



Analysis of the State of Moral Education of Primary School Students in Physical Education Lessons in Pedagogical Theory and Educational Practice

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<http://dx.doi.org/10.18415/ijmmu.v8i11.3182>

Abstract

This article describes the features of the development of moral education, in the main process of teaching. The system of moral education is concentric, i.e. describes the basic moral concepts of children in each class.

Keywords: *Moral; Mental; Psychological; Aesthetic Education*

Introduction

Thoughts about the educational significance and importance of each education are reflected in the pedagogical views and teachings of folk pedagogy and orientalists. In particular, the great Khorezm poet Muhammad Rizo Ogakhi in a number of his works describes games used to promote health. Where it pays special attention to their role in the development of the child, indicating mental, psychological, aesthetic, spiritual education in strengthening health with the help of various games, which contributes to the definition of positive and negative qualities of the child, the elimination of undesirable behavior.

The moral education of students is mainly developed in the learning process. During the lessons, children learn to work independently, compare their activities with the actions of others in order to successfully implement their activities, learn to listen and understand a friend, compare their knowledge with others, defend their opinions and learn to help. At physical education lessons, primary school students in the process of cognition may fall into despair due to failure and mistakes, or vice versa, they may be satisfied with their actions, i.e., through receiving aesthetic pleasure, they positively treat a classmate from the point of view of education, the subjects studied at school have a degree of significance.

Results and Discussion

The system of moral education is concentric, i.e. children in each class get acquainted with the basic moral concepts. The amount of knowledge received from class to class deepens the understanding of moral concepts and thoughts.

In the first grade, the physical education teacher should gradually introduce kindness and justice, partnership and friendship in return, publicity and responsibility for each work performed. The education of these qualities in children is currently not in vain performed during a four-year education. In order to develop the moral consciousness of the student, the teacher in the process of performing physical exercises, outdoor games, relay races, should help students in realizing the experience, which is the most important task of the teacher. Primary school students in physical education lessons with a teacher should systematically conduct conversations about their educational (mental, moral, aesthetic, spiritual physical) qualities.

A teacher should be a personal example and his appeal to his student plays an important role in the moral education of primary school students. Even in the smallest details of behavior, students try to imitate their teacher. If the relationship between teachers and students is characterized by sincerity, care, attention, then there will be the same relationship between students.

During physical education lessons, such qualities as attention, discipline, willpower, respect for others, as well as friendship, solidarity, independence and overcoming difficulties are brought up. For example, a teacher, in order to teach students to overcome difficulties and develop their resilience and ability, specifically complicates tasks. For the education of courage in the classroom, the following exercises should be carried out:

- Jumping
- Maintaining balance
- Jumping from a height and others.

Students who have knowledge and skills in the field of physical education, together with physical exercises and physical education subjects, at the same time, the teacher must create conditions for both educational and educational knowledge. When performing physical exercises, students should help each other to follow the instructions of the teacher together, which helps to strengthen such qualities as: friendship, community.

While the result of moral education embodies social values and personal qualities in students, its moral qualities are reflected in relationships with others, in different positions. Moral education is a mechanism in which a person begins to educate himself. And this is effective in the moral education of the development of target features in the personality, aimed at improving the personality, as well as stabilizing the general moral state, improving the entire lifestyle, solving problems about schoolchildren to a higher level.

Moral development of the ability to make moral conclusions related to cognitive development.

In physical education lessons, it is important to consider the following parameters of moral education:

Parents should cultivate moral qualities in children through play.

In the context of play relationships, the child performs exercises voluntarily

coordinates normative actions

In games, and not in other places, the child is required to follow the rules. Thematic behavior of children to express their attitude to those who act in a tense, disorderly and uncompromising manner. If the child does not listen to the majority opinion, he may leave the game as a result of using too many obscene words. Therefore, parents should teach their children to consider others, learn the lessons of

fairness and honesty during the game. And with Makarenko, he requires players to act in accordance with the rules.

Involving children in various activities.

In monotonous classes, children begin to get distracted, they turn their attention to other things, so it is important to change tasks often during classes.

Problems in the implementation of aesthetic ideas due to lack of experience.

If necessary, there may be a contradiction between knowledge and practical skills.

Not always the knowledge of morality and rules can correspond to the actions of the child.

In the process of physical education, a new level of children's self-consciousness arises, more precisely, as a result of getting used to observing the rules of physical exercises, each child develops his own point of view on this process.

From this point of view, the reality of forming a personal position is manifested in the fact that in the child's mind there is a system of moral norms that he strives to observe under any circumstances, always and everywhere.

Empathy (from the Greek empathy – to feel the feelings of others) plays an important role in the moral development of a child, i.e. the ability refers to feelings, sorrows and joys, experiences of others. Empathy as a characteristic of a person is the cause of various behaviors. This factor is clearly seen in the emotions that students express during physical exercises.

Conclusion

The basis for determining moral development is the formation of human relations of children, regardless of the content of methods and forms of educational work. The educational process for the development of all children should follow the path that ensures the most optimal development, taking into account the individual characteristics of each child.

For moral education, it is important to organize group classes related to moral relations at physical education classes. Every child wants to become a person who corresponds to his abilities and does not replace them. This leads to self-awareness and development, which forces the child to act in accordance with the moral norms and principles set out in the external moral norms.

The education of a student in society requires the formation in his mind of even the smallest details of the basic moral norms, without which development, including moral, is generally impossible.

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