

MECHANISMS OF FORMATION OF ETHNO-PEDAGOGICAL VALUES IN STUDENTS OF PEDAGOGICAL HIGHER EDUCATION INSTITUTIONS

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ABSTRACT

The pedagogical and psychological aspects of ensuring the activity of preschool children as a subject have been improved on the basis of determining the speed, level, way of thinking, taking into account the gender characteristics of children (thinking, speech development, movement speed, cognitive ability);

Preparatory groups in preschool educational organizations have defined the conditions for activating educators' logical and creative thinking by using elements of national pedagogy (fairy tale therapy, quick speech, articles, games, folk songs);

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Sources of moral experience of school-aged children include, first of all, educational activities i. It is important for the teacher to know that the moral development of students in the classroom is carried out through the content of the program and didactic material, the organization of the lesson itself, and the personality of the teacher. The content of the educational material enriches students' understanding of human moral qualities, reveals beauty in nature, social life, and personal relationships of people, develops a positive personal attitude to moral principles in teenagers, and forms moral qualities of students. a beautiful person is motivated to associate their behavior with the behavior of a heroic person. Educational materials, especially literature and history, have great potential for moral influence on schoolchildren. It contains many moral and ethical judgments. But the teacher's personality has the strongest influence on the moral development of schoolchildren during the educational process. The teacher's moral image is reflected in the system of his attitude to children, to his main and social work, to students and other people, to himself. On the contrary, if students witness the teacher's indifferent or careless

attitude towards their classmates, the moral development of teenagers will be seriously damaged.

Moral education is determined by the personal example of the educator. Spiritual closeness and respect for the teacher, the desire to imitate him, is formed from many terms and, in particular, depends on his qualifications, professional skills, and the nature of his daily relationships with children. In particular, words, even sincere, passionate ones, should not be allowed to contradict his actions and actions. If a teacher proclaims certain standards of life, which he himself adheres to others, he has no right to believe in the effectiveness of his words, and therefore he will never be an authoritative teacher. Another important source of the moral experience of schoolchildren is the need for communication in a peer group, deeper self-expression and self-affirmation. In extracurricular activities, especially favorable conditions are created to introduce students to the system of real moral relations of mutual help and responsibility. In this activity, individual inclination and creative abilities develop more fully. It is known that moral qualities of a person such as courage, responsibility, civic activity, unity of speech and work cannot be cultivated only within the educational process. For the formation of these qualities, life situations that require the direct manifestation of responsibility, adherence to principles and initiative are needed. Such situations often occur in extracurricular activities. If goodwill is established in the children's team, mutual care, responsibility towards each other, each child's comfortable place in the team is ensured, his relationship with classmates is strengthened, team honor, feelings of collective duty and responsibility increase.

Developing emotional well-being, as he pointed out, the state of security encourages the most complete manifestation of the individual in the community, creates a favorable environment for the development of children's creative inclinations . . The teacher should spend a lot of time and effort to create a children's team, plan its development, find the most optimal forms of self-management. Caring for another person is successfully carried out in the society of older students and children. It involves mutual care and joint activities that bring satisfaction to both parties. Individual patronage of the elders to the younger ones is especially beneficial. Relationships with other teachers are also an important source of moral experience of schoolchildren. For children, the attitude of a teacher to others is a moral model of a person's attitude to a person, which does not "infect" children and does not affect their relationships with each other.

The high moral attitude of the teacher to the students is an important indicator of the educational process, and because such an attitude contributes to the deepest, most conscious assimilation of the ideas and requirements put forward by the teacher by the growing person. Art is an important source of moral experience for schoolchildren. It

should be different and constant, permeate the whole life of the child, fill his heart with sympathy for other people. Such forms of communication: listening to phonograms, visiting theaters, art exhibitions, participating in competitions and festivals, school performances, ensembles, choirs, etc. Art is absolutely indispensable in the formation of a person's emotional consciousness and culture. It expands, deepens and organizes the moral experience of a person. From the works of art, the growing person draws a clear foundation.

The role of art in gathering the experience of empathy is indispensable. Art allows us to experience things that everyone cannot experience because of their limited experience. Who shows compassion to the heroes of a work of art, rejoices in their success, and suffers from their hardships, becomes emotionally rich, sensitive, observant, and wise. In addition, art creates the illusion of self-discovery of truth for everyone, as a result of which the moral lessons in the work are deeply experienced and quickly become the property of the individual mind. Familiarity with the lives, activities, and moral positions of famous people helps to develop the moral consciousness of children. The object-object space in which he is located plays an important role in the child's moral experience. Order and cleanliness, comfort and beauty create a comfortable psychological state.

Humanity of the teacher's personality is a condition for the effectiveness of the process of spiritual and moral education. Fyodor Mikhailovich Dostoevsky. and principles can and should connect teacher and student, otherwise a pedagogical goal cannot be achieved. In order for the student to trust the teacher, he must be the bearer of spiritual values. The great teacher Konstantin Dmitrievich Ushinsky wrote that the influence of the pedagogue's personality on the young soul is an educational force. it cannot be replaced either by textbooks or by a system of punishment and rewards. In moral education, the teacher not only equips pupils with knowledge, but also influences them with his behavior and appearance. Be professional teachers who should be in order to become a subject of activity in the spiritual and moral education of children, the teacher must identify himself in the field of spiritual activity, become an object of self-knowledge and self-development. The teaching profession itself requires not only the improvement of the teacher, but also the improvement of the quality of his training, which is currently aimed at strengthening the emotional component of the profession, focusing attention on another person as an expression of love and kindness, mercy.

The quality of the teacher's personality can be considered as his "educational power", the degree of influence on the "young soul". Individual, inspired talent instills in others (primarily students) a sense of complete confidence, sincere admiration, high spirituality, readiness to follow what the teacher teaches, true faith, The teacher who has it is distinguished by the following qualities: bright personality; selfless, selfless,

devoted to children; inner strength, purposefulness, involvement of children and adults; “organizational and emotional” leadership; asceticism; indifference He is also distinguished by a creative attitude towards children, his work, and the whole world. But, first of all, he knows how to treat himself creatively as a person.

The teaching profession requires a constant expenditure of inner energy, emotions, and love. If the teacher is not very emotional, if his "heart area" is not developed, if his feelings are shallow, he will not be able to influence the inner world of the teenager. In his speeches and pedagogical works, he constantly wrote that the teacher's manners and his moral qualities are a decisive factor in the education of the student's personality. Another way of spirituality is to use additional opportunities in education, extracurricular activities, to organize the life of students in such a way that the child voluntarily understands all the events. the world around him and thereby interferes with this world. The first step on this path is to understand that one's own cultural horizons are not enough. The next step should be to try to change your inner world, fill it with new content. Spiritually developing, the teacher “humanizes” his entire field, interacts with reality, inspires it.

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