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# "FORMATION OF STUDENTS' SPIRITUAL AND MORAL EDUCATION THROUGH LITERARY FAIRY TALES"

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**Abstract**: This article addresses the issues of forming spiritual and moral education of primary school students through literary fairy tales. In the process of primary education, fairy tales are considered an important educational tool that helps develop such positive qualities in students as kindness, honesty, friendship, and diligence.

The article analyzes the role of literary fairy tales in the development of students' spiritual worldview, their influence on understanding moral values, as well as the possibilities of using them in the educational process. The images and events presented in fairy tales expand children's imagination and contribute to the development of skills for making correct logical conclusions.

The results of the study show that the purposeful use of literary fairy tales effectively contributes to the formation of students' spiritual and moral education.

**Keywords:** literary fairy tales, spiritual and moral education, primary education, educational process, moral qualities, values, positive behavior, personality formation, speech development, imagination, interest in reading, pedagogical approach, fairy tale characters.

**Аннотация:** В данной статье рассматриваются вопросы формирования духовно-нравственного воспитания учащихся начальных классов посредством литературных сказок. В процессе начального образования сказки являются важным воспитательным средством, способствующим формированию у учащихся таких положительных качеств, как доброта, честность, дружба и трудолюбие.

В статье анализируется роль литературных сказок в развитии духовного мировоззрения учащихся, их влияние на осознание нравственных ценностей, а также возможности их использования в образовательном процессе. Образы и события, представленные в сказках, расширяют воображение детей и способствуют развитию навыков правильного логического вывода.

Результаты исследования показывают, что целенаправленное использование литературных сказок способствует эффективному формированию духовно-нравственного воспитания учащихся.

**Ключевые слова:** литературные сказки, духовно-нравственное воспитание, начальное образование, воспитательный процесс, нравственные качества, ценности, позитивное поведение, формирование личности, развитие речи, воображение, интерес к чтению, педагогический подход, персонажи сказок.

**INTRODUCTION.** In the process of primary education, the formation of pupils as individuals and the development of their spiritual and moral views play an important role. This is because it is precisely at this stage that children begin to develop their attitudes toward the surrounding environment, positive behavioral skills, and basic moral concepts. In this regard, literary fairy tales are considered an effective means of enriching pupils' spiritual worldview and strengthening educational impact.

Literary fairy tales, with their interesting plots, vivid characters, and instructive content, serve to develop qualities such as kindness, honesty, friendship, and diligence in children. The ideas conveyed through fairy-tale characters expand pupils' imagination, teach them to distinguish between right and wrong behavior, and help them understand moral values.

Therefore, this article highlights the theoretical and practical aspects of forming the spiritual and moral education of primary school pupils through literary fairy tales.

**MAIN PART:** Literary fairy tales are regarded as an important educational tool in forming the spiritual and moral upbringing of primary school pupils. Their main feature is that they are presented in a simple and understandable language suitable for children's worldview and convey life-related ideas through vivid images. Therefore, fairy tales develop not only pupils' imagination but also their moral consciousness.

In fairy tales, contrasts between good and evil, justice and injustice are clearly expressed. This helps pupils learn to evaluate life situations correctly, make moral choices, and draw proper conclusions. In particular, since figurative thinking dominates in primary school-aged children, fairy tales have a strong impact on their minds.

Moreover, literary fairy tales serve as an important part of the educational process by helping to form positive personal qualities in pupils. The characters depicted in them serve as examples for children, assisting them in acquiring virtues such as honesty, kindness, patience, and diligence.

**The Educational Significance of Literary Fairy Tales**

Literary fairy tales are of great importance in forming moral values in children. Each fairy tale contains an implicit educational idea that is gradually absorbed into the pupil's consciousness. For example, the success of positive characters encourages children to strive for positive behavior.

The characters in fairy tales help children understand real-life situations. Through them, pupils learn to distinguish between honesty and injustice, to be kind to others, and to understand the importance of helping others. This is an important stage in their moral development.

In addition, fairy tales also influence the emotional world of pupils. The joy or sorrow of characters helps form a sense of empathy in children, which in turn improves their social relationships.

**Educational Opportunities of Literary Fairy Tales**

Literary fairy tales have broad educational opportunities in the teaching process. They are used not only as reading material but also as a means of education. Through fairy tales, moral values are formed and strengthened in pupils.

Fairy tales also play an important role in developing pupils' speech. In the process of reading, retelling, and analyzing them, children learn to express their thoughts clearly and fluently. This, in turn, develops their communicative competence.

In addition, fairy tales increase pupils' interest in reading. Interesting plots and characters attract children to reading books, which contributes to raising their general level of knowledge.

**Practical Aspects of Forming Spiritual and Moral Education through Literary Fairy Tales**

In the practical educational process, the use of literary fairy tales helps to effectively organize pupils' spiritual and moral education. By purposefully integrating fairy tales into lessons, the teacher can increase pupils' activity and engagement.

Lessons organized on the basis of fairy tales teach children to think independently, analyze, and draw their own conclusions. This has a positive impact on their development as individuals.

**Methods of Using Fairy Tales in the Lesson Process**

There are several effective methods of using fairy tales in the lesson process. Among them, expressive reading, role-based reading, dramatization, storytelling based on pictures, and retelling are widely used.

Expressive reading helps pupils fully understand the content of the fairy tale. Role-based reading encourages active participation and enables them to understand the emotions of the characters more deeply.

The dramatization method develops pupils' creativity. By bringing fairy-tale characters to life, they not only acquire knowledge but also experience positive behavior in practice.

**The Effectiveness of Developing Spiritual and Moral Education through Literary Fairy Tales and Recommendations**

The purposeful use of literary fairy tales in the educational process produces significant results in the development of primary school pupils' spiritual and moral education. Observations show that lessons organized on the basis of fairy tales increase pupils' activity, make them more interested in the learning process, and help them better understand and assimilate educational material.

Since fairy tales are close to pupils' emotional world, the educational ideas conveyed through them are more firmly retained in children's minds. By analyzing the actions of characters, pupils learn to distinguish between right and wrong behavior. This has a positive impact on the formation of their moral views.

**Recommendations for Improving the Use of Literary Fairy Tales**

In the primary education process, several methodological recommendations should be considered for the effective use of literary fairy tales. First of all, when selecting fairy tales, pupils' age characteristics and psychological state must be taken into account.

During lessons, fairy tales should not be limited to reading only; they should be enriched with interactive methods such as analysis, discussion, and dramatization. This further increases pupils' interest in the lesson.

In addition, the teacher should pose problem-based questions based on fairy tales and encourage pupils to express independent opinions. This approach increases their cognitive activity and contributes to the effective formation of spiritual and moral education.

**CONCLUSION**

In conclusion, literary fairy tales are considered an effective and important pedagogical tool in forming the spiritual and moral education of primary school pupils. With their interesting plots, simple and understandable language, and instructive content, fairy tales quickly influence children's inner world and help develop positive moral qualities.

Through fairy tales, pupils develop universal values such as distinguishing between good and evil, honesty, friendship, diligence, and respect for elders. By analyzing the actions of characters, children learn to evaluate life situations correctly, choose goodness, and avoid wrongdoing. This contributes to the formation of their moral consciousness.

Furthermore, literary fairy tales expand pupils' imagination, develop their speech, and activate their independent thinking skills. The effective use of fairy tales in the classroom increases pupils' interest in learning and encourages active participation.

Overall, the educational process organized through literary fairy tales contributes to the consistent development of primary school pupils' spiritual and moral upbringing and plays an important role in shaping them as positive individuals.

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