

**FEATURES OF THE USE OF GAMIFICATION IN THE SPIRITUAL AND MORAL
EDUCATION OF PRIMARY SCHOOL STUDENTS
(ON THE EXAMPLE OF FOLK TALES)**

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Annotation: Any state's economic growth and the moral and spiritual maturity of its citizens are influenced by its level of affluence. The main documents on the reform of our state's educational system state that "effective organizational, pedagogical forms and tools based on the rich national, cultural, and historical traditions, traditions, and universal values of the people are developed and introduced into practice" with regard to the issue of students' spiritual and moral education. The elements of the application of gamification in the spiritual and moral education of Primary School kids are kept in mind in this article's ideas and reflections.

Keywords: *primary class, spiritual and moral, upbringing, gamification, pupils, characteristics, use.*

The partial violation of some young people's faith today, the fact that some of them are utterly foreign to us and fascinated with culture, the prevalence of bullying and criminality among young people underage are all things that worry us all. Such young people will be able to contribute to the motherland's growth in the future, regardless of what kind of personnel they end up being. However, the younger generation's development as socially engaged, highly civilized, qualified individuals who can freely enter it into new social relations, recognize universal values, and focus on spiritual and moral values is what will largely determine the socio-economic, spiritual, and moral development of independent Uzbekistan at the level of developed countries of the world.

No matter how much other cultures' spiritual beliefs have influenced our own, our national spiritual values—such as reverence for authority figures and parents, as well as traits like humility, honesty, and faith—remain constant. Because our blood contains these spiritual properties. European traditions have a detrimental effect on young people's spirituality because they are at odds with the spiritual principles of our people, such as morality, andisha, sharmuhayo, honesty and purity, and human dignity. The educator's level, training, commitment, and drive to teach and bring up the younger generation to an adult level are key factors in our nation's future, the possibilities of an independent Uzbekistan, and the effectiveness of reforms implemented in the field of education. The teacher directs and organizes the educational process in every educational setting. In a new social environment, the achievement of the goals envisaged by education and upbringing, the organization of various educational activities of students in addition to lessons and lessons, their cultivation as an educated, well-mannered, believing, patriotic, hardworking, competent person and orientation to the profession is of particular importance with the responsibility of the teacher.

The use of creative, that is, sophisticated pedagogical technology in the educational and educational system is thus a necessity of the time in the spiritual and moral upbringing of pupils. One of the expressions of social consciousness is morality, which represents the essence, behavior, lifestyle, rules of life, and content of social relations. Therefore, morality as a social phenomena is crucial to society's spiritual and moral development. Morality is the set of standards, laws, and customs that society and daily human interaction require. A social and legal foundation is provided for control and regulation of how people comply with all norms and rules. Each people's values include a significant place for ethics and norms. It reflects the cultural level, the group of traditions, the religion of the lifestyle of that people. Therefore, the rules and norms of morality are considered the inexhaustible spiritual wealth of that people and are considered the level of formation at the level of the nation. The norms and rules of morality develop and change with the development of society. In this, fraternal peoples, peoples living in the region, the customs of nations influence each other. Progressive, favorable traditions, traditions, and traditions rise to the level of values.

Morality is the cornerstone of spiritual perfection, which is a high point in a person's development. Simply said, morality is a collection of recognized social norms of conduct that have gained support from the general populace. The most crucial element in assuring the success of social education is thought to be the management of spiritual and moral education. A person's foundation for developing their spiritual and moral maturity comes from their spiritual and moral education and upbringing, which has the qualities of interconnectedness, continuity, connection, and dialectics. Spiritual and moral education is the process of forming the spiritual and moral consciousness of giving students a systematized knowledge of the essence of spiritual and moral relations, the emergence of the need to acquire spiritual and moral knowledge in them, and should be organized in a consistent, continuous, systematic way. We can cite interactive techniques as innovations and foreign experiments that are effectively used in the educational system of our country.

The word "interactive" is an English term that combines the meanings of "inter" and "act" to describe the mutual and action aspects of interaction. These interactions can take the form of "listener-teacher" and "listener-listener"-focused acts. In interactive teaching, the teacher actively plans educational activities, with the students serving as the activity's topics. The educational person actively engages in the learning process and switches roles from being the teaching object to becoming a topic of interaction in interactive teaching, which is a unique organizational type of cognitive activity growth. Working with interactive methods (strategy, graphic organizer) in classes provides an opportunity for students to master educational information in a systematic, holistic way. In addition, with the help of interactive methods, students manage to master such skills, skills as analysis of knowledge, synthesis, systematization of important concepts, accurate expression of the general essence of an object, process, activity, event, phenomenon when working with educational information.

Interactive methods are organized on the basis of cooperation, heated discussions, the possibility of mutual exchange of views between the main participants in the educational process - the teacher, the student and the student group. In the process they have:

1. free thinking;
2. statement of personal views without hesitation;
3. joint search for solutions in problem situations;
4. creating mutual closeness of students in mastering educational materials;
5. mutual respect of each other of the "teacher - student - student group";
6. how they understand each other;
7. support each other;
8. how they treat each other sincerely;
9. it is characterized by vs. achieving spiritual unity.

"Two-page diary" as a method. The method's goal is to help students develop a personal position by allowing them to study not only the text's content but also to connect that content to his personal experience and express in writing their attitudes toward the knowledge, ideas, or concepts they have mastered. Follow these steps to carry out the method:

1. the workbook is divided in two according to the vertical line.
2. to the left, students have made an impression on the subject in it, liked it or raised a question, writing anssitata, idea or opinion (for example, a very clever definition, argument or reason, etc.).
3. quoted on the rightsitata or writes his own comments on the idea, that is, expresses his attitude in the following directions.
4. while reading the text, students identify the necessary additional points and write them down in a diary.
5. after completing the work, students can work in pairs, exchange analyzes, discuss and show in the analysis of their comrades the opinion they liked.

Therefore, interactive educational technologies and interactive techniques, which are key structural components, guarantee a change in the metrics indicating how the educational process is organized. After all, the advancement of science and technology necessitates a regular updating of the purpose, content, form, method, and methods of education. Additionally, there is a growing need for educational institutions to improve their operations. This calls for the systematic integration of cutting-edge, interactive learning technology and approaches into the educational system.

The role of upbringing in the development of society is incomparable. It is necessary to educate a person, motivate him to acquire knowledge, work, and gradually transform his behavior into a qualification and form basic competencies. Today, the modern model of education leads to the formation of a free-thinking personality in society. It provides an opportunity to educate people with realistic goals and will. Education and training are constantly developing and updating on the basis of the requirements of the time. In the conditions of continuing education, the priority is the training of qualified specialists who can manifest themselves in all aspects of social life. State educational standards were revised on the basis of the modern educational model. Improved state educational standards provide for the formation of general competencies of students in the main and subject areas.

An individual, a people, a state, and a society are all determined by the strength, development, opportunities, and prospects of their spirituality. A set of philosophical, legal, scientific, artistic, moral, and religious conceptions, concepts, and ideas that, in essence, positively impact society progress are referred to as spirituality (Arabic "spirituality" - a set of meanings). A system of material and spiritual resources that, during the course of social development, are gained owing to human activity and help to meet their social requirements is known as culture (derived from the word "cultura," which means care, processing). Enlightenment is a system of activities carried out in order to instill in the consciousness of a person scientific knowledge, ethics and legal norms governing social relations, improve education and upbringing, study national heritage and universal values, promote them. On the basis of the inextricable unity of all three spheres, the spirituality of society rises.

The development of a plan of educational activities, the organization of events implies the acquisition of an understanding that spirituality, morality are a form of human consciousness, a part of human culture. Understanding the essence of spirituality and morality, the content of its norms and principles allows readers to think spiritually and morally. As a result, they assess the behavior of themselves and others from this point of view. On the basis of spiritual and moral concepts, assessment and discussion, spiritual and moral beliefs are formed and, finally, human behavior and behavior are determined. A person with spiritual and moral beliefs consciously fulfills moral norms, requirements and expresses respect for them. But it is not a question of having knowledge about spiritual and moral norms and understanding it yet turns belief into activity, it can be said that spiritual and moral knowledge is used in life experiences and is formed only when it is manifested by readers in their activities. In the system of spiritual and moral education, spiritual and moral feelings are effective only when systematic educational work is organized, which creates an incentive to evoke emotions from a person, his hovea-phenomena, people, as well as his own behavior. Educational work on the formation of behavior is reflected in this system. Accordingly, the most basic is the activity that is formed with an incentive to form qualities related to spiritual and moral behavior.

The reader must also have a need related to the development of moral and spiritual traits. Therefore, a chain of behavior-related activities will be included in the process of structuring spiritual and moral education. Additionally, moral and spiritual conduct involves the reader studying and becoming aware of the substance of moral rules and principles. The system of behavior is made up of moral and spiritual practices. It is advised to fulfill the following standards in this regard:

1. spiritual and moral education should be carried out purposefully, continuously, systematically and consistently, not becoming a "company" in the fight against dirt;
2. the upbringing of spiritual and moral qualities and qualities in students is carried out by active life situations, in cases where moral norms are violated, by the expression of the views of the educators on their own defect;
3. education of skills in the organization of behavior aimed at awakening in the individual his feelings for striving for his ideal;

4. implementation of work on spiritual and moral education taking into account the experience of educators, their acceptance and readiness for the rules of upbringing, their understanding of the essence of good and bad behavior;
5. the content of such situations in educators as high spiritual and moral qualities-humanity, respect for a person, kindness, politeness, adherence to the culture of treatment and Ethics in the organization of social relations..

Civil culture, conscious discipline, respect for the team, and many other spiritual and moral qualities should be based on empathy for others, the capacity to put other people's needs ahead of one's own, stopping behavior that violates moral standards and the law, agreeing with team members when engaging in certain behaviors, and feeling accountable. It is important to pay close attention to eliminating bad behaviors that stand out in students' behavior, such as speaking harshly in front of others, using plural words, giving in to emotion, speaking carelessly, reflecting on unconvincing or unsupported events, interrupting others' conversations, and speaking with trembling hands.

In psychology, the study of will mainly focuses on emotional volitional qualities and emotional volitional tenacity. In particular, Eidman cannot reveal age-related peculiarities of the quality of endurance using the exercise of holding breath in the lungs. Perhaps this is due to the rarity of the investigated, in which the study was carried out. At this time, at the same time, it became clear that emotional volitional zeal in younger students is associated with external stimulation, and in Upper-graders with an inner interest in this. For example, overcoming oneself, an imaginary competition. Scriabin learns courage from emotional volitional qualities in those between the ages of 9 and 26. In representatives of the male sex, boldness develops in stages from 11-12 to 15-16 years. Accordingly, those who show a low level of courage tend to decline from 35% to 11%. After that, the number of those who reflect the high level of the quality of courage decreases, and the number of those who reflect the low level increases to the aunt of children 9-10 years old, that is, up to 38%.

Similar dynamics are seen in girls as well, but few of them exhibit a high degree of courage. The percentage of such people will be highest between the ages of 13 and 14. Women are more likely than men to have low levels of bravery, and from this age to 21–22 years, the percentage of people with low levels of bravery rises from 27.5% to 51%. When people of both sexes reach sexual maturity, boldness tends to increase dramatically. Valor's indicated age dynamics are linked to hormonal changes and the typological characteristics of the nervous system that go along with them. During the period of sexual maturity, the strength of the nervous system is further developed, surpassing the excitation brake.

From the age of 14, girls have a low quality of perseverance, courage in relation to children. This is even more evident when completing dangerous missions given to them to complete. For example, refusal to perform physical exercises (fall back) is expressed in children and girls at different ages. In children, the same age (observed in small quantities at the age of 8-9 years) was also not observed, girls refused to perform this exercise at all ages except 10-11 years. Experimental techniques were used in research on the age dynamics of the above emotional volitional qualities. The techniques given prove that the age dynamics of

emotional volitional qualities are expressed differently at different times. For example, boldness is vividly manifested in boys mainly during the period of sexual maturity; endurance increases after the period of sexual maturity is 15-16 years; perseverance is manifested more often at 8-11 years of age. The time of sexual maturity, and after it, patience increases, courage and perseverance decrease.

When we discuss the composition of emotional volitional adjectives, we are referring to their whole, or the quantity, distinction, and relationship among them. Between 10 and 34 emotional volitional characteristics of a person are distinguished by various authors. It was even decided to count emotional volitional traits as 20 in one of the conferences where the Will topic was raised. However, the list and definition of emotional volitional traits in textbooks and manuals on diverse psychology did not fit into a single mold as a result of this condition. They appear to make certain assumptions about the collection of emotional volitional attributes. For Example, K.N.Kornilov included, among emotional volitional qualities, willpower, self-control and tolerance, endurance or perseverance, perseverance, independence and discipline.

Some traits: It is only questionable whether traits like perseverance, contentment, workaholism, assiduity, and self-assurance are connected to emotional volitional traits. Since they have not yet been given a name and do not yet correspond to emotional volitional attributes, manifestations of emotional volitional behavior with a sequence of high intensities (such as while engaging in sports exercises that call for strength, speed, and accuracy) are not yet known. All of this is a result of the fact that, in the majority of situations, both the content and classification of emotional volitional qualities are made without any experimental support for their independence or the precise applicability of emotional volitional control.

It is known that the foundation of knowledge that is given to students is given in primary education. It is at this stage that the knowledge that underlies the development of the consciousness of the individual and his worldview is also given. Accordingly, the spiritual, moral and professional maturity of primary school teachers is important in the fact that the students who are educating them grow up to be a competent person. About the methodological competence of the teacher, several researchers expressed different opinions in their scientific research work. Specifically, Tumasheva believes that the methodological competence of the teacher considers the possession of methodological knowledge, skills and methods of activity, recognition of their value both for professional activities and for interaction in society, as an integral characteristic of a person who implies experience in solving methodological problems, self-education and readiness and ability to self-improve.

In conclusion, the phase of growth between the ages of 6-7 and 12 gains a specific relevance in human ontogeny. Since different expressions of psychic reflection take shape during this time, including the most crucial attributes innate to the human race, personality traits, attitudes toward the environment and other people, behavior, thinking, and consciousness. Under the conflict of contradictions, all of this is content. A relative decline is brought on by the child's increasing attempts to walk, the prospect of being chased and involved in numerous activities, his direct subjection to adults, and dependence on them. Unpleasant experiences of a one-year-old and slightly older child in the performance of a job that he

intended to fail in various action games create an initial hysterical (affective) feeling and sensation in his Roxy world.

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