



INTERDEPENDENCE OF MORAL AND SOCIAL EDUCATION IN PRESCHOOL EDUCATION

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ABSTRACT

The article discusses the interdependence of moral and social education in preschool age. It is proved that these two directions of pedagogical activity are inextricably linked and have a mutual influence on each other. The importance of the purposeful formation of moral qualities (kindness, honesty, justice) and social skills (communication, cooperation, empathy) in preschoolers is emphasized. implementation of interrelated moral and social education in preschool education.

KEYWORDS

Preschool education, moral education, social education, interdependence, pedagogical conditions.

Introduction

Preschool education plays a key role in the formation of a child's personality, laying the foundations for moral and social development that will affect his life in the future. Moral and social education are closely interrelated, forming a child's values, social skills and sense of responsibility.

The interdependence of these aspects of parenting means that the development of moral qualities such as kindness, honesty and compassion contributes to the development of social skills such as the ability to cooperate, communicate and resolve conflicts. In turn, the development of social skills helps the child to learn moral values and apply them in practice.

The theoretical basis for understanding the interdependence of moral and social education is the works of domestic and foreign psychologists, teachers and sociologists. Let's consider the main theoretical concepts:

- **L.S. Vygotsky's theory of socio-psychological development** emphasizes that the development of the child takes place in the context of his interaction with the world around him. The social environment, including the family, kindergarten and community, has a strong influence on the formation of moral values and social skills of the child. (1)

A child learns moral norms and rules in the process of communicating with adults and peers.

- **Piaget's theory of cognitive development** deepens our understanding of how children learn moral norms and rules. According to this theory, as a child's cognitive abilities develop, he becomes more able to understand moral principles and regulate his behavior in accordance with them. (2)

Piaget identified several stages of moral development, each of which is characterized by its own level of understanding of moral rules and norms.

• **A. Bandura's theory of social learning** emphasizes the importance of imitation and observation for the development of moral and social behavior of the child. Children learn by observing the behavior of others and imitating their actions. (3)

The formation of a child's moral behavior is also influenced by reinforcements and punishments.

• **The theory of the activity approach by D.B. Elkonin** emphasizes the importance of joint activity for the development of moral and social skills of the child. In the process of joint activity, the child learns to interact with others, take responsibility, resolve conflicts and develop social skills. (4)

Joint activity also contributes to the formation of moral qualities, such as responsibility, mutual assistance and justice.

Table 1. The main theoretical concepts of the interdependence of moral and social education.

Теория	Ключевые идеи
Теория социально-психологического развития Л.С. Выготского	Развитие ребенка происходит в контексте взаимодействия с окружающим миром.
Теория когнитивного развития Ж. Пиаже	Дети усваивают нравственные нормы и правила по мере развития своих когнитивных способностей.
Теория социального научения А. Бандуры	Дети учатся, наблюдая за поведением окружающих и имитируя их действия.
Теория деятельностного подхода Д.Б. Эльконина	Нравственное и социальное развитие происходит в процессе совместной деятельности.

The formation of moral and social education in preschool education is a complex and multifaceted process that requires an integrated approach that covers various aspects of the development of the child's personality. The formation of moral and social education in preschool education is a complex and multifaceted process that requires an integrated approach that covers various aspects of the development of the child's personality.

Content of the work on the formation of moral and social education includes several key elements:

1) **Formation of moral qualities:** kindness, honesty, compassion, responsibility, respect for elders and other people, patience, forgiveness, justice, diligence, love for the Motherland, patriotism, love for work, respect for nature.

- Kindness and compassion: Teach children to care for others, help those in need, empathize with others' pain, rejoice in the success of others, show empathy and understanding.

- Honesty: To develop in children honesty, truthfulness, the ability to admit their mistakes, not to cheat, not to lie, to keep their word, to be frank.

- Responsibility: To bring up in children a sense of responsibility for their actions, the ability to make decisions and be responsible for them, to respect the rules, to fulfill duties, to take care of their own things and the belongings of others.

- Respect for elders: To cultivate respect for elders, parents, teachers, adults, the ability to listen to their advice, help them, show politeness, use polite words in address.

- Respect for other people: To educate children to respect other people regardless of their age, nationality, religion, appearance, abilities.

- **Patience:** To develop in children patience, the ability to wait, not to rush, not to get angry, not to get irritated, to take failures and mistakes calmly.
- **Forgiveness:** To teach children to forgive other people's mistakes, to let go of grievances, not to hold anger.
- **Justice:** To bring up in children an understanding of justice, the ability to defend their rights, but also to respect the rights of other people, not to violate the rules and norms of behavior, to respect the laws.
- **Diligence:** To bring up in children diligence, the ability to bring things to the end, keep promises, be reliable and responsible in their actions.
- **Love for the Motherland:** To develop in children love for the Motherland, patriotic feelings, pride in their country, acquaintance with the history and culture of their Motherland, respect for national traditions.
- **Love for work:** To instill in children a love for work, to teach them to work in a team, to help adults, to take care of their own things, to respect the results of other people's work.
- **Respect for nature:** To educate children to respect nature, teach them to take care of plants and animals, keep the environment clean and tidy, understand the importance of environmental problems and contribute to their solution.

2) **Development of social skills:** the ability to communicate, cooperate, resolve conflicts, empathize, take part in collective activities, behave in society, follow the rules, express one's own opinion, accept the opinion of others, defend one's rights and respect the rights of others, be responsible for one's actions, make decisions.

- *Communication skills:* To develop children's ability to communicate, listen and understand others, express their thoughts and feelings, conduct a dialogue, ask questions, answer questions, express their opinions, respect the opinions of others.
- *Cooperation:* To teach children to work in a team, to cooperate, to delegate responsibility, to negotiate, to take into account the interests of other people, to help each other.
- *Behavior regulation:* To develop children's ability to control their emotions, behavior, follow the rules, respect boundaries, be responsible for their actions, and manage themselves in various situations.
- *Conflict resolution:* Teach children to resolve conflicts peacefully, negotiate, seek compromises, apologize, ask for forgiveness, show patience and understanding to other people.
- *Ability to behave in society:* To teach children to follow the rules of etiquette, to be polite, well-mannered, to show respect to elders, to help those in need, to be benevolent and friendly.
- *Ability to express their thoughts and feelings:* To develop children's ability to express their thoughts and feelings in oral and written form, to teach them to understand and interpret facial expressions, gestures, intonation.
- *Decision-making:* Teach children to make decisions, analyze situations, weigh the pros and cons, take responsibility for their choices.

3) **Formation of a positive attitude towards oneself and the world around us:** self-confidence, independence, curiosity, respect for nature, the ability to admire beauty, the desire to learn new things, the desire for creativity, accuracy, cleanliness, organization, thrift.

- *Self-confidence*: Nurture children's self-confidence, help them understand their strengths, teaches • Self-confidence: Nurture children's self-confidence, help them understand their strengths, teach them to believe in themselves.
- *Independence*: To develop children's independence, to teach them to make decisions, to take responsibility, to take care of themselves, to take care of their things.
- *Curiosity*: To educate children to be curious, interested in learning about the world, striving for new things, love for reading, for art.
- *Respect for nature*: Teach children to take care of nature, respect animals and plants, keep the environment clean and tidy, understand the importance of environmental problems and contribute to their solution.
- *Ability to admire beauty*: To develop children's aesthetic taste, to teach them to see beauty in the world around them, to love art, creativity, music, dance, literature, theater.

For the formation of moral and social education in preschool education, various forms and methods of work are used. Let's consider the main ones:

- *Classes*: specially organized classes dedicated to the development of moral values and social skills, including conversations, reading fiction, watching films, acting out situations, didactic games, creative tasks.
- *Games*: role-playing games, didactic games, games for cooperation and communication, outdoor games, games with rules, theatrical games. Play is the leading activity in preschool age, so it is actively used to form moral qualities and social skills.
- *Conversations and discussions*: discussion of moral problems, moral dilemmas, social situations, different points of view, rules of behavior, etiquette, traffic rules, safety, ecology. Conversations and discussions contribute to the development of children's moral consciousness, the ability to analyze and evaluate their own actions and the actions of other people.
- *Reading books and watching movies*: fiction and movies can help children understand moral values, understand complex social situations, learn to empathize with characters, develop emotional intelligence, form moral ideas, and broaden their horizons.
- *Encouragement and support*: It is important to recognize and encourage the display of moral qualities and social skills in children, as well as to support them in situations where they are experiencing difficulties, to teach them to cope with failures and mistakes, to develop independence and self-esteem.
- *Excursions and visits to museums, theaters, concerts*: expand the horizons of children, acquaint them with culture and art, form aesthetic taste, develop the emotional sphere, awaken interest in learning about the world.
- *Work with parents*: teachers should work closely with parents, exchanging information about the development of the child, discussing ways of upbringing and maintaining a unified approach to the formation of moral and social education.
- *Creating an atmosphere of respect and trust*: the teacher should be a model of moral behavior, encourage kindness, honesty and compassion in children, as well as provide them with support and assistance in difficult situations.

A personality-oriented approach contributes to the formation of self-confidence in children, responsibility for their actions, the ability to cooperate and make independent decisions.

Table 2. Methodological Approaches to the Formation of Moral and Social Education

Подход	Характеристики	Примеры
1) Игровой подход	Использование игр как основного средства обучения и воспитания.	- Ролевые игры, направленные на развитие социальных навыков (например, "Семья", "Магазин", "Больница"). - Дидактические игры, способствующие формированию нравственных представлений (например, "Добрые и злые поступки", "Учимся делиться", "Помоги другу"). - Свободные игры, позволяющие детям проявить свою фантазию и креативность.
2) Коммуникативный подход	Фокус на развитии коммуникативных навыков, умении общаться, слушать, выражать свои мысли и чувства.	- Беседы на нравственные темы (например, "Что такое доброта?", "Почему важно быть честным?"). - Дискуссии, позволяющие детям отстаивать свои точки зрения и аргументировать свою позицию. - Ролевые игры, где дети взаимодействуют друг с другом и учатся решать конфликтные ситуации.
3) Деятельностный подход	Активное участие детей в процессе обучения через игру, творчество, труд и общение.	- Игровая деятельность, направленная на формирование нравственных качеств (например, игра "Добрые дела", "Справедливость"). - Проектная деятельность, позволяющая развивать социальные навыки (например, проект "Наш город", "Помоги животным"). - Творческая деятельность, направленная на выражение нравственных ценностей (например, рисование, лепка, театрализация).
4) Личностно-ориентированный подход	Фокус на индивидуальных потребностях и интересах каждого ребенка, создание условий для его личностного развития.	- Индивидуальные беседы с детьми для выявления их нравственных ценностей и проблем. - Разработка индивидуальных образовательных траекторий. - Обеспечение возможности выбора детьми видов деятельности и участия в событиях.

Integration of approaches:

In practice, these approaches are not isolated, but complement each other. For example, the game approach can be integrated with the activity approach, if children in the game solve a specific problem, cooperate and be responsible for the result.

Evaluation of the results of work on the formation of moral and social education.

Purpose of the assessment:

- To assess the effectiveness of pedagogical methods and programs for the formation of moral and social values in students.
- Track the progress of students in mastering moral and social principles.
- Make adjustments to the educational process based on the results of the assessment.

Evaluation of the results of work on the formation of moral and social education is carried out using the following methods:

- **Observation:** the teacher observes the behavior of children in various situations and notes the manifestations of moral qualities and social skills.
- **Questionnaires:** the teacher uses questionnaires to find out the opinion of children about moral values and rules of behavior.
- **Testing:** special tests allow you to assess the level of development of moral and social understanding in children.
- **Questionnaires:** Develop questionnaires to collect data on students' attitudes and experiences with moral and social issues.
- **Portfolio Research:** Analyze student work such as essays, projects, and presentations to assess their knowledge and understanding of moral and social values.

- **Analysis of activity products:** the teacher analyzes children's drawings, applications, crafts, stories to assess their moral and social development.
- **Conversations with parents:** the teacher discusses with parents the child's progress in moral and social development, collects information about the child's behavior in the family, finds out the parents' opinion about the problems and successes of the child.
- **Activity Participation Assessment:** Track student participation in moral and socialization activities, such as volunteering, participating in community projects, and attending events related to moral and social topics.

Evaluation criteria:

- **Understanding moral dilemmas:** Students' ability to recognize and analyze moral dilemmas by considering different perspectives.
- **Respect for others:** Demonstrating empathy, compassion, and understanding for different cultures and perspectives.
- **Responsibility:** Taking responsibility for one's actions, contributing to the community, and caring for the environment.
- **Collaboration:** Collaborate effectively with others to achieve common goals and solve problems.
- **Ethical judgment:** Making ethical decisions based on a solid understanding of moral principles.

Benefits of regular assessment:

- Providing feedback for students and teachers.
- Identification of strengths and weaknesses of programs for the formation of morality and socialization.
- Ability to adapt the educational process to meet the individual needs of students.
- Increasing the motivation of students to form moral and social values.
- Providing an evidence base for the effectiveness of pedagogical practices.

Conclusion

The interdependence of moral and social education in preschool education is a key factor in the successful development of the child's personality. The formation of moral values, such as kindness, honesty and compassion, contributes to the development of social skills, helping the child to successfully interact with others and build harmonious relationships. Children, nourished in the spirit of morality and social responsibility, become happier, more successful and freer in their choice.

Recommendations.

- To integrate moral and social education into the educational process: to use methods and techniques that combine the development of moral qualities and social skills.
- Create conditions for the development of social skills: organize play, communication, joint activities, including role-playing games, collective projects and conversations on social topics.
- Create an atmosphere of respect and trust: the teacher should be a model of moral behavior, encourage kindness, honesty and compassion in children, as well as provide them with support and assistance in difficult situations.

- Create partnerships with parents: the teacher should work closely with parents, exchanging information about the development of the child, discussing ways of upbringing and maintaining a unified approach to the formation of moral and social education.
- Introduce modern methods and technologies: use interactive games, multimedia presentations, online platforms for engaging and effective teaching of moral values and social skills.
- Stimulate creativity and independence: give children the opportunity to make decisions independently, solve problems, choose their own path of development, show initiative and creativity.
- To form critical thinking: to teach children to analyze information, to distinguish truth from lies, to evaluate their own actions and the actions of other people, to take responsibility for their decisions.
- To develop tolerance and respect for diversity: to teach children to accept people of different nationalities, religions, cultures, to respect their values and traditions.

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