# METHODS TO PREVENT MORAL EXCLUSION IN PRIMARY SCHOOL PUPILS

**Kuchkarova Feruza Mukhammadkosimovna – Phd**
**Kuchkarova Feruza Mukhammadkosimovna** - Head of the department "Methods of preschool, primary and special education" of the regional center of Andijan Regional Institute for Training and Retraining of Public Employees. Andijan, **UZBEKISTAN**

## ABSTRACT

One of the urgent problems of modern society is the moral alienation of the individual, which consists in rejection of cultural and moral values and norms of behavior and expressed in feelings of loneliness, hostility, indifference, and indifference. The solution to this problem in the educational process of primary education is associated with the formation of personal qualities that allow her to quickly adapt and successfully interact with the social environment. Such qualities include analytical and creative abilities of students, teamwork skills, communication skills, and reflection skills. In this regard, significant educational and upbringing potential is possessed by imitation training technologies. The novelty of the study is associated with the identification and justification of the role of imitation learning technologies in the process of prevention and correction of moral exclusion of younger students. The article reveals the features and functions of gaming activity in the context of its influence on the formation of personal qualities of students. The essence, features and educational potential of the use of case technology are disclosed. The use of modern imitative educational technologies contributes to the development of analytical and predictive abilities, creativity, activity, the formation of the ability to communicate at different levels, dialogicity, cognitive and professional motivation, independence, responsibility, the development of the desire for self-improvement and self-realization of students.

**Keywords:** Education, upbringing, prevention and correction of moral alienation of primary school children, imitation teaching technologies, game activity, case technology, personal qualities, situation analysis, innovative activity.

## INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Statement of the problem in general terms and its relationship with important scientific and practical tasks. In the modern information society, the problem of alienation from traditional universal moral standards that arises in the process of the individual's relationship with the world and expressed in feelings of loneliness, indifference, hostility, indifference, indifference, acquires special relevance. One of the factors of its solution is the education system, in which the formation of the personality, the formation of its worldview, life principles, beliefs [1] takes place. Education should develop qualities that contribute to overcoming the alienation of the individual, its successful adaptation and productive social interaction in the rapidly changing conditions of the modern world [2]. Such qualities include analytical and creative abilities of students, teamwork skills, reflection skills, understanding, communication skills. In this regard, the most effective are simulation educational technologies, which should be considered as a mechanism for developing the potential of students and their implementation, a tool for the formation of analytical and prognostic abilities, the ability to adequately perceive and evaluate information, critically read the text, determine the main and secondary meanings in the incoming information.

An analysis of recent studies and publications that examined aspects of this problem and on which the author substantiates; highlighting previously unresolved parts of a common problem. Significant developmental and educational potential have simulation educational technologies. In domestic psychological and pedagogical science, various aspects of this problem were revealed in the works of N.A. Anikeeva, P.P. Blonsky, N.N. Bogomolova, A.S. Makarenko, V.D. Ponomareva, S.L. Rubinstein, S.A. Smirnova, K.D. Ushinsky, S.A. Shmakova, D.B. Elkonina, G.R.Akramova and others. The scientists studied and proved the role of imitation technologies in the development of personality, its adaptation, socialization, self-expression, self-affirmation, self-government, self-regulation and self-realization. Therefore, simulation technologies of education are considered by us as an incentive and a mechanism for overcoming and correcting the moral alienation of younger schoolchildren.

Formation of the goals of the article (statement of the task). The use of simulation gaming and non-gaming learning technologies not only expands and deepens students' knowledge in a particular subject area, but also forms the personal qualities necessary for successful interaction in social and professional activities. This makes it necessary to study the features of simulation technologies in the educational process of the university and their role in the process of prevention and correction of students' moral exclusion.

A statement of the main material of the study with full justification for the scientific results. One of the forms of imitative educational technologies with significant developmental and educational potential is the game. Exploring the phenomenon of the game, DB Elkonin defined it as "an activity in which social relations between people are recreated outside the conditions of directly utilitarian activity" [3].

The presence of the educational potential of the application of gaming technologies in the educational process is determined by the content of the gaming activity, the existence in it of the necessary conditions for self-realization, the purpose and prospects of one's being, the approbation of methods for comprehending the surrounding world and its improvement. Gaming activities have the following basic characteristics:
    - free developmental activity, undertaken at the request of the person himself, for the sake of pleasure from the process of activity, and not just from the result;
    - the creative, largely improvisational, active nature of this activity;
    - emotional elation, rivalry, competition, competition;
    - the presence of direct or indirect rules that reflect the content of the game, the logical and temporal sequence of its development.

The game activity realized in the educational process differs from other games in the presence of the designated pedagogical goal of training or education, as well as the result predicted and achieved by it, which can be indicated and diagnosed.
Overcoming moral alienation in the process of applying gaming technologies is provided by such functions of gaming activities as:
    1) the function of socialization is that the game allows students to feel like a part of society, to realize the norms and traditions of ethnocultural life, to comprehend the sociocultural experience of previous generations, as well as to master social norms and rules of life in groups, to become familiar with ways of productive interaction and constructive communication;
    2) the function of self-realization. The game is a favorable form for self-expression, in which students can test and demonstrate their strengths and capabilities. The game creates the

conditions for self-assertion of a person, a manifestation of his identity, uniqueness, uniqueness;

3) the communicative function of the game is based on the real context of complex human relationships present in it, which develop the skills of collective creative activity, form the skills of effective cooperation with peers and adults;

4) the developing function is connected with the fact that during the game it becomes possible to improve the various qualities and abilities of students (intellectual, analytical, creative, emotional, etc.), to identify their interests and inclinations;

5) the didactic function of the game is associated with facilitating the entry of students into the world of knowledge, their study of the foundations of sciences, familiarization with the sociocultural heritage;

6) the correction function consists in the softness and invisibility of introducing positive transformations into the behavior and personal characteristics of students during the game. The use of gaming technologies forms the skills to overcome various problems encountered by students in communication, behavior and cognitive activity, creates optimal conditions for building fruitful relationships with others and favorable conflict resolution;

7) diagnostic function. During the game, the dynamics of the intellectual, motor and emotional development of students are clearly displayed;

8) In addition, the game gives pleasure and joy, can inspire, arouse interest in knowledge, which is its entertaining function.

The use of gaming technology in the classroom prevents fatigue, creates a comfortable learning and educational environment, promotes the growth of cognitive activity of students, the formation of interest in new knowledge and the desire for creative activity. The game creates the conditions for the formation of the ability of students to manage their emotional state, while mastering the various roles and positions of the teacher, student, manager, leader, which forms a flexible, systematic character of mental activity, the ability to put oneself in the place of another, as well as the ability to empathy.

The use of gaming technologies is accompanied by such necessary, in the educational aspect, effects, such as: improving the psycho-emotional state of students; transformation of the need-motivational sphere; transformations in self-awareness, self-perception, self-esteem.

Overcoming and correcting various types of personality alienation is associated with the formation of the ability to see problems in the household, social, professional sphere, calmly analyze them and solve them independently. Therefore, in the educational process, it is necessary to use such technologies that develop flexibility and mobility of thinking, dialogism, tolerance, and the ability to communicate at all levels.

In addition to gaming, the most effective, in terms of education, simulation methods of training are case technologies that integrate at the same time the qualities of a role-playing game, the project method and situational analysis. Students should analyze the real or close to real situation that reflects any problem, understand its essence, offer possible solutions and choose the most optimal one. At the same time, the complex of knowledge that needs to be acquired when choosing a solution to this problem and designing an action program is updated.

The situation in case technology is a specially developed pedagogical mechanism that allows you to put a person in new conditions that transform the usual course of his activity and present new requirements for his behavior. Solving the problems that underlie the situation increases the sociocultural experience of the subjects of the educational process, motivates their cognitive search activity [5].

The use of case technologies involves the provision of freedom of choice, which contributes to the development of creative abilities, the formation of cognitive interest, the ability to carry out an adequate self-assessment of one's capabilities and abilities, as well as activity, independence, and initiative. The study revealed the following possibilities for the use of case technology in solving the problem of moral alienation of younger students:

1. The use of real life situations with spiritual, moral, value and semantic meaning as cases provides not only the connection between learning and life, its applied orientation, but also is a factor for students to rethink their knowledge of general cultural values and the formation of value orientations.

2. A high degree of independent work of students in the implementation of this technology allows students, based on their experience, to find solutions, improve the speech-cognitive process, while contributing to the development of cognitive activity of students, their independence and interest in learning activities, the development of their own worldview concept.

3. The discussion of the case is debatable in nature, which implies the inclusion of an element of competitiveness in the educational process and determines the personal interest of students, determines the formation of characteristics that are important for overcoming alienation, such as the ability to understand others, find common ground with them, and at the same time defend and argue their point view, work as a team.

4. Compared to traditional teaching methods, case technology has a much freer and more democratic character of interaction between the subjects of the educational process, which is a significant factor in overcoming the alienation between them.

The main goal of the case technology is the joint efforts of a group of students to analyze the situation that arises in specific conditions, develop algorithms for practical solutions, evaluate them in terms of efficiency and choose the best one in the context of the problem. The emphasis is not on obtaining knowledge in the finished form, but on their development, on joint creativity, cooperation between the teacher and the student.

Conclusions of the study and prospects for further research in this area. Thus, the use of imitation technologies in the educational process of primary education has not only a teaching, but also an upbringing effect on students, creating conditions for self-realization, self-education, the formation of personal and professional qualities necessary to overcome moral exclusion.

Game and non-game methods and case technology used in the educational process of the university have significant developmental and educational potential. The use of modern imitative educational technologies helps to increase activity, independence, responsibility, cognitive and professional motivation, creativity, communicativeness of students, the development of their desire for self-improvement, self-organization and self-realization.

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