



IMPROVING THE SYSTEM OF SPIRITUAL AND MORAL EDUCATION OF PRESCHOOL CHILDREN THROUGH KARAKALPAK FOLK GAMES

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ABOUT ARTICLE

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Abstract: This article examines the improvement of the system of spiritual and moral education of preschool children through the Karakalpak folk games, the organization of the process of improving the moral and moral education of preschool children based on the Karakalpak folk games in preschool educational organizations.

INTRODUCTION

In recent years, in our republic, by means of Karakalpak folk houses, normative foundations have been created for preschool children to use their game competencies in the system of spiritual and moral education, to ensure the healthy development of children, and to support parents or guardians and qualified educators working with preschool children. "Further improvement of the continuing education system, increasing the enrollment of children of preschool age in preschool education to 81%, increasing their intellectual potential on the basis of providing quality education to children, creating conditions for them to take a worthy place in the international arena" is defined as a priority task. As a result, the pedagogical opportunities for improving children's moral qualities on the basis of home technologies will expand.

THE MAIN RESULTS AND FINDINGS

Issues of development of children's game competences in pre-school educational organizations V.A. Z. Fayzieva, I. V. Grosheva, D. T. Dzhagneisova, D. T. Makhmudova, S. T. Meliev, Sh. B. Nabikhanova, K. Oqilova, S. S. Rakhimova, N. Salimova, U. Samanova, O. Safarov, T.S. Usmonkhojaev, L.G. Researched by Evstafeva, D. Zainuddinovna.

From the countries of the Commonwealth of Independent States, Y.A. Alyab'eva, T.A. Bodrova, D.B. Bogoyavlenskiya, N.Y. Veraksy, L.A. Wenger, M.A. Vasilevoy, E.L. Goncharova, L.G. Golubeva, D.V. Dmitrieva, O.M. Dyachenko, A. Fedatova, K.N. Igorevna, E.I. Kasatkina, N.A. Korotkova, A.I. Komarova, E.V. Korotaev, Y. L. Kolominsky, V.T. Kudryasev, A.A. Kuleshova, A.G. Madjuga, N.Y. Mekhaylenko, F.D.

Nataeva, Nikolaevoy.E, E.A. Pan'ko, L.A. Paramonova, A.V. Pavlova, Y.Razenzkovoy, T.A.Semenova, O.R.Toporova, N.G.Zdorikova researched the development of game competencies of preschool children.

From foreign and European countries, H. Anderson, S. M. Bohn, S. Buhler, A. Vallon, D. Dupuis, H. Jensen, C. E. Kim, J. Cooper, P. Liu, S. Lynne, K. K.Pasek, A.D.Pellegrine, G.B.Ramani, D.Rennamo, J.M.Zosh, J.P.Shonkoff, D.Whitebread researched play competencies of preschool children.

Family relationships, caring for loved ones, and the role of folk games in children's education are important because the knowledge and spiritual and moral upbringing of children in pre-school educational organizations determine their future life.

Making preschool children patriotic, humanitarian, hard-working, intellectually mature, and morally high people depends to a large extent on the spiritual and moral education given to them in the family and in preschool educational organizations by means of folk games.

This is to ensure the implementation of the decision of the President of the Republic of Uzbekistan "On additional measures to increase the effectiveness of spiritual and educational work" dated May 3, 2019 No. concept of spiritual education" reflected in

In the fifth chapter of the concert, it is the implementation of continuous spiritual education in the preschool education system, the motivation of positive behavior in preschool children, "Uzbekistan is my Motherland!" It is important to form a sense of self-esteem, to cultivate in them a sense of respect for state symbols, to develop moral qualities such as bravery, courage, national pride, determination, entrepreneurship, oriyat in boys, and moral and moral qualities such as modesty, modesty, contentment, and hard work in girls.

Work activity of preschool children is closely related to play. In this process, the child develops important competencies: the child learns to understand what needs to be done, why and how to do it, to carefully review tasks, to analyze the fulfillment of conditions. Children's games are distinguished by their variety and color. Games vary in their content and organization, degree of impact on children, types of tools and origin.

The game is considered a leading activity in preschool age. The game helps the child to learn about himself and the world around him, to develop interaction with peers and the teacher, and social skills, and to improve his motor skills.

In turn, we classify children's games of preschool age as follows: games related to the plot of a household theme; production plot games; games with a socio-political plot.

From the day a child arrives at a preschool educational organization, their games mainly reflect only the events of family life, while the types of games increase as a result of learning, going for a walk, and observing nature in the developmental centers of the preschool educational organization. Through these games, knowledge and skills are formed about different kinds of food prepared in the kindergarten, in the kitchen, about animals in the zoo, about different fruits and vegetables in the garden and on the farm, and about different professions.

As defined in the "First Step" curriculum of pre-school educational organizations, the goal of the educational process is to create appropriate conditions for the formation of general basic competencies and competencies of development areas in children. This curriculum defines 4 important competencies: communicative competence - the ability to use communication tools in different situations; game competence - the child's game process and creative use of experience, knowledge and concepts in its organization, it is the basis for the educational process; social competence - behaving in life situations in accordance with the rules of ethics and standards in communication with adults and peers; cognitive competence - conscious perception of the environment and use of acquired knowledge, skills, competences and values to perform educational and practical tasks.

In the study, a firm conclusion was made about the social competence of preschool children - the rules and norms of ethics in communication with adults and peers in life situations, and the game competence - the child's game process and the creative use of experience, knowledge and skills in its organization.

In the development of children's game competence in mutual cooperation, the educator should pay attention to several influencing aspects, which are represented in the following picture (Fig. 1).

By means of Karakalpak folk games, the aspects of improving the spiritual and moral education of preschool children led to the solution of the problems: by classifying folk games based on the process of development of preschool children together with social and cultural life, it was possible to understand the essence of the psychological, pedagogical, social approach; The need to rely on Karakalpak folk games for the support and development of moral and ethical values, beliefs and behavioral skills introduced to folk games was justified, It was found that the formation of humanitarian, ecological, sophistication, and inter-ethnic harmony qualities has a positive effect.

The development of game competencies of preschool children is an important process today, in the game all aspects of the child's personality are formed, significant changes occur in his psyche, and he is prepared to move to a new, higher stage of development. These aspects determine the huge educational potential of the game, which is considered the leading activity of preschool children. Therefore, if the game is a form of creative reflection of children's reality, the game in its expanded form is a collective leading activity and occupies a large place in the organization of the child's life. Based on the above, the demand and attention to the development of children's game competencies in preschool education organizations is increasing today. In most of the developed countries, the concepts of improving the system of spiritual and moral education of preschool children are different in different countries, and the mechanisms of providing moral and moral education are also different. For this purpose, the experiences of England, the USA, Germany,

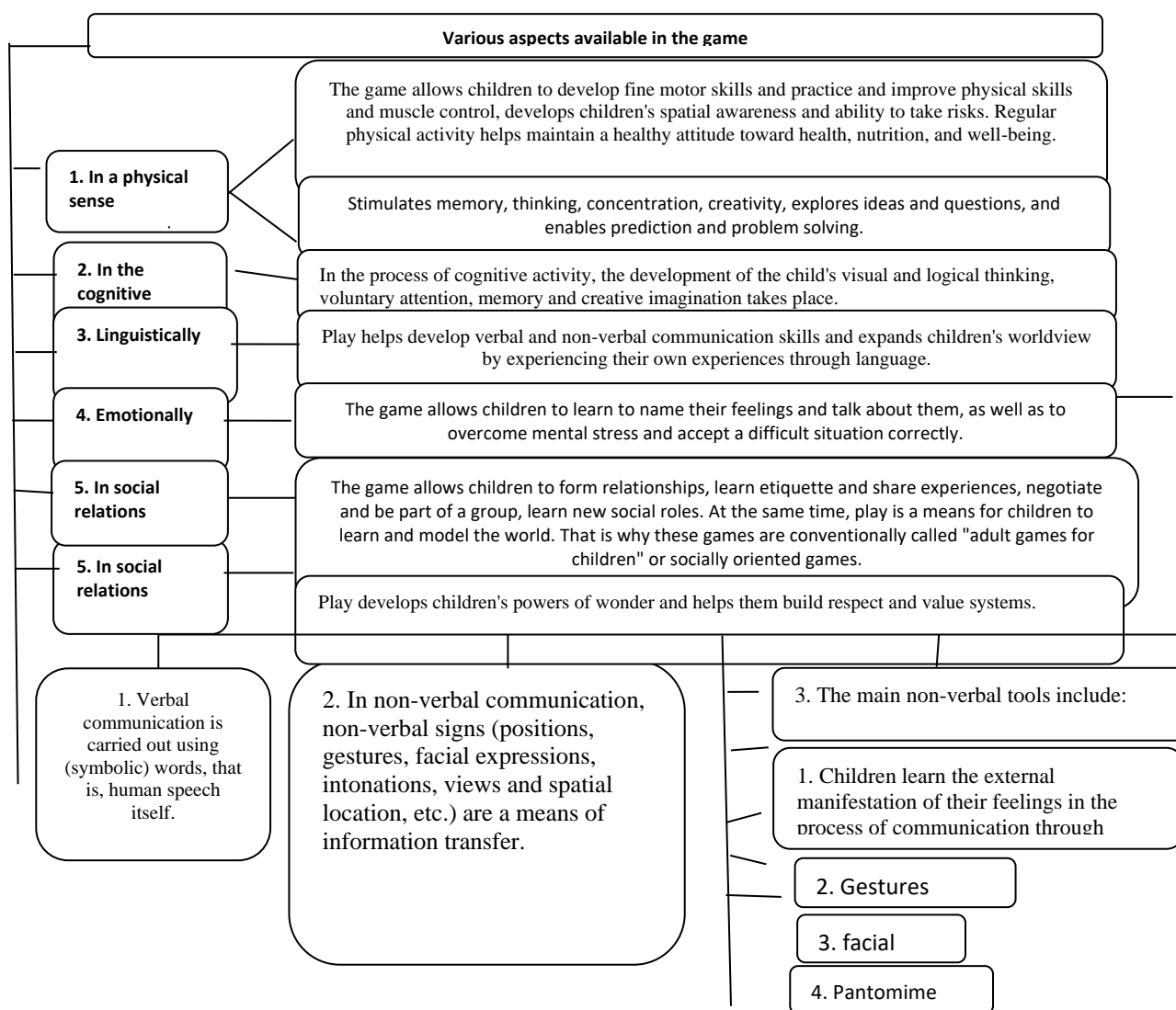


Figure 1. Various aspects available in the game

Finland, and Japan in improving the system of spiritual and moral education of preschool children of MTT were analyzed. The analysis of world experiences showed that the role of folk games in improving the system of moral education of preschool children is incomparable.

In the course of the game, he performs not individual actions, but complex actions (for example, work, letters, pictures). The game, like any activity, has a social character, therefore it changes and improves with changes in the historical living conditions of people. Preschool children: are interested in people's activities, their attitude to objects and interactions; reflects the most external, expressive, passionate emotional aspects of the surrounding reality; at home, the child puts his desire into practice, feeling that he lives in the same conditions as adults, on the same ground; entry into the life and activities of adults, even if it appears as symbols of the child's imagination, in general leaves an indelible mark on his truly personal life.

Preschool childhood is a short but important period of personality formation. During these years, the child acquires preliminary knowledge about the life around him, he begins to form a certain attitude towards people and work, develops the skills and habits of correct behavior, and his character emerges. That's why the game is the most important activity in preschool age. During the game, significant changes occur in the child's psyche. The child believes that he will be at work in many ways as he is at play. Psychologists have been studying the games of children and adults for a long time, looking for their

functions, their specific content, and comparing them with other types of activities. Play is an activity that differs from everyday work. Again and again, humanity creates a world of its own invention, a new existence that exists alongside the natural world. The ties between play and beauty are close and varied. In the game, the child does not learn to live, but lives in his real, independent life.

The following four stages of the method of improving the moral and moral upbringing of children of preschool age by means of Karakalpak folk games were determined:

The motivational stage is a process aimed at determining the interest, need and desire for folk games with high spiritual and moral qualities, taking into account the age and individual characteristics of the students.

The content stage is the development of a set of concepts and knowledge about spiritual and moral qualities that should be formed in children of preschool age by means of folk games.

Active stage - involvement of preschool children in practical activities by creating specific situations and forms of activity related to moral and ethical qualities that should be formed through folk games.

The valuable stage is a process organized in order to turn the spiritual and moral qualities acquired by children of preschool age into value, to form a strong belief in them.

Special attention is paid to the game in the development of children's interest and abilities in the preschool age, because the main part of the child's life is spent together with the game. In the process of playing, the child not only enjoys, but also develops psychologically important features, develops various behaviors, and the most important competencies, grows and matures.

Play is very important for optimal development as a leading source of child development. This is also defined in Article 31 of the UN Convention on the Rights of the Child. It states that children have the right to participate in age-appropriate games. In order for children to acquire play competencies, they need time, space, materials, and the support of parents and guardians, qualified educators who work with children of preschool age.

SUMMARY

The effectiveness of the preparation and creation of teaching-methodical, didactic materials, development, guidelines, which reflect the national cultural-historical values and arouse interest in acquiring knowledge and interesting information from books from childhood, is incomparable. In particular, the "Game activity" we recommend, "The model of development of the system of spiritual and moral education of preschool children by means of Karakalpak folk games" has been found to have a significant and effective effect on the process of improving the system of moral and moral education of preschool children by means of folk games.

"Tulkishek", "Auelemen-duelemen", "Shagala, qao'yn-qaoy", "Bas poor bala uyrek", "Manlay shertpek", "Hakke ryul?", which were held in cooperation with the family, neighborhood, pre-school education organization. such as games, educational-educational folk games on the theme "Puzzle is a mysterious puzzle" and a number of game-training activities such as "Think, search, find the answer" developed by us for MTT employees served as an important source for the formation of moral and moral qualities in preschool children.

In order for the children of the 21st century to be intellectually and spiritually and morally mature and complete, the best examples of folk games, subjects capable of conveying their essence to the consciousness of the child, methods and optimal conditions are combined to ensure the quality of the effect and effect.

CONCLUSION

On the improvement of the system of moral and moral education of preschool children by means of folk games, experimental work was conducted in a number of preschool educational organizations with the participation of respondent mothers, educators and children in order to determine the effectiveness of moral and moral education by means of folk games. It is confirmed that the content and methodology will give the expected results.

In the conditions of globalization, exchange of international experience, popularization of innovative technologies, the creation of new and more perfect solutions to the problem of improving the system of spiritual and moral education of preschool children through folk games is one of the important tasks of our tomorrow.

In the course of the rapid changes in the education system, the psychological, mental and physical development of children, the correct formation of young characteristics, the development of their abilities, the expansion of the scope of thinking and imagination, and the preparation for school education.

The development of game competence is based on the development of preschool children's interests, abilities, character traits, behavior in a team, expanding their worldview, increasing the level of knowledge, increasing the culture of behavior, various behaviors, and managing mental states.

Improvement of the professional-pedagogical, organizational-technological, reflexive components of the development of game competences by means of folk games of preschool children served to develop the game competences of preschool children.

The implementation of the development of game competences of preschool children by means of folk games required the knowledge of managing psychological situations in the child, based on team cooperation.

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