



## TO SHAPE THE ART OF THE YOUNGER GENERATION THROUGH FOLKLORE GENRES.

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**Annotation** .The most crucial period in the life of any person is preschool age. It is here that all the basic concepts and foundations for the further development of personality are laid. It is important for a child not only to be protected and supported, but also to be shown where to go, what to strive for. According to V.A. Sukhomlinsky, "The person who led the child by the hand in childhood, what entered his mind and heart, depends crucially on what kind of person today's baby will become."

**Keywords.** education, music, musical education, morality, moral feelings, music as a means of emotional impact, therapeutic effect of music, music as a means of emotional correction, the impact of music on the development of a person's moral sphere.

On the one hand, the accumulation of knowledge and the expansion of moral experience leads to a subsequent strengthening and demarcation of the moral ideas of older preschoolers, and on the other hand, to generalization, which brings children closer to simple judgments about morality and ethics. The range of ideas about morality includes knowledge about the rules and norms of behavior in society, about human moral qualities that have intrinsic value (honesty, justice, responsibility, benevolence, modesty). In the process of comprehending moral concepts, a preschool child is quite fully comprehends the content of actions, acquires the opportunity to realize the need to fulfill norms and requirements, which contributes to the formation of moral assessment and motives of behavior.

Thus, moral ideas can be analyzed as ideas about such qualities of a person that enable him to think, act, feel in accordance with his own spiritual principle and contain ideas about the norms and rules of behavior in society, about human moral qualities, in further affecting the development of moral assessments and motives of behavior. In our time, we are faced with a deterioration in the spiritual and moral state of society, a distortion of historical events, lack of spirituality, and an impoverishment of its moral foundations, which is expressed in the insufficient development of ideas about spiritual values.

Spiritual and moral education is a system of specially organized transmission from generation to generation of social experience and principles of social formation of a person, which ensures sustainable, harmonious development of a person, includes the cultivation of a sense of duty, justice, responsibility and other qualities. Parents repeated and used nursery rhymes, proverbs, sayings they had learned at home, listened to folk songs, sang lullabies, played finger games, read fairy tales, made a tabletop theater with their own hands, thereby strengthening the child's interest in the oral folk art of their people. All works of children's folklore are used both under the guidance of teachers and parents, and also independently. Children use them in different types of activities: in continuous educational activities, on walks, in free activities, in routine moments. Thus, having mastered moral behavior, a preschooler can make an adequate moral choice not in words, but in action. In the area of morally valuable experiences, the preschooler develops morally valuable and morally affirmed attitudes towards other people. He develops humanistic, altruistic feelings and attitudes, such as attention to the needs and interests of others, the ability to take them into account, empathy for others, and the experience of guilt when violating norms. However, in the early stages of personality development, moral ideas are the main form of assimilation of moral requirements. In adults, ideas are quickly generalized, become concepts, judgments, and are put into words and formulations. A preschooler thinks more in images and records in memory, first of all, emotional impressions. For him, moral demands exist for a long time in the form of memories of a specific situation in which an adult praised him for caring for his grandmother or younger sister. The child remembers the picture as a whole, and such a living, visual image becomes a regulator of his actions. As E.E. wrote Sapogov, "moral ideas begin to control the actions and deeds of the child, only inextricably connecting in his experience with an emotional attitude to what is happening. The effectiveness of these first ideas depends entirely on their emotional richness and sensitivity. Emotions strengthen or soften demands emanating from adults. It is experiences that become the channel through which moral information reaches the nascent personality almost unhindered." To successfully develop moral ideas and actions in children of senior preschool age, you need: – a deep understanding of the essence and content of moral education as a psychological and pedagogical process; – knowledge of the

“mechanisms” of morality formation; – ability to plan work to create a culture of behavior; – the ability to develop and put into practice methods and means of moral education Features of the moral ideas of older preschoolers are as follows: – they reflect the moral assessments of adults, primarily in relation to the actions of their peers; – are associated with assessments of individual actions of others; – abstracted from concrete reality; – go from a basic assessment of the actions of others to a moral assessment of their own actions. In accordance with the objectives, the following conclusions were made as a result of the study: 1. Moral ideas among older preschoolers are considered as ideas about such qualities of a person that help him act, think and feel in accordance with his spiritual beginning and including self-knowledge about the norms and rules of behavior in society, about the moral qualities of a person, which subsequently influence the formation of moral assessments and motives of behavior. The result of moral education is the moral ideas, moral values, qualities and moral position formed in children, which is most important in older preschool age, since during this period elementary moral requirements are learned.

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