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FORMATION OF THE FIRST SPIRITUAL UPBRINGING MOTIVES IN THE FAMILY

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Abstract: This article deals with formation of spiritual upbringing motives in the family. One of the urgent problems not only of psychology and pedagogy, but also philosophy, cultural studies, sociology, history and many other Sciences was and remains the problem of personality.

Keywords: Family, world, spiritual, motive, subject

Abdurauf Fitrat, one of the founders of our national pedagogy, said that "if happiness, self-esteem, tranquility, pleasure, honor, shame and attention are needed, we should educate our children on the basis of these methods and rules by learning the methods of faster generation education".

This idea did not come true for historical reasons. However, today, the world's advanced experiments confirm the universal essence of this idea. Brief informal bayonida" education of the Basic Rules of the Convention "on the rights of the child" should be aimed at the development of the child's personality, talent, mental and physical abilities in the most full. Education is defined as the condition that a child should be prepared to live actively among adults in a free society, to be brought up in a spirit of respect for his / her parents, cultural originality, language and values, cultural traditions and values of other people. It was noted in the recommendations of the European Union aimed at updating the education system, bringing it closer to the social order, that it is necessary to develop a kompetent approach to assessing the quality of preparation of graduates of educational institutions for independent life, constructive practical activities. The transition to competency-oriented education in the Russian Federation was carried out from 2001 year. Social competence this is the equality of the qualifications required to carry out these tasks with the tasks corresponding to the age that each person faces in everyday life (V.Slot Machine X.Spaniard). The history of the developed countries of the world shows that purposeful, continuous spiritual education serves as the human capital of development. That is, the commonality in educational values becomes the driving force of the people's spirituality and prepares to serve as a single goal. When deciding on the qualities that correspond to the modern requirements of citizens, what status a person in the upbringing of a citizen in the US achieves, it is achieved not only by his own mind and talent, but also by his own strength to rely on someone and something, we see that such qualities as confidence in the "American Dream" are In Japan, the system of "moral education" serves as a system of "education aimed at the formation of character", "activity aimed at the upbringing of acceptable moral qualities for the state", "education of the foundations of civil morality". Special attention will be paid to the upbringing of the group in schools.



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The main thing is that the child is required to clearly know his role in the general work and, accordingly, to feel responsibility. Such an educated citizen perceives the problems of the community as his personal problems. In a document called "the qualities of the Ideal Japanese", 16 qualities in Japanese youth are brought up into 4 groups. These are: 1) personal qualities: freedom, the development of individuality, independence, the ability to handle one's own desires, the possession of a sense of pietet; 2) qualities inherent in the head of the family: the acquisition of one's home into a place of affection, honesty and upbringing; 3) social qualities: loyalty to one's work, contribution to the well-being of society, creativity,; 4) civil qualities: teaches to be faithful to the motherland, to appreciate the symbols of the state, to be socially active, to be the owner of the best national qualities.

USED LITERATURES:

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2. www.library.com

