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**DESCRIPTION OF THE METHODS OF FORMING MORAL MOTIVES**

**BEHAVIOR OF YOUNGER SCHOOLBOYS**

Moral motives direct the moral actions of man , encourage him to reflect on the appropriate course of action manifestation . To get students to deeply informed , reasonable behavior , the teacher is to work out the formation of motives , their further development . In this process, the teacher comes from the social demands of the time . And so the moral motives not only the basis of moral behavior , but rather indicative result of education .

Our understanding of the essence of moral education in schools vary not only under the influence of new scientific concepts , but real achievements in the field of education. Common in recent years the approach to educational work oriented teacher verbal forms of transfer values. So long prevailed monologues combined with individual actions . Clearly not enough individual approach , relying on experience of the child, taking into account his personal characteristics .

The main instrument through which the teacher directs and organizes the activities of the child are usually jobs that he confronts the child. For their effectiveness need to be internally adopted child , which determines the meaning of the job for him. When job insecurity motivation on the part of teachers for their content inner child can dramatically disperse their objective content with the plan and teacher educator .

In other words , external educational effects contribute to the formation of positive character traits and moral qualities only provided if they excite students' positive inner attitude and stimulate their own desire for moral development .

As already mentioned in the first paragraph , in a moral man formed stable moral motives which impel them to the proper behavior in society , and the formation of moral motives of human behavior provides moral education . On this basis, we believe fair to say that the methods of forming such motives have methods of moral education .

Traditional methods of moral education are focused on instilling students the rules and regulations of public life. Often, however, they act only in a sufficiently strong external controls (adults , public opinion, the threat of punishment ) . An important indicator of formation of the moral qualities of the person is the internal control, the effect of which sometimes leads to emotional discomfort , dissatisfaction, if violated personal experience proven rules of social life .

Internal control is formed thanks to the efforts of the child in the intellectual , motor, emotional , volitional . Willingness to subordinate their motivation beliefs and knowledge about the culture of human life increases self-esteem individual develops self-esteem. Formed control skills contribute to the successful development of the moral qualities of the person in the process of training and education.

Pedagogical sense of work on the moral development of personality of the younger schoolboy is to help him move from elementary behavioral skills to a higher level , which requires the autonomy of decision-making and moral choice .

In teaching literature describes a variety of methods and techniques of moral education . Obviously, they are not equally aimed at the formation of motives of moral behavior . Methods and techniques especially different versions accumulated so much that to understand them , to choose appropriate goals and actual circumstances only helps their ordering , classification. But the phenomenon of education is very complex and contradictory , and therefore a single logical basis for classification of the numerous ways of pedagogical influence is hard to find .

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