

As an innovative model of educating preschool children on the basis of national values

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Abstract: *The following article deals with the problems of spiritual and moral education of preschool children. It describes the main trends in the mass and innovative practice of spiritual and moral education of preschoolers over the past twenty years, presents a typology of modern innovative practice of spiritual and moral education in preschool educational institutions.*

Key words: *spiritual and moral norms, moral relations, spirituality, ethics, integration, morality, aggregation, generalization.*

Introduction.

Nowadays, a separate task of studying the problem of spiritual and moral education of preschool children is the analysis of modern practice of upbringing in preschool educational institutions. The desire of fully comprehend the development of the area of interest to us prompts us to turn to the educational work of kindergartens from the beginning of the post- Soviet period - a time associated with serious transformations in the sphere of preschool education.

The Resolution of the President of the Republic of Uzbekistan "On measures to further improve the system of preschool education in 2017-2021" also takes into account the best international practices, creating conditions for comprehensive intellectual, moral, aesthetic and physical development of children, improving the quality of preschool education. The tasks of radically improving the quality of school preparation, the introduction of modern educational programs and technologies in the educational process, which are widely used in world practice, are also a special example of the state's care in this area. The main task of the didactics of preschool education is to organize integrated lessons in the spiritual and moral education of preschool children, in harmony with the realities of society, to conduct each lesson in a harmonious, coherent and integrated manner.

The purpose of the "State requirements for the development of primary and preschool children" of the Republic of Uzbekistan is to bring up a spiritually perfect and intellectually developed person in the system of preschool education, taking into account the ongoing socio-economic reforms in the country, foreign experience and scientific achievements and modern information and communication technologies. The tasks are to educate children based on national, universal and spiritual values, to introduce effective forms and methods of development, to introduce pedagogical and modern information and communication technologies in the educational process. Chapter 2, paragraph 3, of the State Requirements focuses on the concept of integration and states that integration is a process that provides a link between the components of content in child education and development. When researching the problem of spiritual and moral education of preschool children in integrated classes, it is necessary to focus on the concepts of "Spirituality", "Ethics" and "Integration".

In philosophy, history, ethnography, folklore, literature and pedagogy, such terms as "spirituality", "morality" are widely used. After all, they determine a person's life and lifestyle, the level of development of society. Therefore, it is necessary first know the philosophical, pedagogical meaning of these terms. Spirituality is a set (sum) of all human behavior, attitudes, behaviors, various states and activities that take place under the direct and active influence of the soul (language) [6].

It should be noted that spirituality is one of the integrative spheres in its content and essence. Indeed, as its constituent components:

-First, ethical norms were recognized;

-Secondly, it is a wide-ranging, comprehensive, in a word, integrated field, as it is a “set of philosophical, legal, scientific, artistic, religious and similar ideas and concepts of mankind” [7].

The Uzbek enlightener Abdulla Avloni argues that in spiritual and moral education, children need to know the laws of nature and society, natural phenomena, their interdependence, so that they can grow up to serve the welfare of society and the people. Therefore, the integration of these qualities into children of preschool age, that is, their integrated transmission is a pressing problem of the preschool education system. The word “integration” is interpreted differently in dictionaries, and borrowed from Latin and means “aggregation, generalization”.

The English scientist G. Spencer first introduced the concept of integration into the educational process in the 1920s. [7] He proved that the word "integration" has two meanings:

1. A concept that represents an ongoing process.
2. The process of convergence and interaction of sciences.

Integrated activities teach children to understand the wholeness of worldviews, the coherence of events, and the nature of events.

It should be noted that the problem of integration is still one of the most controversial issues among our scientists, as the integration of lessons in preschool education is not scientifically contradictory and disagreeable.

The organization of integrated spiritual and moral education of children of preschool age is an integrated pedagogical process with a clear purpose, in which the following pedagogical tasks are solved:

1. Children of preschool age are informed about the essence of spiritual and moral norms and moral relations and their importance in the life of society.
2. To create a need for the acquisition of spiritual and moral concepts in children of preschool age, to determine the spiritual and moral consciousness.
3. Decide on positive spiritual and moral qualities in children of preschool age (patriotism, diligence, sense of beauty, aspiration to create beauty, honesty, purity, moderation, mutual friendship, honesty, sweetness, generosity, courage, etc.).
4. Formation of moral, ethical, character and will in children of preschool age.
5. Formation of spiritual and moral culture in children of preschool age.

In the implementation of these tasks, the spiritual and educational problems in preschool education, along with the positive factors that serve the system of spiritual and moral education of children of preschool age in integrated classes, also identify pedagogical problems.

The following pedagogical problems can be encountered in the spiritual and moral education of preschool children through the integration of lessons in preschool education:

- The need to create a unique integrated pedagogical environment in preschool education and its external and social spontaneous impact;
- The challenges facing the system of improving the professional competence, creativity and professional skills of educators and the insufficient level of scientific-methodological and didactic support to address these tasks;
- Lack of skills of educators to integrate the topics of training in the use of the Advanced "Bolajon" basic program and the state curriculum "Ilk Kadam";
- Contradictions between the processes of integration (integrity) and disintegration (division, fragmentation) in the system of spiritual and moral education of preschool children;
- The existence of contradictions between the introduction of traditional forms, methods and innovative methods of the educational process in preschool education;
- Inconsistencies between the spiritual and educational, organizational part, content and methodology of the educational process in preschool education.

To address the above pedagogical problems, it is advisable to use integrated training in preschool education, including:

- Taking into account the age and level of knowledge of group students in the organization of integrated education in preschool education;
- To look at integrated education as a tool for developing a developing character in improving the effectiveness of training;
- Putting the child's identity in the center of all educational systems;
- Human approach to education, the formation of universal values;
- Development of the child's creative abilities, his individuality;
- Taking into account individual and collective education.

In short, pre-school education is the primary part of continuing education. It stimulates the child's desire to learn, prepares him for systematic learning, ensuring that the child is formed into a healthy and developed person. Therefore, the further strengthening of this system, the creation of favorable conditions in preschool education, the wide involvement of preschool children in them play an important role in the formation of our children as harmonious and mature individuals.

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