

THE FORMS OF DEVELOPING PRIMARY SCHOOL CHILDREN'S SPIRIT WITH HADIS

Maryam Sheranova

Senior Lecturer of Jizzakh State Pedagogical Institute
Dzhizak, UZBEKISTAN

ABSTRACT

In this article the matter of utilizing Hadis(Hadith is a collection of traditions containing sayings of the prophet Muhammad which , with accounts of his daily practice (the Sunna)) to improve the school children spirit has been investigated In this the importance of hadis which have been given in the lessons of primary school , and also pupils will be patriot , fair and not be liar , moreover , in this article the traditions and historical traits have been investigated for the sake of ameliorating pupils spirit.

Keywords: Education, upbringing , pupil , spirit , healthy generation , perfect generation , spiritual upbringing , moral upbringing , traditions , pedagogical technology.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

In this progressive period of Uzbekistan that it is playing a key role to develop a personal spirit . Hence, it is an important task of the educational and upbringing regime that to develop perfectly of upcoming future generations and the concepts of “ Soglom avlod “, “ Barkamol avlod ,” “ Bunyodkor avlod “, Yuksak manaviyatli avlod “, have also a basic aid for these steps .

The first president Islom Karimov said : we are drawing our all strength towards our young generations so that they will not be a lack of mental ability together with happily living , also they should be a wiser , stronger and happier than us , if we lose our watchfulness and vigilance for them , we will be losing our way that were watered with traditional and historical customs , and also we will be out of the way of general developing . That is to say that those ideas will depict that the importance developing spirit of pupils .

To insert hadis into the lessons of primary education will impact highly on pupils and it will shield pupils from doing unacceptable implements and unsuitable moral behaviour .

As the coin has the two sides , this matter has two points that pupils will gain a detailed knowledge of their ancestors and then they will improve a sacred feature of friendship .

In addition to these , they will also will e able to conceive a sence of national concept and national belonging . By taking into consideration the features of hadis , it will be playing a vital role in carrying during the procedure of the lessons of the pupils .It is not a secret that inserting hadis into many of primary education lessons such as “ a Sense of motherland “, “ Literature “, “ morality “ , and “ mother tongue “ .

During such a procedure that it must be bear into mind that hadis , firstly , must fit in psychological features of pupil , and also their age , mental ability ,and then the level of comprehension of hadis should be an easy to understand . For instance, the hadis which every knows very well that learn a knowledge since you born till your death is simply because the

children have a highly effective mechanical memory and they will make an effort to comprehend its deed meaning.

Besides , they are fond of going to the sightseeing places like the complex of “ Imom al Buxoriy , and these interests will push them to learn hadis .

The standard of primary education , there has been given the schedule of “ Morality “ , in this it has given an attention to the knowledge of hadis .

In this schedule each page is dedicated to learn a new hadis step by step and also in the 3 – class period fabulous ancestors Imom al – Buxoriy , Imom at – Termiziy have been stated as the contributors of hadis .

During the years of independence , the “ law about education “ , national program of preparing cadres “ and the standarts of state education have been accepted.

It should be considered that many of themes are included in the subjects of the primary school pupils pertained to our national traditions and spiritual heritages.

As it was stated above that the main reason why hadis has been added to the subjects is to strengthen pupils’ spiritual features and also develop their moral behaviour .

For that reason the samples of hadis has been added to the subjects .

Of course it differs from the hadis which the upper class has , because primary school pupils should understand what the meaning is and then they are so common for them to catch easily by leaning on a showy manner .

The classes of the primary education from 1-4 should have the hadis which is much more creative and also the content of the words must have a stronger forms of them by giving them in sequence .

Because in the classes of 1-2 the pupils are used to learning the words by heart too little and their mind has not been able to comprehend complicated level of words . It is always hard to teach a new notion which is beyond them , so the primary education teacher should utilize his or her best to teach precisely and briefly for them .

In the 1- class : loving motherland is a sacred sense and learn till your death

In the 2-class : “ being obedient to your father is the same as you do for the God”, “ be a kind hearted instead of being boorish “, in the 3-class “ you will be respected fairly when you are aged if you treat the aged persons reasonably in your children period , in the 4- class “ truthfulness is a way to the paradise “, “ squandering your time is one of the immense misfortune in the world “, as you see these have been already elaborated on the classes of primary education level by level of their mind and age

The teacher should pay attention first to guide them to think independently and logically by utilizing pedagogical technologies in this period of the primary education .

This will contribute to develop a child and also be fully ready for life .

Thus , almost all the subjects have such ongoing procedure towards ameliorating the mind of pupils.

In the classes 1-4 we can put into practice many of these pedagogical technologies by taking into consideration the age, outlook and thinking level of pupil.

These actions of teaching hadis will be much more used and taught in the 3-4 classes rather than 1-2 classes

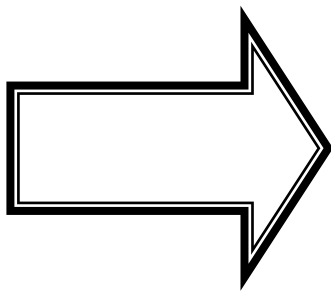
As a matter of fact, teaching them will bank on didactical games in the 1-2 classes, so these games are considered to be a fair common and continuous.

The “Diagram of Venna” is utilized in the 4-class in the primary schools while being taught hadis.

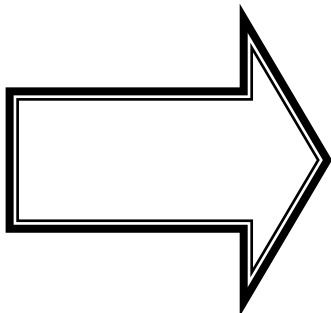
By implementing this, it may result in being cognizant of our sacred ancestors, our highly valued traditions and the basic one is to upbringing them as reasonable persons

For instance, :

1. Hadis. Pursue a knowledge until you die
2. Hadis. To learn a knowledge is vital task of every muslim
3. general features
4. distinguished features



The first hadis: pursue a knowledge until you die is attract to live fully
And it will warn us so as to value our squandering time.



The second hadis will depict us that to assuage the meaning of task and also get extended the deep understanding of it

And the second hadis will depict us that learning is the sacred task of each muslims and induce us to learn.

By carrying on these implementations, we can teach also proverbs, sayings along with hadis, but in fact these should be comprehensible for the pupils of the primary education system.

Thus , to wrap up all , it cannot be approached similarly whom are learning the subject at the age of 7-11. Because 4- grade pupils assuage the outside more diversely than the young ones who are newly come to school .

This facts can bee seen in their choice , outlook , a visual imagination and even in attitude towards people .

So the teachers of the primary education should bear in mind that these discrepancies while teaching a new hadis by putting moral activities on the stage or by via of the subjects such as mother tongue, morality classes .

This manner will result in being fond of reading hadis of the primary education pupils if teachers will be able to find out an apropos literature for them.

REFERENCES

1. Karimov Islom.Highly spirit is an unyielding power .T.:”Manaviyat”,-2008
 2. The education regime of the primary education and state education program of higher education
 3. Jumanazarov U,. Jumanazarova G,. Organizing didactical games in the primary education classes .T.: ”Turon zamin ziyo”,2017,89-page
- SHAPE * MERGEFOR