

THE USE OF THE HERITAGE OF EASTERN THINKERS IN FORMING MORAL AND ETHICAL CONCEPTS IN PRIMARY SCHOOL STUDENTS (ON THE EXAMPLE OF MOTHER TONGUE AND READING LITERACY LESSONS)

Abdukarimova Mehrangiz Suxrob qizi

Tashkent International University of Chemistry, Samarkand Branch

Master's Student, 1st Year

Specialty: Theory and Methodology of Primary Education

Scientific Supervisor: (PhD) Assoc. Prof. U. B. Mattiyev

Abstract

This research focuses on the effective and purposeful use of the heritage of Eastern scholars in shaping and developing the moral and ethical views of primary school students. In particular, the pedagogical possibilities of integrating the scientific and spiritual ideas of great thinkers into the teaching process are thoroughly analyzed, using native language and reading literacy lessons as examples.

During the research, the effectiveness of interactive methods, didactic tools, and educational approaches applied in the teaching process—taking into account the age and psychological characteristics of students—is scientifically substantiated. Furthermore, based on primary school practice, specifically through examples from Grade 2 native language and reading literacy lessons, it is demonstrated with practical evidence that the use of thinkers' heritage contributes to the formation of positive moral qualities in students.

Keywords: Primary education students, moral education, national-cultural values, native language instruction, didactic activities, reading literacy skills, second-grade learners, pedagogical approaches.

Introduction

In the 21st century, characterized by advanced science and technology, the education system faces not only the task of imparting knowledge but also the crucial responsibility of forming and developing high moral and ethical values in students. In particular, primary education plays a significant role in shaping the personality of young learners. Therefore, special attention should be paid to the development of moral and ethical concepts at this stage.

The heritage of Eastern scholars embodies such noble qualities as humanism, honesty, compassion, and respect. The effective use of their wise sayings in educating the younger generation holds great pedagogical significance. Undoubtedly, the ideas and works of great thinkers serve as an important source for enriching students' spiritual worldview.

Primary school subjects, especially mother tongue and reading literacy, provide broad opportunities not only for teaching knowledge but also for воспитание (moral upbringing). The purposeful, systematic, and appropriate use of Eastern scholars' heritage during these lessons contributes to the formation of positive moral qualities in students.

This article analyzes the pedagogical conditions for forming moral and ethical concepts in primary school students through the use of the heritage of great Eastern thinkers and highlights effective ways of integrating it into the educational process.

Main Part

It is well known that primary education is not limited to knowledge acquisition; it simultaneously involves the development of moral and ethical values. Particularly in younger students, the formation of spiritual and moral concepts requires a continuous and systematic approach. In this process, the heritage of Eastern thinkers serves as an effective pedagogical tool.

Prominent Eastern scholars such as Abu Nasr Farabi, Abu Rayhan Beruni, Alisher Navoi, and Ibn Sina emphasized virtues such as humanity, diligence, justice, honesty, and the pursuit of knowledge. Their scientific and spiritual legacy continues to play an important role in educating the younger generation. Integrating this rich heritage into primary education significantly enhances the development of students' moral qualities.

Mother tongue and reading literacy lessons are especially important in this regard, as students engage with various texts, stories, fairy tales, and didactic materials. Incorporating the wise sayings, narratives, and works of Eastern thinkers into these lessons not only develops students' thinking skills but also enriches their moral perspectives.

From a pedagogical standpoint, the effectiveness of this process depends on several conditions. First, the learning materials selected by the teacher must be appropriate to the students' age. Second, the principle of moving from simple to complex must be strictly followed. Initially, simple and concise sayings should be introduced, gradually progressing to more complex texts. Third, the process must be systematic. If moral texts are analyzed in one lesson but ignored in subsequent lessons, students' interest and respect for the subject and teacher may decline.

Additionally, the use of interactive methods such as question-and-answer sessions, group work, problem-based learning, and role-playing ensures active student participation. This, in turn, promotes the conscious assimilation of moral concepts.

From a practical perspective, in Grade 2 mother tongue and reading literacy classes, the use of short stories, instructive texts, and proverbs yields effective results. For example, topics such as honesty, friendship, and respect for elders can be effectively taught through the heritage of great thinkers. In this process, the teacher not only presents the material but also engages students in analysis, discussion, and connection with real-life examples.

Furthermore, the use of didactic materials, visual aids, and modern pedagogical technologies—such as electronic boards, handouts, and audio-visual resources—plays an important role in enhancing lesson effectiveness and reinforcing students' knowledge and skills.

The pedagogical views of Eastern thinkers remain closely connected to modern education systems. Their ideas have not lost relevance over time. For instance, Farabi emphasized the importance of education and upbringing in human development, while Ibn Sina highlighted moral education as a key component of personal growth. These perspectives serve as a strong theoretical foundation for the development of students' personalities in primary education.

Modern pedagogical approaches aim to increase students' interest, develop independent and creative thinking, and enable them to apply knowledge in real-

life situations. In this context, the effective integration of Eastern thinkers' heritage with interactive teaching methods yields highly productive results.

For example, collaborative learning, critical analysis of texts, completing unfinished stories, and role-playing activities help students acquire not only knowledge but also practical skills. These activities contribute to the development of moral behavior in practice.

When developing reading literacy in primary education, working with texts plays a crucial role. Texts with moral significance expand students' worldview. The wise sayings and teachings of Eastern thinkers serve as effective tools in this regard. Such materials help develop both reading skills and moral values.

Practical experience shows that short, simple, and meaningful texts are particularly effective for Grade 2 students. Using interactive techniques such as "True or False," "Clap," and "Yes or No" encourages students to express their opinions freely, improving both their speech and critical thinking skills. Real-life examples provided by the teacher further enhance students' understanding.

Overall, the use of Eastern thinkers' heritage is an important pedagogical factor in shaping moral and ethical concepts in primary education. This approach not only improves educational effectiveness but also contributes to raising a well-rounded generation.

Conclusion

The research findings indicate that the formation and development of moral and ethical concepts in primary school students is an essential and integral part of the educational process. Education provided at the primary stage has a strong influence on a child's future personal development. Therefore, education should not be limited to knowledge transmission alone; moral upbringing must also be instilled deeply in students' consciousness.

The scientific and spiritual heritage of Eastern thinkers offers vast opportunities for educating the younger generation. Their ideas contribute to the development of a healthy moral worldview. The proper use of this heritage helps enrich students' moral understanding and develop positive behavioral skills.

Mother tongue and reading literacy lessons create a favorable pedagogical environment for achieving educational and воспитательные goals. Through these subjects, students engage with various texts, analyze them, and express their

opinions. As a result, their independent thinking, evaluative skills, and ability to draw conclusions improve.

The use of wise sayings from Eastern thinkers further enhances the educational impact. Interactive teaching methods, collaborative tasks, and problem-based situations encourage active participation and help students understand moral concepts not only theoretically but also practically. This leads to positive changes in their behavior and personal outlook.

The study shows that the purposeful use of Eastern thinkers' heritage significantly improves the effectiveness of primary education. Materials selected according to students' age increase their interest and foster respect for national and universal values.

In conclusion, education based on the rich heritage of Eastern thinkers serves as an effective means of ensuring students' moral and spiritual development. This approach not only improves the quality of education but also lays the foundation for raising responsible, morally mature, and independently thinking individuals.

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