



BUILDING SPIRITUAL COMPETENCE IN STUDENTS THROUGH READING FOLK ARTICLES

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Abstract

This article provides comments on ways to form the spiritual maturity of primary school students by reading folk proverbs.

Key words: folklore, proverb, national ideology, spirituality, perfect man.

Абстрактный

В данной статье даны комментарии о способах формирования духовной зрелости учащихся начальных классов путем чтения народных пословиц.

Ключевые слова: фольклор, пословица, национальная идеология, духовность, совершенный человек.

Introduction

Each generation faces the task of learning, mastering and developing the total wealth and knowledge created by mankind. Development of life and development of society cannot be imagined without it. The only way to fulfill this task is to equip the young generation with the fundamentals of science through constant improvement of the standard system of education. After all, the search for knowledge forms a person's faith and worldview, leads to spiritual and moral perfection.

The school is a place of education, and the future of a person depends on how it is implemented in this place, how the teacher, who is considered as an educator, reacts to his duties and responsibilities. This is where the ground is laid for raising a perfect person, that is, first of all, a selfless person for the society and people in which he lives. As our head of state noted, "We are mobilizing all our strength and capabilities so that our nation is no less than anyone else in the world, and that our children live stronger, more educated, wiser and, of course, happier than us. In this regard, spiritual education issue, without a doubt, is of incomparable importance." (1.4.)





The use of folk proverbs has a special place in the traditional education of elementary school students. After all, according to the curriculum, students read and learn a number of proverbs and anecdotes through the pages of the "Reading Book" textbook. They memorize them based on the requirements of DTS. In this process, it is very important to use proverbs as an important tool in educating students to be spiritually mature people. Because, as the President said, "the thinking, lifestyle, and spiritual views of any people or nation are not formed by themselves, in an empty space. We all know that their emergence and development are based on specific historical, natural and social factors." One of the factors mentioned by our head of state is the folk proverbs and anecdotes given in the "Reading Book" textbooks of primary school.

A proverb is one of the genres of oral creativity with a compact and profound content, which was created on the basis of the experiences and observations of the people in the socio-economic, political and cultural life for many centuries. The term proverb in Arabic - qawlun - to speak, to say, a phrase and expressions that are understood in the same way, mainly make up the genre of proverbs. So, a proverb consists of expressions and phrases that have a unique artistic form, embodying the conclusions, judgments and recommendations of the public about specific events and events.

Proverb is an international genre by its nature. There is no nation in the world that does not have its own proverbs. Because every nation leaves its life experiences to generations in the form of proverbs. That is why there are similarities and commonalities of proverbs that are close to each other in terms of content and form. Proverb is sharply different from other genres of folklore with a number of features. Because folk epics and tales, legends and narratives, tales and anecdotes reflect the reality through the actions of colorful characters in an epic plan, proverbs are the people's conclusions about this event directly; reflects through judgments.

Proverbs conveys an instructive point. However, just as not every proverb can become a proverb, there are certain conditions for a proverb to become a proverb. One of such conditions is that the proverbial thought has been tested by the life experience of the people for many years. An idea tested in life experience can convince a person. The second condition is that the exemplary thought expressed in the proverb is visible not only to individuals, but also to a universal character. Finally, the third condition is determined by the fact that the exemplary, tested universal thought has a compact, perfect artistic form. This is why folk proverbs are created and forgotten very slowly. This feature in proverbs applies in connection with the economic, political and cultural structure of society, the level of stability or instability of this structure.

Conditioned by changes in social life, the content of proverbs undergoes various changes-narrowing or expansion. This fact itself shows that the life of the proverb is





directly connected with the life of the people. Thus, proverbs serve as a rare resource for studying the life of the people, their past economic, political and cultural level of living. In fact, proverbs are of great importance in the objective assessment of various socio-economic relations, ethical and aesthetic norms of the people, their everyday life and work style, love and hatred, dreams and aspirations. That is why the Russian writer L. N. Tolstoy was right when he wrote, "In every proverb I see the figure of the people who created this proverb."

The proverb plays a great ideological and educational role in our daily life due to the fact that it reflects the people's life, dreams and worldview, tested in many centuries of experience. Because the events reflected in the proverb are either strongly confirmed or denied. So, each proverb gives a person a consistent ideological direction, helps the rise of his ideals. As a real folk proverb reflects the interests and ideals of the working masses, everyone who addresses the proverb learns to look at his people and homeland with the first love, strives for justice and freedom, courage and valor, humanity and friendship, peace and hard work. .

By studying proverbs in elementary grades, students' oral speech is improved, and various human qualities are instilled in the minds of students through them. Attention is paid to the following:

1) proverbs confirm an idea tested in experience.

For example: "A skilled person will not be despised" (1st grade), "If you have a skill in your hand, bread will be found on your way" (3rd grade), "A lonely horse does not get dust, even if it gets dust, it is grain" "I don't leave"" (class 4) proverbs express the importance of a good life of a person following his craft and harmony between people;

2) events and phenomena that happened in nature are introduced into the life of society (figuratively). Its necessity for man is revealed. For example:

If you plant a garden, there will be a garden.

Batman is fat.

A garden without care becomes a mountain.

Your heart will be stained;

3) In the content of the proverb, the specific nature and essence of things is revealed, and this gives the content of education in terms of meaning, depending on the human life. For example: "My head without a friend, my head without salt" (grade 4), "Nightingale loves chamanni, man loves the Motherland" (grade 1);





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