

SPECIFIC FEATURES OF IMPROVING THE PROCESS OF MORAL EDUCATION IN PRESCHOOL INSTITUTIONS ON THE BASIS OF NATIONAL CONTENT

Khasanova Marguba

Senior Lecturer, Department of Psychology and Preschool Education, Nordic International University
ORCID ID: 0009-0007-3407-1439

Abstract: *This article examines the specific features of improving the process of moral education in preschool institutions based on national content. The research highlights that moral education at the preschool stage is a crucial factor in shaping the child's worldview, social behavior, and cultural identity. The use of national traditions, oral folklore, customs, and values within the preschool curriculum helps to ensure the holistic development of children's personality while fostering respect, empathy, and responsibility. The study also analyzes the integration of modern pedagogical methods with national heritage, emphasizing the importance of interactive learning, creative activities, and play-based approaches. The findings suggest that combining traditional values with innovative methods provides more effective results in the moral upbringing of preschool children and strengthens their attachment to cultural heritage.*

Keywords: *Moral education, preschool institutions, national content, cultural values, traditions, child development, pedagogy, interactive methods, heritage-based learning.*

Moral education in preschool institutions is not only about teaching children basic ethical rules but also about shaping their social consciousness and preparing them for active participation in society. The integration of national content into this process gives moral education a deeper meaning, as it allows children to grow up with an awareness of their cultural roots and values.

The preschool stage is one of the most sensitive and decisive periods in human development. At this age, children perceive information quickly and imitate behavioral patterns easily. Therefore, basing moral upbringing on national traditions, folklore, proverbs, fairy tales, and folk games plays a decisive role in forming their character. National content creates an emotional and spiritual connection, making moral values more understandable and meaningful for preschoolers.

At the same time, the modernization of education requires the combination of traditional values with innovative teaching methods. Interactive lessons, role-playing, dramatizations, and the use of digital tools enrich the learning process and help children to internalize moral qualities in a natural way. Thus, improving the process of moral

education in preschool institutions based on national content ensures a balance between heritage and innovation, tradition and modernity, which is essential for raising a well-rounded personality.

The improvement of moral education in preschool institutions on the basis of national content represents one of the most important directions of contemporary pedagogy. Preschool age is a highly sensitive period in which the foundations of personality, moral behavior, and cultural belonging are established. At this stage, children acquire habits and patterns of behavior through imitation, emotional experiences, and active engagement with their environment. Therefore, educators and researchers emphasize that the integration of national content—such as folklore, traditions, customs, and cultural values—into preschool moral education ensures not only the development of ethical qualities but also the strengthening of national identity.

Moral education is understood as the process of forming in children such qualities as honesty, responsibility, empathy, respect for elders, tolerance, and the ability to cooperate with others. In many societies, these values have historically been transmitted through family traditions and community life. However, with globalization, technological progress, and the increasing influence of digital culture, there is a growing concern that national values may be overshadowed. This situation requires a conscious effort by preschool institutions to use national content as a foundation for moral education.

The use of folklore in moral education provides unique opportunities. Fairy tales, proverbs, riddles, and folk songs contain centuries-old wisdom, moral lessons, and behavioral norms that are easily understood by children. For example, traditional stories often highlight the victory of good over evil, the importance of kindness and honesty, and the dangers of greed or disobedience. When teachers integrate these materials into lessons, children not only enjoy the stories but also internalize the moral messages in a natural and engaging way. In this way, folklore becomes a powerful pedagogical tool in shaping children's character.

National games and customs also play an essential role. Through traditional games, children learn cooperation, fairness, respect for rules, and patience. For example, many folk games require waiting for one's turn, respecting the collective goal, and helping weaker participants, which directly contribute to the development of moral qualities. Similarly, the celebration of national holidays in preschool institutions helps children to experience cultural traditions and understand their deeper meaning. Participating in these collective rituals teaches children values such as respect, solidarity, and gratitude.

Another important aspect is the role of family cooperation in moral upbringing. Families are the first environment where children encounter moral values. Parents' attitudes toward work, relationships, and traditions strongly influence children's behavior. When preschool institutions and families work together, the moral education

process becomes more consistent and effective. For instance, if respect for elders is emphasized both at home and in the preschool environment, children develop this quality more strongly. Educators should therefore maintain constant communication with parents, share recommendations, and involve families in cultural events to ensure continuity in the child's moral development.

In addition to traditional methods, modern pedagogical approaches are increasingly being applied in preschool education. Interactive methods, such as role-playing, dramatization, and simulation games, provide children with opportunities to practice moral decision-making in a safe environment. For example, through dramatizations of folk tales, children can take on roles of positive and negative characters, which helps them reflect on the consequences of different behaviors. Digital technologies can also be used creatively: animated versions of national stories, multimedia presentations of cultural heritage, and educational applications based on traditional values make learning more attractive and interactive. However, it is essential that technology does not replace direct human interaction but rather supports and enriches it.

One of the challenges in improving moral education on the basis of national content is the lack of adequately prepared teaching resources and materials. Many preschools still rely on outdated curricula that do not fully reflect the richness of national heritage. Teachers often face difficulties in finding age-appropriate folk tales, proverbs, or songs that are both pedagogically effective and engaging for children. To overcome this, educational institutions must develop updated teaching materials that integrate national content systematically and creatively. Teacher training programs should also emphasize the importance of national heritage and equip educators with modern strategies for applying it in practice.

Another difficulty is balancing national content with universal values. While national traditions are crucial, children also need to be prepared to live in a globalized world where they interact with people of diverse backgrounds. Therefore, moral education should simultaneously emphasize universal human values such as tolerance, justice, and cooperation, while grounding them in national culture. For example, when teaching the importance of respect, educators can highlight both the cultural tradition of respecting elders in the local context and the universal significance of respecting people regardless of age or background. This synthesis allows children to develop a strong cultural identity while remaining open-minded and tolerant toward others.

Improving moral education in preschool institutions on the basis of national content also requires innovative methodological approaches. Project-based learning is particularly effective. For instance, teachers may organize projects around national holidays, folk crafts, or historical figures, where children engage in creative activities such as drawing, singing, or dramatizing. These projects encourage teamwork,

responsibility, and creativity while reinforcing moral values. Moreover, project-based learning fosters curiosity and a deeper emotional connection to cultural heritage.

It is also important to create an emotionally supportive environment in preschool institutions. Children are more likely to absorb moral values when they feel respected, safe, and emotionally connected to their teachers and peers. Teachers must model moral behavior through their own actions, as children learn more from observation than from direct instruction. A respectful, empathetic, and fair teacher serves as a living example of the values that are being taught.

Long-term improvements in moral education require policy-level support. Educational authorities should prioritize the integration of national content into preschool curricula and allocate resources for the development of teaching materials, training, and research. Cooperation between academic institutions, cultural organizations, and preschools can result in a more systematic and research-based approach to moral upbringing. Furthermore, international experience should also be studied and adapted, as many countries have successfully combined national heritage with modern pedagogical innovations.

In conclusion, the improvement of moral education in preschool institutions on the basis of national content is a multifaceted process that requires the integration of traditional values, family involvement, modern pedagogical methods, and institutional support. Folklore, national games, customs, and cultural events provide a strong foundation for shaping children's moral qualities. At the same time, interactive and innovative teaching methods ensure that these values are absorbed in a meaningful and engaging way. By striking a balance between national and universal values, preschool institutions can raise children who are not only morally upright but also culturally conscious and globally aware. This holistic approach is essential for preparing the young generation to become responsible, empathetic, and active members of society.

REFERENCES

1. Khasanova, M. (2024). Using modern innovative information technologies in preschool education. *Nordic Press*, 3(0003).
2. Xasanova, M. U. (2024). Increasing professional competence of preschool educators on the basis of innovative educational technologies. *Modern Science and Research*, 3(1), 1–2.
3. Khasanova, M. (2024). Integration of modern educational technologies into the educational process for instilling national values in preschool children. *Nordic Press*, 3(0003).

4. Khasanova, M. (2024). The role of ethnomusicology in preschool education: Challenges and solutions in musicology. *Nordic Press*, 5(0005).
5. Khasanova, M. (2024). Preschool education as an important stage in achieving success in the child's social and educational activity. *Nordic Press*, 3(0003).
6. Khasanova, M. (2024). *Children who love books!* Nordic Press, 3(0003).
7. Khasanova, M. (2025). Developing management competencies in preschool education within the public administration system. *Nordic Press*, 6(0006).
8. Qizi, X. M. S. (2024). Foundations of forming eco-culture from preschool age in the development of ecotourism in Uzbekistan. *Science and Innovation*, 3(Special Issue 28), 1084–1087.
9. Khasanova, M. (2025, June 11). The formation of ethnocultural competence in preschool children through national values and oral folk art. In *Integrative approaches in the development of modern education system: Problems, solutions and perspectives (ZITTIYMYI-2025)*, Tashkent.
10. Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
11. Kohlberg, L. (1981). *The philosophy of moral development: Moral stages and the idea of justice*. Harper & Row.
12. Piaget, J. (1965). *The moral judgment of the child*. Free Press.