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THE PECULIARITIES OF FORMING THE SPIRITUAL AND MORAL QUALITIES IN THE PRESCHOOLERS THROUGH THE LINGUISTIC MEANS OF FAIRY TALES

Spiritual and moral upbringing of a preschool child is closely intertwined with emotional development. The emotional attitude of the child to the surrounding world becomes an intermediate indicator of the formation of its spiritual sphere and moral qualities. The problem of the formation of spiritual and moral qualities in a personality has always been one of the most urgent, nowadays it is of special importance. The analysis of psychological and pedagogical literature shows that a lot of attention has been paid to the education of spirituality and morality in the works of scientists. These studies began quite a long time ago, which indicates that this problem has always been considered important in the education of every citizen.

Spiritual and moral upbringing of children has always been relevant for our people. Nowadays, in the conditions of the instability of society, which is accompanied by the loss of traditional landmarks, the degradation of spiritual and moral qualities, the growth of cruelty, envy and aggression, the specified direction of upbringing is becoming increasingly important. Spiritual and moral education itself, according to O. Sukhomlynsky, is a key factor in the transmission of cultural values [4, p. 4].

In general, the formation of the foundations of the spiritual and moral qualities in young children is an extremely important and difficult task for parents, educators and everyone who works with the children. This process is especially important in early childhood, when children have not yet formed their own system of values and behavioral skills. The further development of the child as a harmonious personality will depend on what foundations will be laid at this age.

As evidenced by the analysis of scientific literature, the main features of the formation of spiritual and moral qualities in young children are as follows:

1. The formation of spiritual and moral qualities starts from the first days of a child's life. Right from the birth of a child, it is important to create favorable conditions for its development and upbringing.

2. Upbringing of spiritual and moral qualities should be systematic and consistent. Parents and educators should be engaged in raising children on a permanent basis, creating conditions for them to develop positive qualities and values.

3. For the formation of spiritual and moral qualities in young children, the methods should be used that correspond to their age characteristics. For example, young children perceive information best through a game, a fairy tale, interaction with other children and adults, through touching various objects, etc.

4. It is important to set an example of good actions and behavior. Young children learn by imitation, so it is important that the adults around the child demonstrate

positive examples of behavior and actions.

5. Formation of spiritual and moral qualities in young children should take place in an atmosphere of love, respect and tolerance. A child should feel that it is loved, valued and respected.

Therefore, the teacher must create conditions for involving the child in active activities, develop the ability to select the best spiritual and moral qualities of the past and present, which are often reflected in the fairy tale. A fairy tale is a folklore narrative work about fictitious and often fantastic events.

A fairy tale is of great importance not only for the spiritual and moral education of young children, but also for their logical and mathematical development, and can be used as an effective tool in classes in preschool institutions. The educational functions of the fairy tale here are related to the child's scientific and philosophical mastering of reality, when the educational resource of the fairy tale is really colossal, and its justification and wide application allows actualizing a new paradigm of preschool education [1-2].

Conclusions. Therefore, a literary fairy tale is an author's, artistic, prose or poetic work, based either on folklore sources, or completely original; the work is mostly fantastic, magical, depicting the incredible adventures of fictional or traditional fairy-tale heroes and, in some cases, aimed at children; a work in which an incredible miracle plays the role of a plot-creating factor, serves as the initial basis for character characterization [3].

The role of fairy tales in the spiritual and moral upbringing of children in preschool institutions can be highlighted by the following aspects:

1. Development of moral consciousness. Fairy tales help develop children's moral consciousness, teach them to understand what is right and wrong in behavior. With the help of fairy tales, children can learn to be kind, honest, patient and responsible.

2. Formation of speaking skills. Fairy tales help develop children's speech, teach them to use language constructions correctly, expand their vocabulary and expressiveness of speech.

3. Development of imagination and creativity. Fairy tales often offer fascinating and unusual stories that help develop children's imagination and creativity. They can teach children to see the world from different perspectives and introduce them to the world of fantasy

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