

## **The Importance of General Pedagogy in the National Spiritual Education of Students**

**Alimova E'zoza Nematullayevna**

The head teacher of Namangan State University, Faculty of World Languages

**Nuriddinova Fotima Ilhomjon qizi**

The intern teacher of Namangan State University, Faculty of World Languages

**Annotation:** This article highlights the importance of general pedagogy in the national spiritual education of students based on analytical ideas.

**Keywords:** Education, pedagogy, spiritual education, national education, moral education, social education.

### **INTRODUCTION**

Spiritual and moral education is a component of the single social education process. The need for the management of human behavior by society requires two interrelated tasks: first, norms, principles in the mind of society. development of moral requirements that are reflected and based on the vision of concepts such as ideals, justice, goodness and evil; secondly, in order for a person to be able to direct and control his own behavior, as well as to participate in the management of social behavior, that is, to be able to make demands on other people and to be able to evaluate the behavior of others, these demands and related to inculcate such ideas into the minds of every human being. It is this second task that is solved in a person through moral education, which consists in the formation of appropriate beliefs, spiritual inclinations, feelings, habits, and stable moral qualities. The content of the process of spiritual and moral education in this or that society is determined by its goals. These goals are determined by the description of social relations.

### **MAIN PART**

The formation of spiritual and moral education in students requires the education and development of the spiritual world, mind, moral feelings, personal qualities and behavior.

The main tasks of moral education of students include:

1. Education of moral feelings and behavior in students;
2. Education of moral culture and positive emotions;
3. Formation of moral behavior and skills.

The main principles of spiritual and moral education include the following: spiritual and moral education is aimed at a certain goal; approach to educational work with respect for the personality of the student; conducting spiritual and moral education in connection with life and practice; student activity; team education; systematicity and consistency of educational work; effectiveness of educational work; the unity of educational influence of family, educational institution, state and non-state organizations and adults; relying on the positive qualities of the student; to consider the comprehensive development of the student's personality. In accordance

with the modern principles of education - the establishment of subject-subject relations between the teacher and the student, dialogue, it was concluded that for the success of spiritual and moral education, mental processes (initiation, understanding, interiorization, etc.) it is necessary to create pedagogical conditions in which the effects become internal, individual-personal, organic and stable. It is important to use different methods and methods of spiritual and moral education in spiritual and moral education. The methods of spiritual and moral education are a set of activity methods aimed at acquiring moral imagination and knowledge of students, cultural behavior and positive attitudes, moral feelings and qualities of a person. The methods of spiritual and moral education can be conditionally classified as follows: Methods of formation of spiritual and moral consciousness: story, explanation, ethical conversation, interpretation, advice, training, instruction, example, etc. Methods of formation of spiritual and moral behavior: training, teaching, pedagogical requirements, educational situation, tasks and exercises. Methods of creating moral and moral motivation: encouragement, competition, reprimand, etc.

## **RESULTS**

Ethics in Arabic means behavior, is one of the forms of social consciousness, and is a set of laws and regulations that regulate social relations and individual behavior. Morality is a mechanism for managing relationships in society by evaluating the performance of an individual or group. Morality is necessary not only to regulate relations, but also to harmonize them. Attitude management is carried out in two ways: encouraging behavior and punishing it. A description of a person that combines qualities and characteristics such as goodness, orderliness, truthfulness, honesty, fairness, hard work, teamwork are called moral principles. From the requirements accepted as a rule in life, people choose an example among people. This is called the moral ideal. The main aspects (principles) of morality are solidarity (subordination of personal interests to sociality as a higher form of the common) and humanitarianism (treating the individual as a value and ultimate goal).

The theory of education is a component of the science of pedagogy and studies the content, form, method, means and methods of the educational process, as well as the problems of its organization. What should be paid attention to when raising the young generation? In order to solve such issues, first of all, it is necessary to take a deep and detailed look at the essence of the reforms taking place in the political and social spheres in our country. Because times and human education are changing. In particular, the 21st century has entered the history of mankind as a computer era.

Another feature of the educational process is its systematic organization. Integrity consists in the fact that the unity of the purpose, content, tasks and methods of the educational process serves to realize the idea of personality formation. As we know, personality traits are not acquired one by one, but holistically. Therefore, the pedagogical effect is also holistic, it can have the character of a system.

The integrity and systematic nature of the educational process requires careful decision-making of the cooperation between the teacher and the students. Two-way communication consists of two directions, i.e., the influence of the teacher on the student (direct communication) and the attitude of the student to the teacher (reverse communication).

## **DISCUSSION**

According to the idea of the theory of pedagogical technology of education, now the student is not only the object of the educational process, but also acts as a subject. Therefore, it is necessary for the teacher to take into account the internal capabilities of the student, the external influences on him, and the sources of information. If this requirement is forgotten, it will be difficult to educate a person or all efforts will be ineffective. Here comes another important feature of the education process - the presence of contradictions in education. These contradictions create the basis for the emergence of conflicts between the initial qualities that appear in students according to their understanding or between the requirements for students and the opportunities to fulfill them. In addition, these contradictions often arise from the fact that the

child's mind and behavior are not compatible with each other, as a result of the fact that teachers and educators do not know the young and personal psychological characteristics of students (character, character, interests, physical, mental and physiological health).

So, the educational process showed the following features:

1. a specific goal-oriented process;
2. multifaceted process;
3. long-term process;
4. holistic systematic process;
5. two-way communication process;
6. A process consisting of contradictions.

## **CONCLUSION**

In conclusion, it can be said that the integrity and systematic nature of the educational process, following a number of important pedagogical requirements, requires careful decision-making of the cooperation between the teacher and the students. Two-way communication consists of two directions, that is, the teacher's influence on the student and the student's attitude towards the teacher. According to the idea of the theory of pedagogical technology of education, now the student is not only an object of the educational process, but also acts as a subject. Therefore, it is necessary for the teacher to take into account the internal capabilities of the student, the external influences on him, and the sources of information. If this requirement is forgotten, it will be difficult to educate a person or all efforts will be ineffective. Here comes another important feature of the educational process - the presence of contradictions in education.

## **REFERENCES**

1. Chomsky, N. Aspects of the Theory of Syntax. // Cambridge, Massachusetts: The MIT Press, 1965.-P. 112-120.
2. Chomsky, N. Language and mind. // Cambridge: Cambridge University Press, 3rd ed, 2006. - P. 17-18.
3. Christina Bratt Paulston. Communicative competence. // Erfurt: University of Erfurt., 4th ed, 1974.- P.353- 354.
4. Gardner R. C. Motivation and second language acquisition/ The socio-educational model. // New York, NY: Peter Lang Publishing, 2010.- P. 214-215.
5. Hymes, D.H. On Communicative Competence / J.B. Pride and J. Holms Sociolinguistics, Selected readings. // Harmondsworth. Penguin, 2012.-P. 269-293.
6. [https://www.researchgate.net/publication/304658758\\_Preparing\\_Future\\_Teachers\\_to\\_Teach\\_with\\_ICT\\_An\\_investigation\\_of\\_digital\\_competence\\_development\\_in\\_ESL\\_student\\_teachers\\_in\\_a\\_Norwegian\\_teacher\\_education\\_program](https://www.researchgate.net/publication/304658758_Preparing_Future_Teachers_to_Teach_with_ICT_An_investigation_of_digital_competence_development_in_ESL_student_teachers_in_a_Norwegian_teacher_education_program)
7. <https://cyberleninka.ru/article/n/the-problem-of-increasing-professional-competence-of-future-teachers>
8. <https://www.winginstitute.org/quality-teachers-compentencies>