



## FORMATION OF MORAL CONCEPTS IN PRESCHOOL CHILDREN

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"Practical example" will be of Decisive  
Importance in the Field of Education and Manners

### Abstract

Moral behaviors in children are essential as they teach them to develop positive traits such as kindness and compassion. In addition, it teaches them to distinguish right from wrong. Also, it helps them develop empathy for others and builds their self-esteem.

**Keywords:** Kindness, childhood, moral, wealth, develop, grow, learn, activity, behavior, mind, imitate, communication adult, necessary, useful, concepts, events, human, formation, interdependently

It is known that society develops in different periods according to the material and moral life of the time. However, we have carefully preserved the folk art, customs, and traditions, which have been passed down from generation to generation, this priceless and unrepeatable wealth. This wealth became very important in the development of the individual. The children enjoyed this wealth, learned and preserved the life and moral teachings from their youth, and left them to future generations.

For thousands of years, people in the process of their activities have involved children and teenagers in various work, and in them to make decisions and develop the ability to act together with people, to act independently in children, and to strive to realize their personal goals. they realized the need to grow it. As a result of their activities in this field, children's minds and bodies have developed, they have learned to select and separate the work that is necessary and useful for them as individuals, and self-education is the only condition for the development of human civilization. ladi

The peculiarity of preschool age is that children at this age cannot clearly describe moral concepts in words, cannot compare it with other similar events. But a properly organized pedagogical process in preschool educational institutions helps children understand the general meaning of moral events. If children see examples of good behavior in others, they will try to imitate them. In children, the first experiences of behavior are formed in the process of communication with adults. The need for





communication is an important social need, and an adult is a source of satisfaction of this social need. The content of communication should be pedagogically valuable so that it has the necessary moral impact on the child. The main content of educating preschool children with moral qualities is: culture of behavior, education of human relations between children and adults (following the simplest rules of social life; benevolence, caring for loved ones and etc.); public education; approach to educational work respecting the personality of the child; carrying out the work of moral education in connection with life and time; children's activity; the unity of the family, preschool educational institution and the educational influence of adults; it is especially important to rely on positive qualities in the child. treating loved ones with care, etc.); public education; approach to educational work respecting the personality of the child; carrying out the work of moral education in connection with life and time; children's activity; the unity of the family, preschool educational institution and the educational influence of adults; it is especially important to rely on positive qualities in the child. treating loved ones with care, etc.); public education; approach to educational work respecting the personality of the child; carrying out the work of moral education in connection with life and time; children's activity; the unity of the family, preschool educational institution and the educational influence of adults; it is especially important to rely on positive qualities in the child.

The pedagogue carries out all these tasks interdependently, influences the child's feelings and educates them in moral qualities, corrects about some moral qualities and social events that are understandable to children. forms imaginations, gradually develops the ability to evaluate and evaluate each other.

Educating a new person is a very complicated process, therefore, only those who follow the requirements of upbringing are considered decent and moral.

The practical expression of moral norms is reflected in the interaction of people. Perfect upbringing of young people with truly human qualities is the main task of every educator.

It is necessary to implement the following basic moral criteria for the moral and spiritual development of children of preschool age:

- To teach children to feel by heart the rich spiritual and cultural heritage of our people, historical monuments.
- To carry out clarification work among parents and the neighborhood about the main content and essence of our holy Islam religion, its place in child education.
- Carrying out comprehensive explanatory work about the role, duties and responsibilities of parents in the field of family education.





• It is necessary to carry out explanatory work about the importance of the neighborhood and its place in the formation and development of the child's spirituality through roundtable discussions and citizen meetings in the neighborhood. Acquiring the simplest knowledge about the interrelationships between the events of social life serves to educate children in their initial sense of moral duty.

The peculiarity of the preschool age is that at this age, children cannot clearly describe the moral concept or sense of duty in words, they cannot compare it with other similar events. But a properly organized pedagogical process in the organization of children's preschool education helps to understand the general meaning of moral events. If children are shown good behavior by others, children will try to imitate them.

In children, the first experiences of behavior are formed in the process of communication with adults. The need for communication is an important social need, and an adult is a source of fulfillment of this social need. The content of communication should be pedagogically valuable so that it has the necessary moral impact on the child. The main content of educating a sense of duty in preschool age is as follows: culture of behavior, education of human relations between children and adults (following the simplest rules of social life; benevolence, caring for loved ones, etc.); public education; to approach the work of education with respect for the child's personality; carrying out the work of moral education in connection with life and time; children's activity; family, organization of pre-school education and unity of educational influence of adults; it is especially important to rely on positive qualities in the child.

From a young age, it is important to form the skills of grieving together, sharing the sorrows and joys of other people. It is necessary to teach to correctly assess the behavior of artistic heroes, their own behavior and the behavior of their peers. Cultivating to like children and adults of different nationalities, treat them kindly; it is necessary to achieve the manifestation of humanitarian feelings and attitudes, their social orientation.

Forming ideas about the need to enthusiastically perform tasks and treat peers well, using the assessment of various situations that arise in the course of activities, has a serious impact on the quality of education of a preschool-aged child, as well as on his moral upbringing. shows.

The teacher shows the possible consequences of neglecting the task, gives advice on how to overcome the difficulty, how to help a friend. If he treats the child with respect, maintains a positive-emotional state, the children will develop the desire to engage, the ability to overcome difficulties, and the desire to participate in common work.





The explanation should not be turned into a long admonition, because each time a specific situation is evaluated, and a few words of the pedagogue in this regard can reliably show his attitude to the answer given by the child, to what he did. Such an assessment of the educator gradually becomes an assessment of the children, who learn which behaviors to achieve and which to abandon.

Work on the spiritual education of preschool children should be improved in accordance with the educational tasks. Moral feelings, behavioral habits and ideas formed in preschool age have a decisive influence on the activities of all children and the complex of interactions between them, between children and adults.

Stability in children's activities and pursuit of goals; There is no doubt that it is necessary to develop the ability to play independently, to fulfill adult tasks enthusiastically, to show diligence, to try to independently overcome the difficulties that arise, to actively participate in training and work.

Moral education methods are most effective when the preparatory group provides for the influence on the feelings of the child, the organization of positive forms of behavior, taking into account the fact that at the same time the child realizes the elementary moral norms, helps to form the unity of speech and work in preschool children.

In order for moral habits to remain the norm, it is necessary to create conditions for the child to practice moral behavior. Leading his communication with other children it is necessary to teach him how to behave in one case or another, to introduce him to the rules of behavior using various activities.

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