

MODERN METHODS OF SPIRITUAL AND MORAL EDUCATION IN EXTRA-COURSE ACTIVITIES

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At the present stage of development of pedagogical science, the spiritual and moral development of younger schoolchildren is an urgent problem. The article deals with modern methods of spiritual and moral education in extracurricular activities.

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At the present stage of development of pedagogical science, the spiritual and moral development of younger schoolchildren is an urgent problem. Its relevance is explained by the spiritual and moral crisis. According to sociologists, in our time one can observe the reorientation of the younger generation towards the values of mass culture. The influence exerted by the media is so strong that it is called the "parallel school". The lack of spirituality of society is associated today with this influence. The reason for this situation should be sought in the underestimation of education both as a social phenomenon and as a purposeful process, the object of which is the spiritual, moral development of children. It is upbringing that is determined by such categories as values, attitudes, behavior, morality and morality.

The increased attention of representatives of psychological, pedagogical, managerial science and other branches of science to the problem of spiritual and moral education is due to the social order of society. Social stratification into the poor and the rich, the loss of the value of moral guidelines, the decrease in the level of moral prohibitions and barriers - all this dictates the need to revise the ways and means of influencing the spiritual and moral education of the younger generation.

The effective fulfillment of the tasks assigned to the spiritual and moral education of younger students requires the selection of innovative forms and

methods. In this matter, the teacher proceeds from the social requirements of the times. Rapid changes in society complicate the choice of effective forms and methods of influencing the spiritual and moral sphere. A modern teacher is not always ready to use innovative forms and methods, giving preference to traditional ones. Reliance on obsolete forms and methods of forming spiritual and moral foundations leads to conflicts in society.

An analysis of the literature on the problem of innovative forms and methods allows us to state that the problem is poorly studied and poorly developed.

The younger school age is the most sensitive to spiritual and moral education. The shortcomings of this upbringing are difficult to make up for in later years. Experienced and assimilated by the younger schoolchild in childhood is characterized by great psychological stability. When developing innovative forms and methods of spiritual and moral education, it should be remembered that the main content of spiritual and moral education is the basic national values. These values are stored in cultural and family traditions, passed down from generation to generation. Relying on these values helps a person avoid destructive influences.

The introduction of the new in the process of spiritual and moral education requires a revision of the entire system of social relations of the younger student. It is necessary to establish interaction with the family, institutions of additional education, physical culture and sports, the media and public and religious organizations.

The development of innovative forms and methods should be based on interaction and communication. The main goal of such interaction is the joint provision of conditions for the spiritual and moral education of younger students.

It will not be superfluous to clarify what the concepts of “form” and “method” are. The method is usually understood as a way, a way to achieve a given goal. Form as a philosophical category denotes the external manifestation of reality.

Among the forms of work with younger schoolchildren, extracurricular activities of schoolchildren have a great innovative potential in creating the necessary pedagogical environment. This form of work is able to combine all types

of activities of younger students, in which it is possible to solve the problems of their education. Extracurricular activities meet the requirements of federal educational standards of general education, focused on the lower grades. The advantages of this form of work are that it provides students with opportunities for a wide range of activities aimed at the spiritual and moral education of schoolchildren. It should be noted that in the new Federal State Standard of General Education, a lot of attention is paid to extracurricular activities of a student.

In the context of considering innovative forms of spiritual and moral education of younger students, such a form of work as volunteering deserves attention. In addition to the fact that the student has a real opportunity to prove himself in the process of helping those in need, the students will have the experience of a unique social practice. Relying on the ideas of social work in this matter will increase the innovativeness of this form of work.

The main method by which the teacher has an educational impact of a spiritual and moral nature on the younger student is the task. For the effectiveness of such tasks, it is necessary that these tasks be internally accepted by younger students, on which the meaning of the task for him depends. If the motivation of the tasks is insufficient, their internal content may not have a valuable relationship for the younger student, and the teacher's plan will not be realized. Thus, external educational influences contribute to the formation of positive character traits and moral qualities in younger students only if they arouse a positive internal attitude in students and stimulate their conscious need for spiritual and moral development.

The next method that deserves attention is the integration method. The use of this method involves the integration of the ideas of spiritual and moral education of younger students, the main types of activities: extracurricular, extracurricular and socially useful.

The next innovative method and form in our time is often considered social project activity. The purpose of project activity is to develop the student's personality on the basis of mastering universal methods of activity. It is difficult

for a younger student to develop with a passive perception of educational material due to age and psychological characteristics. It is his own action that can become the basis for the formation of his independence in the future. If such an activity as a project carries elements of the game, then younger students will be better included in the interaction process.

The project method is currently very widespread in training and education. The project method is a set of educational and cognitive techniques that allow solving a particular problem as a result of independent actions of students with the obligatory presentation of these results. It can be used in any school discipline, the special course of spiritual and moral education is no exception. The project method is based on the development of students' cognitive skills, the ability to independently construct their knowledge, the ability to navigate in the information space, and the development of critical thinking.

The project activity is aimed at the interaction of the teacher and the student, at the development of the student's personality, his creative abilities, is a form of assessment in the process of continuous education. The project method is focused on the independent activity of students - individual, pair, group, which students perform for a certain period of time. This is an activity that allows you to express yourself individually or in a group, try your hand, apply your knowledge, show a publicly achieved result. This method involves solving an interesting problem formulated by the students themselves. The method of projects as a pedagogical technology is a technology that involves a combination of research, search, problem methods, creative in their very essence. For the student, the project is an opportunity to maximize their potential.

Project activities of students can be implemented in creative workshops, which can be presented in the following areas: literary creativity, natural science and aesthetic course.

It is necessary to try so that students in the classroom acquire not only the skills of public defense, the ability to work with literature, but also to form an interest in finding a new one, which is so age-appropriate for curiosity and fantasy.

This project can solve the key tasks of moral education and development, make up for a certain lack of spiritual and moral values and knowledge of cultural heritage, and initiate joint creative work of children and parents, children and a teacher.

Thus, these are the most promising innovative forms and methods of spiritual and moral education.

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