



THE ROLE OF NATIONAL TRADITIONS AND VALUES IN MORAL EDUCATION OF PRESCHOOL CHILDREN

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Abstract

This article describes the formation of national traditions and values in moral education of preschool children. The role of moral education in raising children as a mature person and the importance of inculcating our universal traditions and values into children's minds by giving them moral education have been shown. The role of educators and pedagogues in the formation of national traditions and values by providing moral education to the young generation was discussed.

Keywords: Preschool education, moral education, child's personality, national tradition, values, patriotism, traditions, pedagogical approaches.

Introduction

In today's process of globalization, educating the young generation in the national spirit and forming their moral qualities is one of the urgent issues. In particular, the pre-school period is the most important stage of personality formation, and the education given during this period affects the whole life of a person. Therefore, the effective use of national traditions and values in moral education of children is considered an important pedagogical task.

The rich cultural heritage, customs and traditions of the Uzbek people serve as an important resource in the education of children. In this regard, folklore, national



holidays, traditions and family values have a special place. Educating the young generation as a mature person in all respects is an objective necessity arising from the needs of society. Moral education is one of the important aspects of social education.

As we know, preschool age is the most important period of child development. Physiological and psychological processes accelerate in children during this period. Therefore, properly organized education in this period serves as a foundation for the child's personality to grow into a mature person in the future.

Analysis and Results

National traditions and values are social, cultural and spiritual assets formed during the historical development of the nation and passed down from generation to generation. They define a person's worldview, behavior and moral criteria.

Preschool children are psychologically imitative; they quickly learn the behavior of adults. Therefore, it is effective to work on the basis of practical examples, games, fairy tales and national traditions in moral education of children.

Moral education is carried out in the following directions:

- distinguish between good and bad;
- teaching etiquette;
- formation of social relations;
- development of respect for national values.

Uzbek folk pedagogy is of great importance in children's education. Children's moral concepts are formed through folk tales, proverbs, and riddles. For example, positive qualities are strengthened in children through the victory of good over evil in fairy tales.

Also, in the works of our scholars Abu Nasr Farabi, Alisher Navai, Abu Ali Ibn Sina, special attention is paid to the issues of moral education. In their opinion, spiritual and moral values play an important role in raising a perfect person.

Methods of moral education through national traditions. Effective methods of moral education based on national traditions include:

1. Education through national holidays. For example, through the Navruz holiday, children develop feelings of love for nature, solidarity and generosity.



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2. Education in a family environment. Family is the main place of children's upbringing. Mutual respect and love of parents directly affect the child.

3. Education through game activities. National games develop both physical and moral qualities in children.

4. Use of fiction. Through fairy tales, epics and stories, virtues such as goodness, honesty, and courage are formed in children.

Among the Uzbek people, such qualities as hospitality, respect for elders, respect for children, kindness, and honesty are the main values. Instilling these qualities in children is one of the important tasks of preschool education. Moral education given to preschool children is very important. During this period, children begin to develop moral qualities. Through moral education, qualities such as distinguishing between good and bad, humanity, justice, correctness, honesty, patriotism, and compassion are formed in children. At this age, children are very imitative and try to adopt the moral qualities they see in adults.

The formation of our national traditions and values through moral education in preschool children begins with the family. Preschool education organization is a systematic successor of this stage. At this age, qualities such as respect for elders, manners of greeting, compassion through kindness, truthfulness and justice through honesty, love and loyalty to the motherland through patriotism, and honoring guests through hospitality are formed at this age. We can implement our national traditions in the younger generation through our national holidays. The feelings of love and preservation of nature are formed during the Navruz holiday, and the feelings of love and respect for the motherland are formed during the Independence Day. Through our national games, they are taught to cooperate.

The state curriculum "The First Step" for pre-school educational organizations of the Republic of Uzbekistan has also been specifically addressed in this regard. It has been mentioned that "children get better education and develop when their national culture, language, and traditions are recognized with respect" [1].

It is important to organize the educational process in preschool educational institutions based on national values. Educators should widely use national customs, values and traditions during training.

Attention is paid to the following aspects:

- use of didactic materials in the national spirit;



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- introducing children to national clothes and traditions;
 - teaching national songs and games;

Moral education of preschool children begins with the family, and at the same time, it is a multifaceted pedagogical process. A special skill is required from the educator and pedagogue in the formation of moral qualities in preschool children. Because moral ideas based on moral norms and national values instilled in the preschool period serve as an important resource in the child's later life. The following can be included in the pedagogical prerequisites for the implementation of moral education:

1. The style of the correct relationship:
 - a) between senior members of the team;
 - b) between the pedagogical team and parents;
 - c) relationship between adults and children;
2. A strict agenda established in the preschool education organization.

The ability of educators to inculcate social values in children depends on the quality of their spiritual education. According to research, it was observed that the level of adaptation of children to the social environment is high in educational institutions where pedagogical competence is implemented. Secondly, the material and technical base of the educational institution and the quality of the educational environment also affect the process of moral education. It is necessary to increase the intellectual activity of children and use interactive methods aimed at educating them in spiritual and moral qualities in the organization of educational processes in preschool educational organizations.

Conclusion

In short, national traditions and values play an important role in moral education of preschool children. They provide the process of formation of positive qualities in children, realization of national identity and adaptation to society. Therefore, it is necessary to widely use national values in the pre-school education system and to combine them with modern pedagogical technologies. This serves to raise a mature, spiritually mature generation.

Spiritual and moral education in preschool educational organizations plays an important role in the formation of a child's personality. It is at this age that



children's moral ideas are formed, and they form the basis for their behavior in the future. Qualification of teachers, quality of educational environment and family upbringing are decisive factors in this process. In order to effectively conduct spiritual and moral education, it is important to organize educational processes based on innovative methods, to inculcate game elements and national values.

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