

ISSUES OF MORAL EDUCATION FOR PRIMARY SCHOOL STUDENTS IN THE MODERN EDUCATION SYSTEM

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Annotation

Moral education for primary school students is an integral and prioritized focus of the educational process. Cultivating a generation that is intellectually, physically, and ethically sound and well-rounded from the earliest stages of childhood is considered the most fundamental objective in modern society. Moral education is a complex and continuous process aimed at developing children's consciousness and nurturing individuals who can find their place in society – who are socially active, tolerant, respectful, and possess a deep sense of love for their parents, homeland, and nature. Every child entering the education system should be endowed with qualities such as independent thinking, self-regulation of behavior, and the conscious embrace of ethical norms. For this reason, it is crucial to implement a structured program of moral education in primary grades through a phased and deeply integrated approach.

Keywords

moral education, primary school, virtue, compassion, honesty, friendship, etiquette, integrity, extracurricular activity, cooperation.

INTRODUCTION. The issue of moral education for primary school students occupies a distinct and significant place within the modern educational system. The initial stage of schooling is one of the most crucial periods in a child's life – the process of assimilating moral standards, values, and human virtues. It is precisely during primary education that a child's consciousness, worldview, and attitude towards themselves and others begin to take shape. In this process, moral education enriches the child not only with knowledge and skills but also with essential human qualities such as values, compassion, humanity, honesty, and justice. Today, the transformations occurring in the social and cultural life of society

necessitate an even greater sense of responsibility towards the upbringing of the younger generation.

The role of moral education provided from the very first stage is incomparable for a child's future development into a mature, conscious, and responsible individual. Therefore, a primary pedagogical focus is explaining to children of primary school age the differences between right and wrong, fostering a sense of accountability for their actions, encouraging respectful interaction with others, and instilling principles of mutual aid, compassion, honesty, and justice.

Moral education is also crucial for children's social adaptation and the formation of their interpersonal relationships within a community, extending beyond formal instruction. The environment in the family and school, the personal example set by teachers and parents, and interactions with peers are foundational factors in shaping moral values. Consequently, teachers and parents must continuously observe children's behavior, encourage positive traits, provide constructive guidance in every situation, and serve as role models.

For primary school students, moral education is effectively implemented not only through lectures or direct instruction but also through various extracurricular activities, reading literary works, role-playing games, conversations, and discussions. These activities, which help develop a child's speech, shape ethical understanding, and support morally sound decision-making, contribute to the maturation of the individual. Thus, moral education is seen as a vital factor not only in children's daily lives but also in the progress and development of society.

LITERATURE REVIEW. Extracurricular activities in primary education are defined as activities organized outside the standard curriculum. These activities encompass a wide range of forms, including sports competitions, arts clubs, literary evenings, ecological initiatives, charity campaigns, research projects, and many others. Their primary goal is to ensure the holistic development of students, uncover their interests and aptitudes, and instill social and moral values.

The educational significance of extracurricular work is evident in its multifaceted impact on students' personal development. These activities provide students with opportunities for self-expression, development of teamwork skills, and cultivation of creative thinking [3].

Children of primary age are in the process of acquiring moral norms and values. Extracurricular activities serve as an important tool in this process. For example, group projects, charity events, or ecological campaigns foster qualities such as responsibility, fairness, honesty, and mutual aid in students. In particular, through charity events, students grasp the importance of addressing social

inequality and helping those in need, thereby enhancing their empathy and sense of social responsibility.

Research indicates that children who participate in such activities feel a greater sense of responsibility towards their community and develop civic consciousness at an early age [6]. Simultaneously, patriotic events, such as celebrating national holidays or visiting historical sites, awaken in students a sense of respect for their country and culture.

Extracurricular activities play a significant role in shaping students' aesthetic worldview and developing their emotional intelligence. Clubs related to music, visual arts, theatre, or literature reveal children's creative potential and enhance their capacity to perceive beauty. For instance, participation in drama clubs allows students to express their emotions, understand other perspectives, and build self-confidence on stage.

Elliot Eisner, a professor of Art and Education at Stanford University, emphasizes in his research that engagement with the arts enhances not only students' creative thinking but also their problem-solving abilities. Furthermore, aesthetic activities develop students' capacity to manage stress and maintain emotional stability, positively impacting their psychological well-being [4].

Within the classroom process, moral education is primarily implemented through the interconnected delivery of academic subjects. General ethical requirements—such as a culture of speech, expressing one's thoughts clearly and correctly, maintaining order and respect in communication, refraining from offensive language, respecting parents and elders, showing kindness to younger children, preserving school property, and keeping the classroom clean—are deeply integrated into the learning process. Every activity aimed at fostering a well-rounded individual awakens a sense of responsibility in students and serves to cultivate positive character traits. Issues of moral education are integrated into the curricula. All academic subjects emphasize aspects related to moral education. Applying acquired knowledge and skills through behavior, distinguishing between good and bad conduct, clearly expressing one's viewpoint, and understanding the importance of social values in society are key factors in the holistic development of children as individuals. Moral education continues not only during lessons but also during integrated activities, short breaks, and recesses [8].

DISCUSSION AND RESULTS. For every educational institution, important rules are developed, and within this framework, a system for engaging students in a culture of morality is strengthened.

In schools, it is a primary task to cultivate virtues such as friendship, solidarity, helpfulness, accountability, honesty, cleanliness, and proper

communication. Effectiveness in moral education is achieved through collaboration between the school administration, the pedagogical staff, and parents, organizing extracurricular work as a unified process.

In extracurricular work, individual attention is given to each student to enhance their moral education. Each student's potential, behavioral characteristics, activities, interests, family environment, and role in society are studied. Based on this, appropriate teaching and upbringing methods are selected and refined. Events, meetings, interactive sessions, creative assignments, and tasks aimed at self-management, in which students participate, are integral parts of extracurricular activity and play a vital role in moral education [15].

Teachers and educators utilize modern pedagogical technologies, advanced methods, and psychological approaches in implementing this work. Students acquire skills in communication culture, speaking correctly, acknowledging mistakes, drawing sound conclusions from them, and making appropriate decisions in problematic situations [16].

The principles that form the foundation of moral education – courtesy, respect, compassion, responsibility, patience, cooperation, and tolerance – are continuously reinforced in daily life at school, in the family, and in the community. During extracurricular activities, students' independent thoughts are heard, they become more active with their ideas, and they learn to work in teams and share responsibility collectively. Through advisory hours, conversations, spiritual-educational meetings, and collaborative events, the foundations of social and personal moral values are laid in children [17]. Priority is given to instilling positive qualities such as respect, courtesy, responsibility, integrity, truthfulness, and diligence among students.

For the effectiveness of moral education in primary school students, the school environment, the collective effort of teachers, and the continuous, systematic organization of educational activities are among the most critical factors.

Due to the consistency, coherence, and integrity of educational activity, children develop strong moral foundations, a sense of responsibility towards themselves and others, compassion, friendship, respect, diligence, and discipline [5].

In educational institutions, moral education is regularly conducted primarily within the class group. As a result of teachers' and educators' personal example, a friendly environment, firm discipline, and the integrated and planned organization of events, students are guided to be demanding of their own behavior [18].

In moral education, a balance of firmness and gentleness, considering children's individual characteristics, and striving for effective outcomes from every task are considered key principles. By participating in various moral education

activities, students enrich their life experiences, and their feelings of kindness, care, and readiness to help others are strengthened [19]. The integration of in-class and extracurricular work is clearly reflected in their behavior and serves to shape them into mature individuals with a firm civic stance, prepared to defend national and universal human values in the future.

The integrity and harmony of actions by all participants in the pedagogical process ensure the effectiveness of moral education. Teachers and educators regularly deliver materials related to moral education and use various interactive methods to develop children's moral qualities [20].

Opening and closing assemblies for events, conversations, thematic meetings, and sessions are considered significant factors in the moral upbringing of children. Extracurricular activities also serve as a complementary and enhancing tool that integrates seamlessly with the classroom process. Students' out-of-class activities, participation in clubs and circles, volunteer projects, and involvement in social and spiritual events create a foundation for developing independence in thought and action, readiness to help others, mutual fairness, friendship, and honesty [21]. Various proactive activities are a key factor in intensifying and strengthening moral education.

The system of moral education within school lessons extends beyond the classroom scale to shape the overall culture of the entire educational institution. In this environment, combating negative phenomena, reinforcing positive values, and consistently promoting good habits and ethical norms are pressing tasks [22]. The responsibility of all staff, alignment with parents and the community, and an atmosphere of mutual trust and friendship are of great importance here.

As a result of in-class and extracurricular work aimed at forming moral education in primary school students, children develop stable ethical principles, strong volitional qualities, and a process of shaping into a fair, kind, and helpful individual towards themselves and others in the social environment [23]. Raising a truly mature generation for society, understanding national development, the ideas of independence, civic duty, the purity of customs and traditions, and respect for national values—all of these are built upon a solid foundation laid in the primary grades.

CONCLUSION. In conclusion, the moral education of primary school students is a continuous, systematic, and holistic internal process. It is of paramount importance to consistently nurture a pure classroom and school environment and to create all necessary conditions aimed at fostering the student's growth not only as a learner but as an individual possessing good conduct and character—thereby cultivating a correct and well-rounded generation. In this

regard, every action, word, and deed at this initial stage forms the foundation of children's future lives, shaping in them the essential human virtues that ensure the prosperity and progress of society [24].

In imparting moral education to primary school students, it is crucial, first and foremost, to sow the seeds of goodness in their hearts and minds during daily lessons and extracurricular activities [25]. The principal method is not to impose rigid, compartmentalized rules but to gradually instill ethical values through events and real-life situations that are close to the children's own experiences.

For example, beginning each lesson with a brief fable, story, or proverb and subsequently discussing that story with the students yields excellent results. This approach strengthens the child's moral understanding and serves as an impetus for reflection on questions and dilemmas [26].

Through the organization of role-playing activities and short dramatizations, children begin to assimilate qualities such as interpersonal respect, helpfulness, and tolerance with the aid of tangible examples.

Frequently acknowledging and celebrating positive actions during the learning process—such as good deeds, truthfulness, loyalty, or maintaining cleanliness—and presenting them as examples to others reinforces moral education[27].

Conducting open dialogues in class, where students share real-life ethical situations they have encountered, engage in collective consultation, and have their problems listened to and guided towards resolution, is also among the most important factors.

Asking students to independently compile a list of good deeds and posing weekly questions such as, "What did you try to do well this week?" helps them self-assess and work on self-improvement.

In collaboration with the family and community, engaging parents in moral education activities—such as small entertainment programs or conversations on themes of honesty, friendship, and forgiveness—enables a comprehensive influence on the child's upbringing.

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