

CONDITIONS FOR AN INTEGRATIVE APPROACH TO THE MORAL EDUCATION OF PRESCHOOL CHILDREN

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Abstract

This article covers the content, significance of the integrative approach to the formation of moral education of preschool children, as well as the conditions for its implementation. The issues of organizing moral education in close connection with the processes of education, upbringing and development have been analyzed. On the basis of an integrative approach, the opportunities for the development of social behavior, spiritual and moral qualities in children are revealed.

Keywords: Moral education, integration, preschool education, spirituality, socialization, pedagogical approach.

Introduction

At present, within the preschool education system, the comprehensive development of the child—particularly the formation of moral qualities—remains one of the most pressing issues. Preschool age is a crucial period during which a child's moral views, behavioral norms, and attitudes toward social relationships are formed. Therefore, moral education should not be organized as a separate direction, but rather implemented in close integration with all educational and upbringing processes.

An integrative approach is a pedagogical approach aimed at the comprehensive development of the child through the harmonious combination of various subjects, types of activities, methods, and tools within the teaching and upbringing process. In the context of moral education, integration is carried out through fiction, speech development, visual arts, music, play activities, and everyday life situations.

Modern learner-centered education is regarded as a complex, multi-stage environment that creates conditions for personal development. Its main task is to establish a new system of values that contributes to the formation of a child's moral culture and the development of a humanistically oriented personality. The issue of the spiritual and moral development of preschool children is becoming increasingly relevant due to the current situation in modern society. The value vacuum and lack of spirituality emerging as a result of individuals distancing themselves from culture—as a means of preserving and transmitting values—lead to changes in young generations' understanding of good and evil and pose serious risks to society.



The spiritual and moral upbringing of preschool children is one of the most challenging tasks of education under the conditions of modern preschool educational institutions. One of the most important objectives of nearly all preschool education programs is spiritual and moral education. Despite the diversity of these programs, educators observe an increase in children's aggressiveness, cruelty, emotional insensitivity, and isolation focused on their own selves and interests. Especially in the present time, when cruelty and violence are frequently encountered, the problem of spiritual and moral education is becoming increasingly urgent. In this regard, selecting various methods for cultivating spiritual and moral qualities of the individual and using them effectively is considered one of the primary tasks of preschool educational institutions today. Spiritual and moral education and issues related to child upbringing have always been and continue to be a matter of concern for society. According to many scholars and educators (L. S. Vygotsky, D. B. Elkonin, L. I. Bozhovich, A. V. Zaporozhets, Ya. Z. Neverovich, and others), the preschool period is the stage during which moral instances, morality, and moral norms emerge and are formed. In the process of moral education of older preschool children, the accumulation of knowledge about moral norms and requirements is of great importance. Therefore, various means and methods of education are used in the development of any moral quality.

Within the general system of moral education, a special place is occupied by a group of methods aimed at forming judgments, evaluations, and concepts, as well as cultivating moral beliefs. In recent years, the use of integrated educational methods in organizing learning activities in preschool educational institutions has gained significant importance. This is because fostering love for the Motherland and developing human qualities in children are considered the primary objectives of educational activities. In this sense, integrated lessons on spiritual and moral education have naturally become widespread.

Integrated, aesthetically organized lessons make it possible to emphasize the integration of art-related subjects and to highlight an alternative system of teaching artistic disciplines to children. Integration serves as a source for discovering new evidence that confirms or deepens educators' observations and conclusions across various subject areas. The alternation of different forms of activity helps prevent fatigue and nervous tension among learners.

In many countries, the success of the preschool education system is based on the creation of максимально favorable conditions for educators' professional activity, including creative freedom for teachers, the absence of excessive reporting requirements, a high social status of public preschool educators, and the establishment of a creative environment that allows children to express themselves. This includes even the thoughtful design and equipment of classrooms down to the smallest details, the availability of rich literature and developmental games, and the cultivation of social behavior and personal hygiene skills from early childhood. Below, we consider the practices of several preschools. In Korean kindergartens, activities such as music, drawing, and numeracy are primarily organized in an integrated form. The strong emphasis placed on developing such spiritual and moral qualities as independence, initiative, and creativity in children, along with the continuity of the educational and upbringing process, demonstrates the wide potential for applying Korean experience within the preschool education system of Uzbekistan.



In Chinese kindergartens, child upbringing is also integrative in nature, meaning it is carried out in harmony with physical development. Preschool educational institutions support children's physical, intellectual, and aesthetic development, thereby ensuring the formation of a well-rounded personality from an early age. Play is considered the main means of education in kindergartens, where all necessary conditions for children's development are created and opportunities for demonstrating their abilities are provided.

Strict order and discipline are maintained in kindergartens, and indulgent behavior is not permitted. Educators are well aware of each child's individual characteristics but do not regard them as innate. Conflicts, excessive pampering, and disobedience to adult demands are not allowed; poor discipline is addressed immediately at its earliest manifestations. If a child behaves inappropriately, the educator approaches the child and indicates awareness of the behavior without speaking. Only after the child realizes their mistake does the educator call the child by name. Punishment, expulsion from the classroom, or any form of coercion is strictly prohibited. It is believed that the most effective way to maintain discipline is through comparison and encouragement.

Children are taught from an early age to analyze their own behavior. They listen attentively and remember appropriate real-life examples. Every instance of misconduct is addressed, as it is believed that otherwise the child may perceive such behavior as acceptable and internalize it. The strictness and diligence observed in Chinese children have become traditional qualities.

In conclusion, much attention is currently being given to the integration of educational and upbringing activities within the preschool education system. Scientists and practicing educators are pondering how to develop a comprehensive program that enables children to form a holistic understanding of the world and to bring knowledge from various subjects closer together. The goal of integrated lessons is aimed not only at acquiring specific knowledge but also at developing imaginative thinking. The general picture of the world is introduced through sounds, images, and colors, while the child is placed in the position of both a learner and an investigator. Establishing connections within subjects and between subjects in mastering core knowledge and understanding the laws governing the world forms the methodological basis of the approach to integrating education. This can be achieved by repeatedly returning to concepts across different lessons, deepening and enriching them, and identifying key features that are comprehensible at this age.

Thus, any lesson that has a well-structured organization and sequence, and whose content includes a group of concepts relevant to the given subject, can serve as a basis for integration. However, an integrated lesson also incorporates the results of analyzing concepts related to other lessons and other subjects. For example, concepts such as "nature," "water," and "beauty" are addressed in natural science, music, and visual arts lessons. Lessons in which the analysis of concepts involves references to knowledge acquired in other subjects are considered integrated.

The integrative approach in children helps to:
distinguish between good and evil,
develop respect for adults and kindness toward peers,
cultivate honesty, truthfulness, and responsibility,



form skills for appropriate behavior in a group.

This approach allows children to assimilate moral concepts naturally through real-life situations rather than artificially instilling them into their minds.

Conditions for implementing the integrative approach

- Consistency of educational content

Moral education should not be limited to lessons alone; it should be implemented through daily activities, games, work processes, and communication.

- Systematic nature of pedagogical activity

Educators must conduct all types of activities with a moral objective in mind and incorporate a moral component into each lesson.

- Effective use of play activities

Through role-playing games, dramatizations, and staging, children develop social roles and norms of moral behavior.

- Use of literary works and oral folk art

Fairy tales, stories, proverbs, and riddles convey moral concepts to children in a vivid and comprehensible manner.

- Collaboration between family and preschool institutions

The effectiveness of moral education depends on close cooperation between educators and parents. Education at home should be consistent with the activities carried out at the preschool.

Applying an integrative approach to activities conducted in educational centers—such as speech development, visual arts, literature, familiarization with the surrounding world and nature, basic mathematics, and similar activities—is of significant importance in shaping a child’s personality, developing their moral worldview, and forming skills of ethical behavior. For instance, during visual arts activities, a child perceives the surrounding environment. Integrating drawing, construction, appliqué, clay work, and other types of activities contributes to children’s intellectual, moral, aesthetic, and physical development.

When applying the integrative approach to moral and ethical education of preschool children, the following types of integration are envisaged:

Integration across themes – (monthly and weekly thematic integration in the “First Step” state curriculum). For example, in the preparatory group for September, the program includes the theme “Uzbekistan, My Homeland.” Accordingly, the first week is dedicated to “My Beloved Uzbekistan,” the second week to “My City – My Neighborhood,” the third week to “Me and My Family,” and the fourth week to “Me and My Friends,” creating a contentually connected sequence. In the theme “Golden Autumn,” a nature-oriented activity is organized to provide information about natural phenomena. To consolidate the knowledge gained, children may draw tree leaves or other subjects in their artwork. In literature lessons, reciting a poem about autumn reinforces the knowledge acquired by the children.

Integration across activities – (integration of lessons in senior and preparatory groups). For example, in speech development lessons, educators read stories or fairy tales appropriate to the children’s age, comprehension level, and temperament to develop their artistic taste and ability to understand the content of events depicted in the works. This fosters children’s interest in books, cultivates affection, and helps instill politeness and propriety. Children learn to



distinguish between “good” and “bad,” understand permissible and impermissible behaviors, show respect for elders, and greet with a hand on the chest saying “Assalomu alaykum.” By integrating visual arts with speech development activities, children’s attention is drawn to illustrations based on the content of literary works, teaching them to observe carefully, appreciate the beauty in the images, and enjoy aesthetic experiences.

Integration across activities and functions – (integration of play, educational, and labor activities). Organized according to the principles of horizontal and vertical integration, this approach enables balanced development of children’s competencies and moral-ethical qualities.

Integration across activity centers – (integration of language and speech, construction and building centers, art, role-playing and dramatization centers, and science and nature centers to promote independent activity). Through free independent activities in these centers, children’s moral-ethical qualities are reinforced, and negative behaviors manifested in conduct are minimized.

Conclusion

In conclusion, the use of an integrative approach in the moral education of preschool children contributes to their comprehensive development. This approach helps firmly instill moral virtues in children, effectively organize their socialization process, and lay the foundation for their growth into well-rounded individuals in the future. The successful implementation of the integrative approach requires pedagogical systematization, content consistency, and close collaboration.

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