

**THE IMPORTANCE OF SOCIAL RELATIONS IN THE FORMATION OF THE
SOCIAL CONSCIOUSNESS OF PRESCHOOL CHILDREN**

G'aniyeva Dildora Muqimovna

Teacher of the Kokand State Pedagogical Institute

Xamidova Xumora

Student of the Kokand State Pedagogical Institute

Annotation. This article describes the identification and justification of the interaction of the concept of moral behavior in preschool children with psychological and social moral characteristics in children.

Keywords: moral consciousness, moral imagination and knowledge, the formation of cultural behavior and positive attitudes, the promotion of moral prejudices and attitudes, norms and rules of behavior.

Introduction. Improving educational work, raising it to the level of World templates, introducing innovation in the field of science into practical life remains one of the important issues. In particular, the education and education of the younger generation, the formation of knowledge, skills, qualifications in relation to the foundations of Science in them are considered one of the priorities of state policy.

Moral education of preschool children is the purposeful activity of the educator on the formation of moral feelings, moral ideas of children, on the absorption of norms and rules of behavior that determine their attitude towards themselves, other people, things, Nature, Society.

The moral development of preschool children is a process of positive qualitative transformation of the motives of moral ideas, emotions, skills and children's behavior.

When analyzing the behavior of children in kindergarten and on the streets of the city, you can see that they strive to satisfy their needs, desires, interests, regardless of the aspirations of the people around them, sometimes even without their knowledge. It is in kindergarten that the child must learn to live among people. And joint work brings children together.

Understanding the problem of the formation of moral qualities, it is necessary to identify the real sources of moral and immoral behavior of people, determine what are the norms of morality and behavior.

The definition of "morality" "is discussed" as a complex of real munosa - bats that arise between people, which, according to generally accepted norms, are assessed from the point of view of good and evil."

Morality is the need for the moral norm of relationships with the world around, people and oneself, developed by a person in accordance with the experience of Customs, social environment, education and behavior.

Morality is the inner (spiritual and mental) qualities of a person, based on the ideals of goodness, justice, duty, honor, manifested in connection with Man and nature.

Ethics refers to the set of norms that regulate the behavior of people, the attitude towards society. All norms designed to regulate and control people's behavior are ethical in nature. Any moral norm expresses and regulates a person's attitude to society. Often, the interests of an individual are not fully in the interests of society, politics, the state, and as a result, complications often arise. Any person who comes to life learns these norms from the people around him and makes them regulators of his social behavior.

Morality is a set of existing norms, ideals and principles that determine the value orientations of each person in society and are perceived by him as personal property.

Personality is a morally oriented person, capable of taking moral responsibility for decisions or actions, self-esteem and striving for self-improvement.

Moral culture is the individual experience of society, developed by generations, consciously formed on the basis of traditions and constantly improved by the individual, the experience of morally valuable relationships to life, man, the world around him and himself.

Common human values are humanistic norms of universal morality based on the infinity of human abilities, the belief in its ability to improve, the affirmation of the freedom and dignity of the individual.

Any person, small or adult, experiences certain feelings, realizing or violating moral standards in their behavior. Morality enshrines concepts such as "good", "honor", "conscience", "Justice". All such moral qualities have an evaluative nature. "When raising a person, it is important to ensure that moral and moral truths are not only understandable, but also become the goal of every person's life, personal happiness."

Moral culture is an integral part of human moral culture, since it includes a wide range of aspects of a person's lifestyle, including his value orientations and spiritual needs, changes the personality itself and determines spiritual and moral characteristics. his self-improvement. Therefore, when talking about moral qualities, it is necessary to determine the "rules of etiquette".

Etiquette is the established order of behavior in certain conditions in any social environment. Human decency is the external manifestation of respect for people around the culture of behavior of high moral qualities. Morality as an important basis of the life of society as a personal property is the subject of moral education and serves as the basis of the moral culture of the individual.

Moral attitudes indicate attitudes towards society, work, people and oneself. In this regard, the problem of forming moral relations has always interested many scientists. For Example, Y.A.Komensky's main achievement was that he came to the conclusion that there are objective laws of the educational process.

Y.A.Komensky paid special attention to the issues of moral education, and all his main works, including the work "great didactics", have always been his dream of his high faith and flourishing in the person of man. Therefore, human maturation is characterized, Of course, by its implementation and formation on the basis of moral rules. S.I.In ojegov's dictionary, the definition of moral education is "the education of internal spiritual qualities and moral standards that are guided by this person is determined by the rules of behavior determined by these qualities." Thus, the formation of moral qualities acts as the main direction in the general system of personality formation and is a process aimed at the holistic formation and development of the personality of the child, which implies the formation of his attitudes towards the motherland, society, and it is important to arouse the desire to notice what needs to be done in front of the team,

The task of forming moral relations is that the socially necessary requirements of society are transformed by adults into internal stimuli of the individual of each child, such as duty, honor, conscience and dignity. The formation of moral qualities of a person begins at birth. Even in preschool age, elements of morality are present in children, initial feelings and ideas appear, and the simplest abilities of moral behavior develop.

Forms of behavior in preschool age and relationships with adults and peers the simplest moral knowledge and emotions are the basis of moral behavior, consciousness, feelings, new forms of relationships in kindergarten age and elementary grades. In later stages, there is a dialectical connection between upbringing. Therefore, the positive moral experience of children for moral upbringing is of primary importance. Upbringing proceeds in the main way, first of all, in the daily life of the child, who is accustomed to observing moral standards, rules, principles and can be sure of their necessity.

It is also moral in the activities of preschool children in the case of connection of others with the public interest and with the life of society. Thus the moral principle enters into all the multifaceted practical activities of the child, his emotional and intellectual spheres. Whether children study, play

in a kindergarten yard or a city park, the positive or negative moral qualities are manifested everywhere in their activities.

However, knowing the moral standards of a child does not yet fully imply characteristics about his upbringing. It is important that well-understood moral standards become the motivation for the behavior of every little person, so that the child does not hesitate to make the right decision in any situation, which corresponds to the generally accepted norms and rules of behavior. So, although the active social status of children has not yet fully formed, it is distinguished from children of other ages by independence, self-control and self-expression.

In conclusion, it can be said that since morality is a product of social progress, it is influenced by a social being that always changes. It reflects in itself all the changes and contradictions inherent in society. Therefore, any new morality finds a decision as a result of the activities of the masses of the people, who played an important role in the life of society. Therefore, the upbringing of a spiritually perfect and intellectually developed personality in the preschool education system today is one of the pressing problems of today.

In the formation of spiritual and moral qualities of children of preschool age:

- the establishment of close emotional relationships based on mutual respect and affection of family relationships;
- development of interaction of the neighborhood, social Institute with family, school and preschool institutions;
- to plan and conduct educational work with children in preschool educational institutions, to pay special attention to the upbringing of respect for our national traditions, traditions of our values;
- to present various hearings, shows and films, taking into account the age and individual characteristics of children through the media;
- the emotional emotional emotional emotional approach to the formation of moral values in preschool age makes it possible to increase the effectiveness of educational work;

The training process is served by the fact that only the work carried out by all responsible employees in cooperation will give their positive results. Now studying scientific heritage, socio-political activities and acquaintance youth charity of our above-stated ancestors is considered one of the main urgent objectives of the modern intellectuals.

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