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THE ROLE OF THE NATIVE LANGUAGE IN THE FORMATION OF MORAL QUALITIES OF A SCHOOLCHILD

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Abstract:

The article examines the role of the native language as a key factor in the formation of moral qualities of a schoolchild. The influence of language on the formation of moral norms, the development of spiritual values, the formation of a culture of behavior and speech is analyzed. Special attention is paid to the educational potential of the language in the educational process. It is shown that the native language is the basis of personal development, moral consciousness, emotional sensitivity and social maturity of the student.

Keywords: Native language, moral qualities, schoolchild, spiritual education, culture of speech, values, personal development, speech behavior.

Introduction

The formation of moral qualities of the younger generation is one of the most important tasks of the school. Moral development includes the child's awareness of moral norms, the ability to distinguish good from evil, the ability to empathize, responsibility for one's actions and respect for others. One of the main tools of moral education is the native language. Language serves not only as a means of communication, but also as the most important mechanism for the spiritual development of a person.

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Through the native language, a schoolchild enters the world of culture of his people, masters values, norms of behavior, patterns of attitude to people. Language shapes thinking, the emotional sphere, social skills and moral compasses. Therefore, the study of the role of language in the formation of moral behavior of a schoolchild is an urgent pedagogical task.

The native language reflects the history, traditions and worldview of the people. Through verbal images, fixed expressions, proverbs and folklore, the child joins the spiritual heritage of his people. This creates the basis for the formation of moral convictions, respect for the past and a sense of belonging to a cultural community.

Each word carries an emotional meaning. Using words and expressions, the student masters not only new knowledge, but also a new system of values. For example, such expressions as a kind heart, an honest word, respect for the elders are fixed in the language and reflect the moral guidelines of society. Through understanding the meaning of these expressions, the child learns the correct attitude towards people.

The native language is a tool of thinking. Through words, the child describes the world, evaluates actions, and forms his own judgments. Moral qualities cannot develop outside of mental activity, and thinking is impossible without language. A rich vocabulary contributes to the development of the ability to analyze, draw conclusions, and realize the motives of one's own and other people's behavior. Developed speech involves the ability to express one's feelings and experiences. This makes the child more open and emotionally flexible. A student who is able to express his emotions more easily copes with internal conflicts, better understands the state of other people, shows tolerance and goodwill. Language helps to form internal moral control, which plays an important role in decision-making.

One of the tools of moral education, like every profession has its own weapon, is a word that sounds in the native language. The reason why we come to this

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opinion is that any medium that polishes and elevates our spirituality and morality, first of all, in our native language, is form. Therefore, there is spiritual power in our native language.

Language is not only the spiritual wealth of the nation, but also the culture, traditions of the people, their way of life and history. Drawing attention to the opinion of our mentors on this, the Sultan of Verbal Property, Alisher Navoi, "the castles of the soul are the language and it was he who read the key word", Abdulla Avloni said: "The life of every nation shows that there is a language and literature in the world. The loss of the national language is the loss of the spirit of the nation," he stresses.

The culture of oral speech is closely related to the culture of actions. Words can support, inspire, console, but they can also hurt, humiliate, and cause aggression. Therefore, the education of responsibility for the word is the most important part of the moral development of a schoolchild. The ability to speak correctly, respectfully, calmly reflects the level of education of the individual.

Written speech also contributes to the development of moral qualities. Working with texts, essays, literary sources helps the student to realize moral problems, express his opinion and learn to argue it. The written form requires deliberation, responsibility and attention to the meaning, and this forms internal discipline and moral maturity.

Fiction plays a special role in the formation of moral qualities. In the works, the student encounters examples of actions, moral choices, difficult life situations. Through the images of the characters, the child learns sympathy, respect, honesty, friendship and responsibility.

Literary language conveys emotional shades, helps to deeply feel the experiences of the characters. This develops empathy and emotional sensitivity, without which a full-fledged moral education is impossible. Literary plots form the ability to understand the motives of actions, to distinguish between good and evil, and to evaluate one's own behavior.

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The teacher is the most important carrier of the norms of speech and moral culture. His speech serves as a model for schoolchildren. Polite, competent and respectful communication of the teacher forms the right models of behavior in children. Through speech, the teacher conveys not only knowledge, but also values, attitude to the world and people.

It is very important that the teacher attaches great importance to the culture of speech, attentiveness to the word, and the ability to listen. Discussion of moral issues, the creation of a trusting atmosphere, the use of speech situations for the development of moral consciousness of students makes the lesson of the native language a platform for the formation of spiritual values.

Folklore works have a huge educational potential. Fairy tales, proverbs, songs and epics keep moral lessons passed down from generation to generation. They teach honesty, hard work, respect for elders, kindness and responsibility.

Proverbs briefly and expressively formulate moral norms. For example: do not have a hundred rubles, but have a hundred friends, business time, fun hour, good defeats evil. The assimilation of such linguistic formulas strengthens the moral values of the child.

Inner speech helps the child to analyze his actions, control behavior and realize the consequences of actions. When a student is able to talk to himself, ask internal questions, explain his decisions, he acquires maturity and responsibility.

Developed inner speech allows you to form moral attitudes, avoid impulsive actions, and choose the right decisions. The native language becomes an instrument of self-education, self-control and self-improvement.

The native language plays a key role in the formation of the moral qualities of a schoolchild. It serves as a means of cognition, self-expression, interaction with others, evaluation and understanding of actions. Through language, the child is introduced to the culture, traditions, spiritual values of his people. He learns respect, responsibility, benevolence and honesty.

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School should not only teach the language, but also reveal its moral potential. The task of the teacher is to cultivate a careful attitude to the word, to develop the culture of speech, to form the moral maturity and inner harmony of the child. The native language becomes the basis for the formation of a full-fledged, spiritually rich personality.

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