording should be expressive and contain a rule, a conclusion, that shows how to act. For example: "How to take care of loved ones", "It is easy to make a promise - it is difficult to keep it", "How do you talk with your father", "When your mother orders work...", "We say hello...". It is necessary to plan and estimate such conversations in advance. Because their need is directly related to life and events in the classroom. Sometimes conversations about manners and morals need to be conducted with a group of students or with individual students.

In the process of communication and interaction, children learn to see and hear the interlocutor, to consider his opinion, to negotiate, to recognize, to work together in a friendly manner, to share something. That is, they get the experience of joint actions. Joint activities are aimed at team building.

The introduction of the ethno-pedagogical component into the educational process of the primary school can significantly increase the moral and moral skills of the students and enrich the spiritual world. As a result, emotional perception is provided both in the process of cognition and in the process of education. The development of moral skills based on the use of didactic works is effective.

Based on children's publications, three stages are observed in the process of developing moral skills among primary school students.

At the first stage, the focus is on engaging students in a variety of activities and forms that are relevant and meaningful to students, judgments, evaluations, motives, aspirations, and certain knowledge and moral meanings. is focused.

In the second stage, there is a deepening and expansion of the experience of moral skills for the consolidation of stable behavioral methods and the emergence of new, higher moral motives in the moral sense.

In the third stage, the deepening and training of the experience of moral skills, regardless of specific conditions, is formed with enthusiasm not only in terms of content, but also in the perfect sense.

Three periods are observed in the process of developing moral skills:

In the first period, attention is paid to introducing important and meaningful ideas, opinions, evaluations, motives, aspirations, and students into types and forms of activities that have a certain cognitive and ethical meaning.

In the second period, there is a deepening and expansion of the experience of moral skills in order to strengthen stable behavioral methods and give birth to new, high moral motives of behavior.

In the third period, deepening and educating the experience of moral skills, regardless of specific situations, passion is formed not only for the content, but also for the meaning of the work done.

In the conditions of play relationships, the child voluntarily practices and learns normative behavior. In games, more than in other places, the ability to follow the rules is required from the child. They notice mistakes in the game with particular severity and express their condemnation of the offender without compromise.

In general, pedagogical conditions are a set of specially based and organized conditions aimed at pedagogical activity, which jointly determine the achievement of the educational process at various stages of its effectiveness. Thus, the results of a comprehensive analysis allow us to conclude that the concept of "conditions" is general scientific and its essence in the pedagogical aspect is characterized by several rules:

- reasons, circumstances, generality of any objects;
- the defined generality affects the development, upbringing and upbringing of a person;
- the influence of conditions can speed up or slow down the processes of development, upbringing and education, as well as affect their dynamics and final results.

The main pedagogical conditions for the effectiveness of the development of moral skills of elementary school students are a high level of cognitive activity in all classes during school hours (teaching methods, organizational forms), a collective life environment, the pursuit of socially valuable goals of activity, interaction consists of humanistic style, teacher and students, active position of each student in educational activities.

Thus, taking into account the diversity of analytical approaches to the explanation of the term "psychological-pedagogical conditions", the following can be determined: psychological-pedagogical conditions as a necessary component of the pedagogical process and the structure of psychological and pedagogical conditions affect:

- a) procedural components of educational system objects;
- b) personal development of the subject during the educational process.

In this paragraph, we identified the following pedagogical conditions for the development of the moral skills of elementary school students with the help of didactic works:

- actualization of the moral content of folklore in improving the content and methods of education;
- to ensure the ethno-pedagogical direction of development of moral skills of elementary school students in school and extracurricular activities;
- ensuring the joint activity of the family and the school in introducing elementary school students to the manners and moral values of didactic works.

Thus, the characteristics of the moral skills of elementary school students through didactic works include:

- the desire to effectively educate elementary school students for the conscious and active assimilation of manners and moral relations;
- the desire to influence the environment, recognition of their achievements by others;
- acquiring the system of patriotism, kindness, respect for citizenship, environmental conditions, competence, tolerance, social solidarity, vital values;
- cognitive attention to the personality of the student and the support of others.

In conclusion, the following pedagogical conditions have been identified that help primary school students to develop the most effective moral skills:

- using didactic works (poems, stories, proverbs, legends), conducting a structural analysis of the 4th grade educational material to form the basis of the moral and ethical ideas of elementary school students;
- when choosing the content and forms of the didactic tools (poems, stories, proverbs, legends) material, taking into account the specific features of the development of moral skills among elementary school students;
- application of the most effective methods and methods aimed at informing and actively mastering the system of manners and moral concepts that allow the development of the moral skills of elementary school students.

All over the world today, social threats that are contrary to the rules of ethics in various ideological, spiritual and social networks affect young students. The fact that such inclinations of young students have increased requires raising pedagogical prevention work to a high level in families, which are considered to be the heart of spirituality, the source of preservation of national traditions and customs.

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