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**TECHNOLOGIES FOR ORGANIZING SPIRITUAL AND MORAL EDUCATION
THROUGH CHILDREN'S LITERATURE IN READING LESSONS****ТЕХНОЛОГИИ ОРГАНИЗАЦИИ ДУХОВНОГО И МОРАЛЬНОГО ВОСПИТАНИЯ
ПОСРЕДСТВОМ ДЕТСКОЙ ЛИТЕРАТУРЫ НА УРОКАХ ЧТЕНИЯ.****Zulfiyaxon To'ychiyeva Abdulxamid kizi**Uzbekistan, Kokand State University, PhD student zulfiyatoychiyeva40@gmail.com

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Keywords: moral education, spiritual value, literary image, reading lesson, children's literature, analysis, truthfulness, honesty, dramatization, discussion.

Introduction. Children's literature is one of the most powerful tools in shaping the human heart and thinking, in particular, instilling spiritual and moral education. Literature has unparalleled opportunities for raising the younger generation as well-rounded individuals, for them to grow up as active participants in society, adhere to moral standards, benevolent, patriotic and hardworking. Because each work of children's literature not only gives aesthetic pleasure, but also forms moral ideals through artistic perception of reality. Through a literary text, the reader enters the world of unique images, learns to distinguish positive or negative criteria through their actions, decisions and choices. This serves to form a strong moral position. It is important for primary school students that the texts selected correspond to their level of mental, emotional and moral maturity. Promoting an educational idea through each text, teaching the student to think, evaluate, and draw conclusions requires methodological approaches. Through genres of children's literature such as fairy tales, stories, parables, and poems, human qualities are glorified - values such as truthfulness, honesty, patience, diligence, friendship, and tolerance. Since these qualities are illuminated through the activity of images, the student imagines himself in the place of this image, identifies similar or opposite aspects to it, and makes an independent assessment. This serves to form the skill of moral thinking.

Analysis and methods of literature. The separation and analysis of educational ideas in reading lessons is one of the important methodological tasks in activating the individual thinking activity of students and developing their artistic perception. In this process, the teacher leads students to analyze based on the main images, events, ideas, and the author's position. For example, two heroes in a fairy tale can be one who is truthful, honest, and hardworking; the other who is lazy, deceitful, and deceitful. The teacher encourages the student to independently formulate an educational conclusion by creating problem situations such as questions and answers, discussion, retelling the story, comparing characters, and asking, "What would you do if you were me?".

In the analysis of educational ideas, step-by-step methodological approaches such as “understanding – interpreting – evaluating – drawing conclusions” are used. In this case, the student first understands the text, then thinks about what the images are trying to convey, then expresses his or her attitude, and finally explains what lessons can be learned from this text. This method moves the student away from simply retelling the story and allows him or her to approach it with a critical and aesthetic perspective. Especially in the primary school, open-ended questions such as “Did you like this hero? Why?”, “What qualities does he have?”, “What would you do in this situation?” create an analytical environment focused on the child’s thinking.

Results and discussion. Educational ideas formed through images in children’s literature are often built on the basis of universal values. Ideas such as patriotism, hard work, nature conservation, respect for elders, love for children, and fighting for truth are among the priority themes in the cultural heritage of every nation. Therefore, the student instills moral principles based on these values and tries to apply them in his life. This shows that children’s literature is directly connected with real life, that it is not just an aesthetic tool, but a vital and spiritual program.

In modern methodological approaches, innovative methods such as cluster, concept map, character map, cause-effect chain, and value spectrum are used to separate educational ideas in children’s literature. Through these approaches, each student deeply analyzes the text and learns to independently express his emotional and aesthetic attitude. For example, through questions such as “what did the parable teach you?”, “what feelings are expressed in the poem?”, “what conclusion did you draw from this story?”, the student connects the educational idea with his own life experience. Children's literature is a powerful tool that forms the spiritual and moral basis of reading lessons. By choosing it correctly, teaching it with effective methodological approaches, distinguishing and deeply analyzing educational ideas, it is possible to educate students as morally mature, aesthetically inclined, thoughtful and loving people. This is one of the main goals of modern education. Therefore, teachers should evaluate children's literature not only as a subject of study, but also as a spiritual and educational tool, paying special attention to the subtle, touching and aesthetic aspects of teaching it.

Technologies for achieving educational impact through literary images and innovative methods for forming moral values in students are relevant and strategic aspects of today's educational process.

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