

IN THE FAMILY USE OF INNOVATIVE METHODS OF EDUCATION IN SPIRITUAL AND MORAL UPBRINGING OF CHILDREN

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ABSTRACT

The article describes the correct understanding of the hormonal and psychophysiological changes occurring in families in teenagers in today's globalization period, and the fact that parents attach special importance to their spiritual and moral qualities when raising children.

Keywords: family, parent, child, spirituality, value, manners, emotional and moral quality.

INTRODUCTION

In the conditions of the social and technical development of the modern family, teenagers should be taught to understand the changes taking place, to draw conclusions, to be able to correctly make moral-ethical and life predictions, to be active. 'requires training. Such social, spiritual, emotional and moral qualities of a person are founded, formed and matured, first of all, under the guidance of parents, in the family.

The state of the nation and society depends on how we shape the youth spiritually and morally. "In order to achieve our great country, our great future, it is necessary to nurture, educate, raise a teenager who is intelligent, enlightened, who is proud of his past, great values, nation and believes in the future, to become the original child of the country, first of all the living father-mother has a high responsibility" ¹ - said our first president IAKarimov.

Family is the foundation that creates all material and spiritual wealth. The family, as the primary social unit of society, has a complex structure, and in its activity, it reflects not only the needs and abilities of family members, the goals and tasks of various activities, but also pedagogical activity.

In the researches of specialists dealing with family and family education problems, the main attention is paid to the actual division of the family and the level of activity of parents in the upbringing of teenagers. Also, the employment of fathers and mothers, teenagers and women and their impact on the upbringing of their children is studied in relation to the family's financial capabilities and accommodation.

The subjective factors of family education include the specific characteristics of mutual relations in the family, education, cultural and spiritual levels of family members, level of pedagogical literacy of parents, culture of behavior, etc.

The complexity of family education is that each family is a unique world, a small association of society, and exhibits its own characteristics in the educational activity. That is why it is inconvenient and difficult to generalize the forms and methods of family upbringing and to give any recommendations for it. The more spiritually and morally rich, religious and highly educated parents are, the more advanced methods and methods they raise their children. They educate not only by giving advice, approving, awarding, punishing, talking and telling stories,

exchanging ideas, but also by personal examples, working with their children, involving them in work activities.

It has been determined that the spiritual and moral education of students consists of unique oppositions. They are:

1. Contradiction between the adolescent's genetic, anatomical-physiological potential and acquired behavior. For example, adolescents with a mobile nervous system can easily communicate with their peers. However, adolescents with a weak nervous system, slow-moving, are slow to communicate, and are forced to engage in order not to fall behind their peers.
2. Contrast between the spiritual and moral ideal of a teenager and his natural potential.
3. Conflict between the first spiritual and moral experiences of the teenager and his new spiritual needs.

"Not being satisfied with oneself is a necessary condition for living a rational life and working tirelessly on oneself," wrote the Russian pedagogue LNTolstoy. Dissatisfaction with oneself is an important factor in striving for life tomorrow (ASMaKarenko). It is necessary to work in three directions to eliminate self-satisfaction that has arisen in the student, to use it effectively in the process of education.

- to be able to put hope in front of the student;
- accurate planning of practical activities;
- to receive information about the achieved result.

The spiritual and moral development of a teenager is the transformation of an ideal behavior program, his life experience, into an element of action corresponding to his spiritual needs with the help of education. Such a situation can happen only when the student's ideal corresponds to the model and standards of his spiritual - moral character - actions. At the same time, the elements of spiritual and moral education development occur and come into action only under the direct or indirect influence of the external environment. His spiritual and moral development is ensured only in the constant relationship between the adolescent and the external environment.

Reasonable management, development and satisfaction of adolescent's needs is an important condition of spiritual and moral development.

One of the important contradictions of the spiritual and moral development of students is the incompatibility of the innate characteristics of the character and the educational process.

It is obvious to everyone that it is difficult to restructure, change, adapt to the new ones in the process of education. Such opposition may arise on the basis of disagreements between the student's ideal and life practice, between his moral need and the possibilities and methods of satisfying it.

There are various methods and means of satisfying the spiritual and moral needs of students in the educational process. These are:

- paying attention to strengthening and satisfying the spiritual and moral needs of the student;
- solving needs by "banning" satisfaction.
- create conditions for the teenager to do what he wants ;

- fulfilling the needs of the teenager in a reasonable manner is his own behavior, rewarding his aspirations.

Therefore, in the spiritual and moral development of students, it is necessary to understand their internal and external opposition, to use reasonable methods and techniques to overcome them, and to use the conscious activity of the students in this process.

The process of studying the spiritual and moral feelings of students should meet the following general pedagogical requirements:

- studying and analyzing the levels of spiritual and moral education is a component of the educational process and should serve to increase the effectiveness of educational and educational work;
- to learn that students' spiritual and moral feelings are constantly changing and developing;
- to determine the standards of upbringing and analyze them on this basis;
- taking into account all the factors and tools that affect the students' spiritual and moral education;
- it is necessary to study the levels of their spiritual and moral upbringing individually and collectively.

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