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ETHICAL LITERACY OF EFL TEACHERS IN PRESCHOOL EDUCATION

ЭТИЧЕСКАЯ ГРАМОТНОСТЬ УЧИТЕЛЕЙ АНГЛИЙСКОГО ЯЗЫКА(EFL) В ДОШКОЛЬНОМ ОБРАЗОВАНИИ

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ABSTRACT

This article examines not only the important facts which teachers should pay attention to when teaching English as a second language in the preschool education system, but also proves that it is possible to provide moral education to young learners by teaching English. In this way, the research is also conducted on the level of moral knowledge of English teachers teaching in the preschool education system and pedagogical tact.

Keywords: *incident methods, preschool education, teacher training, didactic materials, moral norms, analytical reading, moral outlook.*

АННОТАЦИЯ

В этой статье не только исследуются важные факты, на которые учителя должны обращать внимание при обучении английскому как второму языку в системе дошкольного образования, но и доказывается возможность нравственного воспитания молодых учащихся, преподавая английский язык дано. Таким образом, было проведено исследование уровня моральных знаний и педагогического такта учителей английского языка, преподающих в системе дошкольного образования.

Ключевые слова: *методы инцидентов, дошкольное образование, подготовка учителей, дидактические материалы, моральные нормы, аналитическое чтение, моральное мировоззрение.*

The main difficulty in teaching and educating young people in modern preschools is not only the mastery of facts, but also the mastery of learning methods, taking into account the specifics of the subject being studied. In choosing the forms and methods, first of all, it is necessary to pay attention to the level of knowledge and preparation of young people, their moral upbringing, attitude to the subject under study and the real contingent of youth. In recent times, progressive methods such as business games, 1/1 digital games, engaging through color

materials, incident methods, and coping with difficult situations have become increasingly common.[1]. Successful sessions, trainings, engaging in targeted activities, shortening the time of ethical experience that students receive, simplifying the path to moral values, teaching free decision-making, acting on the basis of unattainable ethical choice by making and choosing the right direction towards ethical goals, teachers have exactly the same high potential.

By providing moral education to kindergarten-age children throughout the lesson, the teacher uses the most effective forms of educational influence. The science of modern pedagogy considers individual, group and collective forms of education - the main forms of education. The most common form of education in a public education setting is group learning. But keep in mind that moral education is effective only when the teacher is able to find the most effective methods of influence for each student: practical, visual, verbal means, and maximize individualization of forms of education. Teachers call work, study, and play the primary means of education. The emphasis in parenting should be on the student being both an expert in the future and a future English translator. In order to have an effective impact on education, the educator must first have a sense of humor and have the information provided by the teacher to keep young people interested in ethical issues. A positive form of acquaintance with moral norms can be properly formed on the basis of the coordination of mind and emotions.

The upbringing of a highly spiritual person is carried out with a holistic and integrated approach to management and teaching methods.[2].

Moral education of a person is not possible without the use of methods of organizational influence and methods of moral stimulation. It is important to use a complex of different methods, taking into account specific conditions. In order to choose teaching methods, to master the techniques, you need to be well aware of all their diversity, to be able to use each of them effectively.

The method of direct observation, including audio lingual and audiovisual methods, is of particular importance in educating students. The beauty of the sound of speech in English, the clarity of colors in the process of teaching a foreign language, the contribution of modern technical means to the aesthetic perception of a foreign language form the perfect basis. The ethical and educational significance of these methods is that when learning a foreign language, students become acquainted with the culture of the peoples they are learning, and if they learn the language in practice, they will also have the opportunity to put such culture into practice.

First of all, the comparative method, based on didactic principles, the principle of consciousness, as well as methodological principles, has a special educational value: comparison, reliance on positive and negative experiences, different assimilation of language materials, parallel development of different types of speech activities. By comparing a foreign language with their mother tongue, students begin to understand, comprehend and appreciate their mother tongue more deeply, begin to feel all the richness, beauty and poetry of their mother tongue, its structure and style more deeply strive to learn, contribute to the development of philological thinking.

The moral upbringing of the student's personality can reach the level of perfection when a certain moral criterion emerges for him to strive for. An ethical criterion is a student's idea of moral character, a set of moral qualities that he or she seeks to develop. In the progressive experimental method, the works of English and American writers were originally given for analysis by students, as well as a general analysis by reading, then began to analyze both classical and modern literature samples by interpreting it as home reading, individual reading.

Art shapes the viewer, and at the same time, it is shaped by the opposite influence of the viewer. "The object of art," writes K.Marks, "- as in any other product - is created by the spectator who understands art and enjoys beauty. Therefore, art not only serves as the main theme for the subject, but also the theme created by the subject becomes the main theme for the development of art". Y.B. Borev argues that art is a means of communication of the following ethical views: 1) between members of a society; 2) between generations; 3) between peoples, between representatives of different cultures.

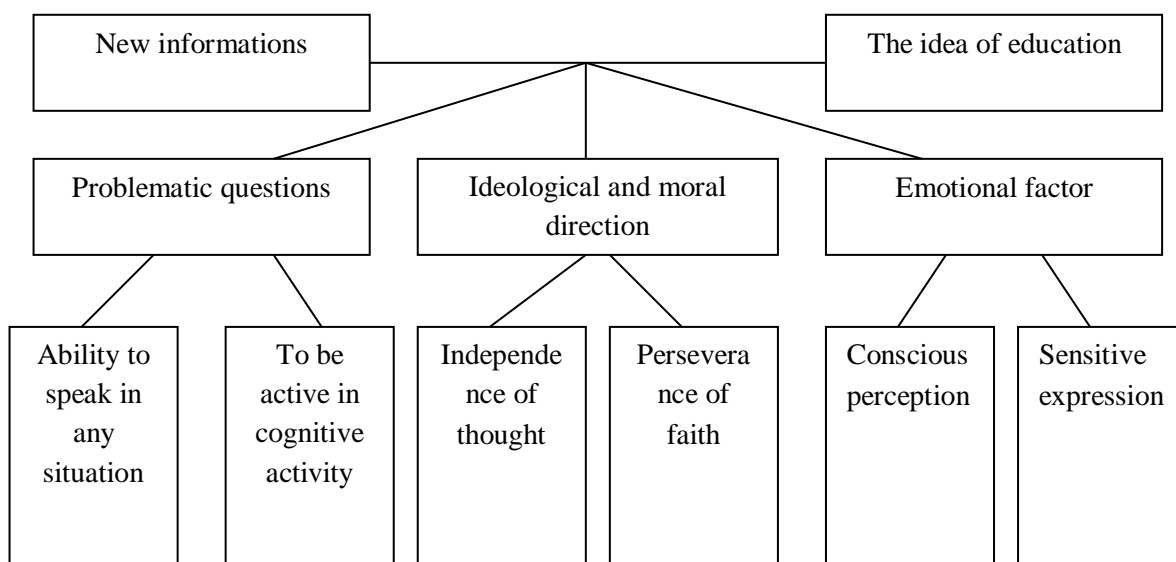
Art (in the process of learning - literature, cinema) develops the student's ideas in its audience (in our case) and forces the recipient to perfect their artistic ideas in a personal form. This means that the artistic idea is immutable and diverse: the same artistic idea is manifested in different ways in different styles.

One aspect of the ambiguity of the image is this misunderstanding; E. Hemingway compared a work of art to an iceberg; he said a small portion of the iceberg is visible on the surface of the water, while the bulk is hidden underwater. The same is true in the works. It encourages the reader to be mentally active, the process of perceiving the work, co-creation, thinking, complementing the image, while reading the work of art the student receives the initial information for his thoughts, it is emotional the situation and the data processing program are given, but it retains both the will and the scale for creative imagination. The low level of definition of the image that evokes the student's mind provides the basis for a

complete representation of the unfinished image. From this we can conclude that a creative approach to the study of texts presented to students for analysis on the topic of “analytical reading” provides a basis for the expansion of both moral and creative activities of this student.

Using his story “The Old Man and the Sea”, E.Hemingway revealed the logical infinity of the work of art: “In my work, I tried to give a real old man and a real child, a real sea and a real fish and a real shark. And if I can do that enough and honestly, they can be interpreted in different ways, in different imaginations.[4]. The image is in keeping with the complexity, spiritual and aesthetic richness and versatility of life.

The system of moral education in the process of teaching a foreign language can be shown in the following diagram.



In the process of working on a literary text in a foreign language class, the attention of young people should be drawn to the writer’s own style of writing. For example, while Charles Dickens describes all the details in detail, E. Hemingway’s writing style has a simple and understandable look and deep semantic meaning. The attention of children in the preschool system is drawn to the surprising simplicity of artistic images in the works of famous American realist writers. These images look like real life people. They also rejoice and cry, are born and die, suffer, in a word, live in their own worlds. If the student is in active contact with the literary text, then this interaction becomes a one-way, not two-way communication, a communication between the text and the reader. The second, on the other hand, achieves high results from the text only because he is able to give meaning to this text because of his cultural preparation.

In the process of artistic communication the following relations take place: the author - reality, the author - the reader, the author - the creative process. These relationships in artistic communication are complemented by interrelationships: the reader - the work, the reader - the author, the reader - the truth.

The interpretation of a literary text is closely related to its understanding. Simple reading, deep understanding of a literary text, and translation without analysis do not have the desired impact on the education of young people. M.M.Bakhtin considers four aspects in the process of understanding the literary text: 1) psychophysiological perception of the sign; 2) its recognition; 3) understand the meaning of the sign in a particular context; 4) active-dialogic understanding.[5]. The final division, especially based on the type of dialogic communication, is important in understanding a literary text. The author-reader dialogue takes place only if the text is understood. "Understanding means mastering the meaning, discovering the spiritual state of the author in the process of creative movement, and the reader himself experiencing this reality". Enrichment of the student's life experience, general cultural literacy is of great importance in the deep understanding of the literary text.

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