

INTEGRATIVE APPROACH TO THE MORAL AND MORAL EDUCATION OF PRESCHOOL CHILDREN IN THE EXPERIENCE OF FOREIGN COUNTRIES

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ABSTRACT

An important task is to study the state of spiritual and moral education of preschool children based on an integrated approach in preschool educational organizations. Therefore, in this article we discussed the importance of using an integrated approach in the spiritual and moral education of preschool children based on the experience of foreign countries.

Keywords: Personality, socio-emotional, communicative, awareness, achievement of mathematical, physical, creative perfection, intellectual, moral education, aesthetic feelings, physical development.

INTRODUCTION

In order to further improve the preschool education system, strengthen the material and technical base, expand the network of preschool educational organizations, provide qualified pedagogical personnel, radically improve the level of preparation of children for school education, introduce modern educational programs and technologies into the educational process, and create conditions for the comprehensive intellectual, moral, aesthetic and physical development of children, the main objectives and directions of the "Program for Further Improving the Preschool Education System for 2017-2021", approved by the Resolution of the President of the Republic of Uzbekistan "On Measures for Further Improving the Preschool Education System in 2017-2021", include the creation of conditions for the comprehensive intellectual, moral, aesthetic and physical development of children, taking into account advanced foreign experience. According to the resolution, a commission was established to critically study and develop proposals for further improving the preschool education system, and its main tasks include the following:

- I- reviewing state requirements for organizing high-quality preschool education, taking into account advanced foreign experience in the field of harmonious development of preschool children;

- I- studying existing practice and advanced foreign experience, preparing proposals for introducing a simplified procedure for licensing the activities of non-state preschool educational organizations, improving their organizational and legal forms.

Ensuring that the Republic of Uzbekistan takes its place among developed countries directly depends on the young generation growing up as a full-fledged person. At a meeting held on August 16, 2017 under the leadership of the President of the Republic of Uzbekistan Sh. Mirziyoyev, important tasks were set to radically reform the preschool education system and fully cover children in these institutions. As a result of the analysis in this regard, three major documents were adopted in a short time - the Resolution of the President of the Republic of Uzbekistan No. PQ-3261 dated September 9 "On measures to radically improve the preschool education system", the Decree No. PF-5198 dated September 30 "On measures to radically

improve the management of the preschool education system", and the Resolution No. PQ-3305 "On the organization of the activities of the Ministry of Preschool Education of the Republic of Uzbekistan".

The main tasks and areas of activity of the Ministry of Preschool Education of the Republic of Uzbekistan and its territorial divisions have been determined to create conditions for the comprehensive intellectual, moral, aesthetic and physical development of preschool children, taking into account advanced foreign experience. The creation of maximum favorable conditions for the activities of educators in all countries, the creative freedom of the educator, the absence of large-scale reports, the high social status of educators in state kindergartens, the creative environment created for children to express themselves, including the convenient design and equipment of rooms down to the smallest details, the availability of rich literature and developmental games for them, the upbringing of social behavior and personal hygiene skills from early childhood are the basis for the success of the preschool education system.

In Korean kindergartens, music, drawing, and arithmetic classes are mainly organized in an integrated manner. The fact that Korean kindergartens pay great attention to the formation of spiritual and moral qualities such as independence, initiative, and creativity in children, and the continuity of the educational process, demonstrates the broad possibilities for using Korean experience in the preschool education system in Uzbekistan.

In Chinese kindergartens, child education has an integrated approach, that is, it is carried out in harmony with physical development. Preschool educational organizations support children in their physical, mental, and aesthetic development, thereby ensuring the child's development as a well-rounded individual from an early age. The main means of education in kindergarten is play, where all conditions are created for the development of children, opportunities for the manifestation of their abilities are provided. Strict order and discipline are established in kindergarten, and children's misbehavior is prohibited. Educators are well aware of the child's individual characteristics, but do not consider these characteristics to be innate. In kindergarten, mutual wars, misbehavior, and disobedience to the demands of adults are not allowed, and bad discipline is eliminated at the first sign. If a child misbehaves, the educator comes up to him and says that he has noticed this, but does not speak. Only when the child realizes his guilt does the educator call him by name. Fighting, expulsion from the room, and general punishment are prohibited. It is believed that the most effective way to maintain good discipline is through comparison and encouragement. Children are taught to analyze their own behavior from a young age. Children listen carefully and remember the right life examples. Every misbehavior is reprimanded, otherwise the child is considered to have correctly calculated and absorbed this misconduct. Determination and diligence in Chinese children have become traditional qualities. The preschool education system in Japan is also unique. The Japanese treat their children as if they were talking to a king up to 5 years old, from 5 to 15 years old as if they were talking to a slave, and after 15 years old as if they were talking to a peer. A 15-year-old teenager is considered an adult who knows his responsibilities well and obeys the rules. The Japanese are supporters of the early maturity of a child. They emphasize different problems of upbringing at different ages. For example, at 1 year old - to instill a sense of self-confidence. At 2 years old - to show practical art and slave labor. At 3 years old - to cultivate a sense of duty. At 4 years old - to teach to distinguish between good

and evil. At 5 years old - to cultivate leadership qualities, independence, to make plans and to carry them out.

The fact that the Malaysian preschool education system develops children in 5 areas: social communication, intellectual potential, physical maturity, spiritual education, and the formation of labor skills also determines an integrated approach to the spiritual and moral education of preschool children.

In France, preschools are open from 8:30 a.m. to 4:20 p.m. All days except Wednesday are training days. On Wednesdays, children are engaged in dance, judo, football, and other activities. Activities related to nature and drawing skills are developed in the institutions. Special attention is also paid to beautiful writing. The so-called "Escargot" method is widely used in kindergartens, and this method serves to increase children's love for nature and affection for animals. The organization of all children's activities in the embrace of nature and the development of educational qualities in harmony with nature, the emphasis on six areas of child development: personality, socio-emotional, communicative, awareness, mathematical, physical, creative, etc., indicates an integrative approach to the educational process.

In parallel with such positive views on raising children in preschool educational organizations, it is worth concluding that it is no exaggeration to say that studying the preschool education systems of foreign countries, analyzing their advanced experience, and developing specific measures to adapt them to the conditions of our republic will allow us to improve and modernize the preschool education system of our country.

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