

**METHODS OF TEACHERS USING MODERN PEDAGOGICAL TECHNOLOGIES IN
THE SPIRITUAL AND MORAL EDUCATION OF STUDENTS**

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Abstract: The article describes the methods of teachers using modern pedagogical technologies in the spiritual and moral education of students.

Also, the teacher's modern lessons and ways of organizing these lessons in managing the pedagogical process are described.

Keywords: continuous education system, education, lessons, modern lessons, didactic games, creative opportunities, interactive methods, teacher skills.

Аннотация: В статье описываются методы работы педагогов, использующих современные педагогические технологии в духовно-нравственном воспитании учащихся.

Также описываются современные уроки педагога и способы их организации в управлении педагогическим процессом.

Ключевые слова: система непрерывного образования, образование, уроки, современные уроки, дидактические игры, творческие возможности, интерактивные методы, мастерство учителя.

Since the Republic of Uzbekistan gained independence, our people have achieved great success in the political, social, economic and cultural spheres. In the conditions of rapidly changing times, our people are confidently looking to the future. The correctly chosen path of development is showing its initial results, and representatives of a new generation are emerging who are contributing to the prosperity of the country with new thinking, enthusiasm and courage. In this process, the importance of spiritual education in strengthening independence, ensuring sustainable development and preserving peace and tranquility is increasing.

Spirituality is not only a broad concept that expresses the spiritual and intellectual world of a person, but also embodies the philosophical, legal, scientific, artistic, moral and religious ideas of people. The word "spirituality" is based on the term "meaning". Human life consists of an external and internal world. The external world is manifested in his appearance, style of dress, behavior and manners. The internal world includes a person's goals, dreams, way of thinking, aspirations and feelings. It is this internal world that constitutes the essence of human spirituality. Spirituality and morality are inextricably linked, they complement each other and play an important role in human development. After all, the development of each society is determined not only by economic development, but also its spiritual rise is an important factor [1]. For this reason, one of the main ideas of the ideology of national independence of the Republic of Uzbekistan is aimed at ensuring the primacy of spiritual and moral values in society.

Today, the main goal of the education system is to educate creative and well-rounded young people who can think independently, find the right path, realize existing opportunities in the conditions of changes and innovations. This, in turn, creates the need to update the education system in accordance with the requirements of the time. The effectiveness of today's lessons lies, first of all, in their interesting conduct and in encouraging students to actively participate. The

use of educational games in such lessons, which direct students to independent thinking, learning and research, is of great importance. Because the game process increases the student's activity, reveals his creative potential and makes the process of acquiring knowledge more effective.

Didactic games are mainly divided into mental, motor and mixed types. These games play an important role in the development of students' mental, physical, moral, spiritual, psychological, aesthetic and artistic skills. They serve to reveal internal possibilities in students, to think independently, to express opinions freely, to enter into communication and to form the ability to be creative.

Didactic games are divided into theoretical, practical, physical, business and other types according to their content. In the process of these games, students develop the skills of analysis, logical thinking, research, calculation, measurement, construction, observation, conclusion, comparison, independent decision-making, speech development, language learning and acquisition of new knowledge [2].

When choosing types of didactic games, the teacher must follow a number of criteria. These criteria serve to ensure the effectiveness of the game process.

- **By the composition of participants** - games can be organized with the participation of boys, girls or mixed groups.
- **By the number of students** - games are held individually, in pairs, in small groups or in teams.
- **By the process of the game** - types of games of a thinking, resourcefulness, thinking, action, competition or unity nature are selected.
- **By the time standard** - games are organized during the lesson, at a certain time interval or in a continuous manner until the winner is determined.

Before using games, the teacher must first explain the game conditions to the students and ensure that they are completed together as much as possible. To do this, the teacher must thoroughly study the game conditions and know in advance how to present them to the students. It is also important to use which type of game in which lesson and on which topic.

Interactive methods are based on the active participation of each student participating in the educational process, free and independent thinking. When these methods are used, the learning process becomes an interesting activity, and students develop independent work skills and competencies. Currently, there are more than a hundred types of interactive methods, most of which have been successfully tested. One of the most effective is the method of working in small groups. In this method, students are divided into small groups and tasks are given not to a single student, but to all members of the group. Each member tries to make his or her own contribution to completing the task.

Training based on pedagogical technology develops young people's desire to respond to important life achievements and problems, forms thinking skills and creates the opportunity to justify their own points of view. Innovative technologies, on the other hand, introduce innovations and changes in the pedagogical process, as well as in the activities of teachers and students, using interactive methods as the main tool.

Every teacher wants students to study well and approach lessons with enthusiasm. If a student is not interested in the lesson, this reduces the teacher's enthusiasm and various problems arise in the pedagogical process. In this regard, as V. Sukhomlinsky said: "If a student is not interested in studying, all our research and intentions will be in vain." If a student is indifferent to lessons and does not feel interested in them, it will be difficult to provide effective education [3]. Therefore, the teacher has the task of attracting students to the learning process. This process is especially important in primary grades, because children are easily distracted, noisy, do not listen to the teacher and do not pay enough attention to completing homework. As a student grows older,

factors related to lack of interest in studying also increase in his character. One of the traditional methods - "rewarding" with bad grades - serves to increase interest, but does not always yield positive results.

The formation of a child's interest in reading requires long-term, purposeful and painstaking work. Effective ways to do this in primary education are: organizing such types of lessons as "Lesson-journey", "Lesson-game", "Meeting with writers", plot lessons, "Lesson-competition", "Lesson-research", "Protection of creative works". When using various methods of interest at the stages of the lesson, students' desire to read is strengthened.

In this regard, the teacher's skill, ability to organize educational work, creativity and constant research play an important role. In some sense, it is necessary to move away from standard lessons, attract the attention of students, revitalize their activity, encourage them to think, research and act.

The following methods are recommended for providing moral education to students:

- **Firstly**, the learning process at school should be organized at a high level. As the great German pedagogue A.V. Disterweg noted, only through good teaching can a teacher effectively educate a student.
- **Secondly**, the success of moral education depends on the level of the team of students and teachers. If the team is moral, children will also be disciplined.
- **Thirdly**, the effectiveness of moral education increases when educational work is carried out in a planned and coordinated manner. As A.S. Makarenko said, 5 teachers working together are more effective than 10 highly qualified teachers working independently.
- **Fourthly**, creating a positive emotional environment at school increases the effectiveness of moral education.
- **Fifthly**, all students must adhere to the general order and life regime at school [4].

Also, studying the spiritual heritage of our ancestors, their contribution to the history and culture of our country, interpreting the ideas of enlightenment put forward on a scientific basis and widely applying them in the educational process are of great importance in raising the younger generation as complete people. Based on the above considerations, it can be said that each teacher plays an important role not only in educating students, but also in their spiritual and moral education. Students should learn not only to acquire knowledge, but also to become fair, impartial and responsible people in society. The active participation of teachers in work aimed at instilling moral values, national and universal moral standards in students is of great importance for them to faithfully fulfill their main duties to society. For this, the teacher must understand the individual differences in the development of students and educate them accordingly. Also, one of the main tasks of a teacher is to develop students' self-assessment skills and appreciate the opinions of others.

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