



SPECIFICS OF THE FORMATION OF INDICATORS OF SPIRITUAL EDUCATION IN PRIMARY SCHOOL STUDENTS

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Abstract

This article examines the issues of competence in organizing educational activities in elementary grades, pedagogical features of the expected results of the formation of spiritual education indicators, the state of the formation of professional competence of primary school teachers and the didactic abilities of primary school teachers.

Keywords: Innovative education, indicator, competence, education, skills, virtue, conceptual requirements, spiritual education, social competence, art pedagogy, didactics.

Introduction

The conceptual requirements imposed on primary school teachers are of particular importance. By providing education in the primary school, the ideas of broadly integrating knowledge, skills and qualifications that serve to form indicators and competencies of spiritual education in students into the content of education, implementing indicators of spiritual education within the framework of academic subjects, strengthening the motive of striving for success as a priority characteristic of the individual, forming age-appropriate personal qualities required in the process of socialization of the child, expanding their ideas about the subjects being taught, instilling interest in subjects, teaching knowledge acquisition skills, and studying national and universal values are reflected.

MAIN PART

The social competence of a primary school teacher is a form of social work, which is manifested in pedagogical work with the population, colleagues, primary school students and their parents. The difference between a professional primary school



teacher and a citizen, a person who intuitively, and sometimes impulsively, guides, exerts an educational influence based on personal experience and professional requirements, is manifested primarily in the connection with a clear understanding of the goal, predicting results, theoretical, methodological and technological preparation, constant purposeful work, and work on oneself.

The Decree of the President of the Republic of Uzbekistan No. PF-19 “On measures to further improve the system of preschool education and upbringing” dated 05.02.2026 [1] was adopted. According to the Decree, in the preschool education system, game-based education is introduced in order to educate, develop and educate children through positive relationships. This means that children will now enter primary school more knowledgeable and thoughtful.

Currently, educational programs for one-year preparatory groups for school are implemented in preschool educational organizations, general secondary schools and other social sphere facilities in full-time or short-term groups. This also causes a specific responsibility to be assigned to primary school teachers.

The need and essence of the content of modernizing social competencies and educational work among teachers in our republic were substantiated in the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 1059 dated December 31, 2019 “On approval of the concept of continuous spiritual education and measures for its implementation” [2]. According to the Resolution, the work carried out on scientific and technological reform of youth education in Uzbekistan on a modern basis is required to be based on scientific and technological basic competencies and knowledge, based on today's needs.

The concept emphasizes that loyalty to the homeland, duty and responsibility, initiative and other qualities remain theoretical concepts in the minds of young people, but do not turn into practical habits in their nature, as a result of which there is a discrepancy between their words about these qualities and their actions, which creates a number of problems for young people entering independent life in finding their place in life;

It was emphasized that the lack of high goals in some students, the insufficient development of self-motivation for study, willpower, perseverance, diligence, and responsibility qualities also harm the quality of education; [3]

The lack of educational materials that methodologically support the activities of primary school teachers in the field of spiritual education, including



methodological manuals in the field of spiritual education, and necessary textbooks for students, creates a need to modernize the content and process of training primary school teachers.

A positive solution to the emerging problems is directly related to the problems of social competencies of primary school teachers. After all, a new, systematic approach to education is crucial for fully realizing the socio-pedagogical potential of higher educational institutions and schools in the guaranteed formation of basic qualities in a child, and for raising scientific and methodological coherence between them to a new level. This is stated in Appendix 2 of the Resolution of the Cabinet of Ministers No. 1059 dated December 31, 2019, "How the II stage of the Concept of Continuous Spiritual Education will be implemented depends on the student personally. Because the main and only professional decisive subject of spiritual and moral education is the primary school teacher."

Chapter VI of Appendix 2 of the Resolution is designated as "Implementation of spiritual education in the general secondary education system". It stipulates that the process of spiritual education in the general secondary education system will cover grades from the first period. The priority areas for implementing the concept and action plan are:

- development of scientifically based indicators for assessing spiritual education;
- determination of the main directions for the spiritual education of infants and children based on the principles of continuity and coherence in the educational process;
- gradually forming in young people such important qualities as loyalty to the Motherland, entrepreneurship, willpower, ideological immunity, kindness, responsibility, tolerance, legal culture, innovative thinking, and hard work from childhood;
- develop and implement a mechanism for effective cooperation between parents, educators, teachers, continuing education institutions and the community in the implementation of continuous spiritual education;
- improve the knowledge and pedagogical culture of the population in raising children, regularly familiarize citizens with effective pedagogical technologies, methods and forms of implementation of continuous spiritual education tested in the world experience;



-form a healthy worldview against malicious information, morally corrupting vices, and destructive ideas that lead young people astray distributed through the mass media, including the Internet;

-tasks directly related to social competencies were identified, such as effective cooperation between state organizations, civil society institutions, mass media and the private sector in the organization of continuous spiritual education.

Also, the primary school teacher was faced with the task of ensuring the participation of cognitive and operational components of social competence. This is the issue of forming in students, on the basis of the state educational standard and curricula of general secondary education, certain spiritual and moral competencies such as loyalty to the Motherland, entrepreneurship, willpower, ideological immunity, kindness, responsibility, tolerance, legal culture, innovative thinking, and hard work as basic spiritual and moral virtues (competences) appropriate to their age.

In this regard, the President of the Republic of Uzbekistan Sh.M. Mirziyoyev said in one of his speeches: “The greatest happiness, I will not tire of repeating this a thousand times, is that our family should be peaceful! A family is a small homeland, if the family is peaceful, if it is happy, the homeland will be peaceful. May we all be blessed to see those happy days, the perfection of our homeland, our youth, as we are now intending to do!”, — emphasized the President of Uzbekistan. [4]

For us, the following conceptual requirements for primary school teachers are of particular importance. These are:

Broadly integrating knowledge, skills and competencies that serve to form indicators and competencies of spiritual education in students through the primary grades into the content of education;

- implementing indicators of spiritual education within the framework of academic subjects into practice, enriching them with practical exercises and tasks that allow them to be applied in practice;
- strengthening the motivation to strive for success as a priority characteristic of the individual;
- strengthening the child's conscious control over his behavior and activities;
- teaching him to react to his own behavior and actions and those around him, to be diligent;



- the emergence of social motives for cooperation with adults and peers;
- expansion and deepening of knowledge, development of spiritual and moral skills and competencies;
- manifestation of interest in the traditions and values of his own people and other peoples;
- formation of age-appropriate personal qualities required in the process of socialization;
- strengthening safe life skills;
- expanding ideas about professions, interest in the profession and labor;
- teaching the skills of conscientious work, showing the importance of labor in human and social life;
- strengthening the motivation to achieve success;
- teaching self-evaluation;
- encouraging the desire to show oneself in activities;
- enriching the experience of spiritual and moral relations with peers;
- includes the study of national and universal values.

Primary school teachers should also have didactic abilities. Didactics is an important component of the discipline of pedagogy. The word "didactics" is Latin and studies the theory and laws of teaching. The main categories of didactics are:[5]

- teaching;
- teaching;
- studying.

Indeed, teaching and educating are the duties of every teacher, but the teacher must work on himself, study. A teacher who has not worked on himself, has not abandoned old methods, and has not constantly brought new things to children is unlikely to lag behind the pace of the times.

The social competence of a primary school teacher is a form of social work, which is manifested in pedagogical work with the population, colleagues, students, and their parents. We have determined that the difference between a professional primary school teacher and a citizen, a person who exercises an educational influence based on intuitive, and sometimes impulsive, personal experience, professional requirements, is primarily associated with a clear knowledge of the



goal, prediction of results, theoretical, methodological and technological preparation, constant purposeful work, manifested in work on oneself.

In this case, the principles of continuous spiritual education are:

- orientation of the goals and directions of education towards the realization of the national idea;
- scientificity (organization, implementation, evaluation, improvement of the education system on a scientific basis);
- technological provision (guaranteed design and implementation of the intended result);
- organization, continuity (formation of new knowledge, skills, qualifications on the basis of acquired knowledge, skills, qualifications, achieving their ability to become the basis for the next stage);
- individual approach (studying the age, individual characteristics of the students and relying on them in organizing the educational process);
- modernization (regular modernization of the educational system, compliance of education with modern requirements);
- competence approach (having an idea and understanding of the basic qualities to be formed - achieving the dynamics of skills - qualifications - competence);
- unity of education and upbringing;
- pedagogical responsibility (parents, subjects of continuing education, state and public organizations, educators, implementation of responsibility for the upbringing of young people, pedagogical cooperation).

This requires us to approach practice not empirically, but based on regular monitoring of the educational process, to find the most optimal options for pedagogical relations with colleagues, students and their parents. One of these areas is cooperation with parents, which is one of the main requirements of the “Concept of Continuous Spiritual Education” for primary school teachers.

The study of educational cooperation between family and school also showed that there are certain problems in this area. On the one hand, this is due to the fact that primary school teachers “Parents are not interested in the education and upbringing of their children”; “Fathers do not participate in parent-teacher meetings. Only some mothers agree”. “Parents are only interested in the grades their children get in subjects. They are not interested in their spirituality, upbringing, and free time. They cannot have sincere conversations with their



children...” can be seen in the opinions of parents: “... The class teacher and teachers do not know how to reach the heart of the student. They are only interested in attendance, children's knowledge, and discipline. They do not know how to interest students by organizing various educational activities. Teachers' interactions with parents and students are cold. If you criticize, they will give your child a bad grade. Parent-teacher meetings are boring. If there is a holiday, work, or a party, they will call, but if not, they will not.” The reason for the existence of such mutual objections is the underdevelopment of social competencies in primary school teachers, which is manifested in the incomplete establishment of educational cooperation between parents. Primary school teachers - class leaders have great opportunities to establish and develop educational cooperation with the school, family and community.

CONCLUSION

In the development of general professional competencies in the organization of educational activities:

- pay attention to the formation of qualities based on a separate competency-based and technological approach to educational practice, using the pedagogical experience accumulated over many years;
- develop educational impact mechanisms that are appropriate for the worldview, needs and interests of children of the new era in the organization of educational work;
- pay special attention to individualizing the educational process, determining a personal orientation, taking into account age and pedagogical and psychological characteristics;
- fully use the pedagogical potential of the family, preschool education and general secondary education institutions in a new, systematic approach to education, guaranteed design and teaching of basic qualities, and raise scientific and methodological cooperation between them to a new level;
- effective use of national educational traditions and methods, values, synergy in education;
- use of the influence of men (fathers) in educational work;
- active instilling in students loyalty to the homeland, responsibility and other qualities;



- mobilization of students for self-education, sufficient development of willpower, perseverance;
- it is advisable to pay attention to the development of pedagogical culture of educators, teachers and parents, the use of modules on the organization of educational work in advanced training courses.

RESULT

The following scientific methodological proposals and recommendations were developed aimed at developing general professional competencies in the organization of pedagogical activity:

- comprehensive introduction of systematic, personally-activity-oriented, competency-based, reflexive approaches to the organization of a continuous spiritual education process;
- not to give the process of spiritual education a "company" look, but to make it an internal need of activity;
- develop scientifically based indicators for assessing spiritual and moral education;
- develop and implement a methodology of education, starting from the period of pregnancy and continuing until adulthood, based on the principles of gradualism and continuity;
- study the forms of effective use of the advanced achievements of national and modern pedagogy in child education;
- regularly improve the knowledge and skills of educators, along with their students;
- establish effective cooperation between the family, educational institutions, the neighborhood, the media and other social structures in the formation of spiritual education;
- based on the principles of gradual development and continuity of spiritual education;
- developing the pedagogical culture of neighborhood specialists, managers, educators, parents, and teachers, mastering national and innovative educational methods and technologies, and effectively using the opportunities of art pedagogy and gerontopedagogy, among others.



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