

INTEGRATION OF SOCIAL AND MORAL EDUCATION – AS AN EFFECTIVE PEDAGOGICAL MECHANISM

Z. F. Azizova

Docent at "University of Economics and Pedagogy"
Non-State Higher Education Institution,
Doctor of Philosophy (PhD) in Pedagogical Sciences

ABSTRACT

This article theoretically analyzes the role of an integrative approach in the social and moral education of preschool children as a pedagogical mechanism. It is substantiated that preschool age is an important stage in which the foundation of a child's socialization and the formation of moral qualities is laid. The study highlights the mutual integration of social and moral education, their component composition, as well as the system of diagnostic methods and pedagogical tools used in preschool educational organizations. The pedagogical conditions for the implementation of social and moral education in cooperation between the family and preschool educational organizations are also analyzed.

Keywords: Preschool age, social education, moral education, integration, pedagogical mechanism, developmental areas competencies, diagnostic methods, play activities, family and preschool cooperation.

Annotatsiya

Mazkur maqolada maktabgacha yoshdagi bolalarni ijtimoiy va axloqiy tarbiyalashda integrativ yondashuvning pedagogik mexanizm sifatidagi o'rne nazariy jihatdan tahlil qilinadi. Maktabgacha yosh davri bolaning ijtimoiylashuvi va axloqiy sifatlarining poydevori shakllanadigan muhim bosqich ekanligi asoslab berilgan. Tadqiqotda ijtimoiy va axloqiy tarbiyaning o'zaro integratsiyasi, ularning komponentli tarkibi, shuningdek maktabgacha ta'lim tashkilotlarida qo'llaniladigan diagnostika metodikalari va pedagogik vositalar tizimi yoritilgan. Shuningdek, oila va maktabgacha ta'lim tashkiloti hamkorligida ijtimoiy-axloqiy tarbiyani amalga oshirishning pedagogik shart-sharoitlari tahlil qilingan.

Kalit so'zlar: maktabgacha yosh, ijtimoiy tarbiya, axloqiy tarbiya, integratsiya, pedagogik mexanizm, rivojlantiruvchi sohalar kompetensiyalari, diagnostika metodikalari, o'yin faoliyati, oila va MTT hamkorligi.

Аннотация

В данной статье теоретически анализируется роль интегративного подхода в социально-нравственном воспитании детей дошкольного возраста как педагогический механизм. Обосновывается, что дошкольный возраст является важным этапом, на котором закладывается фундамент социализации ребенка и формирования нравственных качеств. В исследовании освещены взаимная интеграция социального и нравственного воспитания, их компонентный состав, а также система диагностических методик и педагогических средств, применяемых в дошкольных образовательных организациях.

Также проанализированы педагогические условия осуществления социально-нравственного воспитания в сотрудничестве семьи и дошкольной образовательной организации.

Ключевые слова: дошкольный возраст, социальное воспитание, нравственное воспитание, интеграция, педагогический механизм, компетенции развивающих сфер, диагностические методики, игровая деятельность, сотрудничество семьи и ДОО.

INTRODUCTION

The preschool period is the most important stage in human life, during which the foundation of a person's physical, mental, social, and moral development is formed. It is precisely during this period that the initial foundations of a child's worldview, their attitude towards the environment, their culture of communication with people, and their perceptions of moral concepts and norms begin to take shape. Therefore, the issue of preparing children for social life and cultivating moral qualities in them within the preschool education system has always been relevant [5; 120 p.].

In recent years, the Republic of Uzbekistan has adopted a number of regulatory legal documents aimed at radically improving the preschool education system. These include the Decree of the President of the Republic of Uzbekistan № PQ-326 dated September 9, 2017 "On measures to radically improve the preschool education system," Decree No. PQ-3305 dated September 30, 2017 "On organizing the activities of the Ministry of Preschool Education of the Republic of Uzbekistan," and Decree № PQ-4312 dated May 8, 2019 "On approving the Concept for the development of the preschool education system of the Republic of Uzbekistan until 2030," which established the legal basis for reforms in the preschool education sector [2; 9]. These documents define the comprehensive, intellectual, spiritual-aesthetic, and physical development of children, preparing them for school, as well as ensuring their social adaptation, as the main tasks.

In modern pedagogical science, the issue of the mutual harmony of social and moral directions in the education of preschool children is gaining particular importance. As noted in the research of Z.S.Jo'rayeva, improving the methodology of an integration approach to developmental area competencies in the spiritual and moral education of preschool children is one of the urgent tasks of today. This approach allows considering the child's social and moral development not as separate processes, but as an integral system [4; 86 p.].

The educational environment in the family, the pedagogical process in the preschool educational organization, communication with peers, play activities, fiction and art tools, national values, and traditions play an important role in the socio-moral development of preschool children [6; 8]. The mutual harmony and integration of these factors ensure the formation of stable socio-moral qualities in the child.

LITERATURE REVIEW AND METHODOLOGY

The issues of educating preschool children are one of the central directions of pedagogical science and have been extensively researched by Uzbek scholars. In particular, Sh. Sodiqova's textbook "Preschool Pedagogy" details the theoretical and practical foundations of raising and

educating preschool children, including issues of moral education. The author analyzes the stages and methods of forming moral qualities based on the age characteristics of preschool children [5; 120 p.].

In the study guide "Psychology of Preschool Children" by S.X.Jalilova and S.M.Aripova, the psychological foundations of children's socio-moral development, characteristics by age periods, and the importance of play activities are revealed. The authors note that during the preschool period, the connection between the child's moral consciousness, feelings, and behavior begins to form, with play activity playing a leading role in this process [6; 189 p.].

Research conducted by S.R.Zohidova analyzes the importance of social adaptation in the process of acclimating children to the preschool educational organization, as well as the role and opportunities of the family in this process. The author investigates optimal methods of parental support for children's social adaptation and proposes effective forms of cooperation with parents [7; 40 p.].

X.Xujamatova's research covers the issues of improving the socio-emotional skills of preschool children. According to the author, socio-emotional development is crucial for a child's success in school and life, and it is necessary to develop it from early childhood in every classroom. Socio-emotional abilities can be promoted by embedding them in various lessons, activities, and all aspects of the day [8; 583 p.].

In her article, L.E.Jumayeva analyzes the mechanisms and methods of forming moral education in the process of raising the younger generation in the era of New Uzbekistan, and instilling moral education in the younger generation based on national values. The author also covers the methods of implementing moral education in the family and preschool educational organizations [9].

The issues of spiritual and moral education of preschool educational organization pupils are reflected in a number of studies [3]. These studies substantiate the necessity of educating children in cooperation with educational and upbringing institutions such as the school of example, the school of spirituality, the school of the elderly, the parent university, and the neighborhood (mahalla) institution.

Diagnostics are important in determining the level of socio-moral development of preschool children and forming their moral skills. The content of moral education diagnostics, identifying the primary skills of the initial stages of moral development, methods of their formation, and the importance of cultural practices in moral development are widely covered in scientific literature [2; 102-106 p.].

Below are the main diagnostic methods used in studying the socio-moral development of preschool children:

Table 1: Methods for studying the socio-moral development of preschool children.

Method Name	Area of Application
"Moral Situations" method	Determining children's ability to make moral choices
"Story by Pictures" method	Studying perceptions of moral concepts
"What is Good, What is Bad" conversation	Determining the level of knowledge of moral norms
Observation method	Studying children's daily behavior and relationships with peers
"Unfinished Stories" method	Determining the capacity for empathy and compassion
Questionnaire for parents	Determining educational conditions and methods in the family

Various methods and tools are used in the socio-moral education of preschool children. In the research of N. Usmonova and Sh. Ilyosjonov, the importance of psychological games in child development, their role in educating, developing, teaching, and preparing the individual for social life is analyzed [10; 86 p.].

The following table systematizes the main methods and tools used in the socio-moral education of preschool children:

Table 2: Methods and tools of socio-moral education.

Group of Methods	Types of Methods	Purpose of Application
Methods for forming moral consciousness	Conversation, explanation, example of virtue, reading fiction	Forming moral concepts and perceptions
Methods for developing moral feelings	Encouragement, evoking empathy, games, dramatization	Enriching socio-moral experiences
Methods for forming moral behavior	Exercise, assignment, instruction, habituation, pedagogical requirement	Forming stable behavioral skills
Methods for organizing activity	Play, labor, learning activities, creative activities	Enriching social experience
Methods of control and assessment	Observation, analysis, diagnostics	Monitoring development dynamics

RESULTS

The integration of social and moral education in the upbringing of preschool children has specific characteristics. During this age period, play is the leading type of activity, and it is precisely through play that social relations and moral norms are internalized [8; 86-88 p.].

According to the integration approach methodology developed by Z.S. Jo'rayeva, the integration approach to developmental area competencies in the spiritual and moral education of preschool children includes the following directions [4]:

- 1. Physical development and healthy lifestyle** – cultivating in children the care for their own health, adherence to hygiene rules, and volitional qualities through physical activity.
- 2. Socio-emotional development** – forming children's self-awareness and awareness of others, expressing and managing emotions, and developing cooperation skills with peers.
- 3. Speech and communication** – expressing thoughts and feelings through speech, communication culture, and adherence to etiquette rules.
- 4. Development of cognitive processes** – expanding perceptions of the environment, society, and relationships between people.
- 5. Creative development** – internalizing moral and aesthetic values through art, musical activities, and visual arts.

The mutual cooperation between the family and the preschool educational organization is of great importance in the child's socio-moral development [7; 41-43 p.]. The role of the family is invaluable in acclimating children to the preschool educational organization and ensuring their social adaptation.

The main directions of family and preschool cooperation are as follows:

1. **Information exchange** – mutual provision of information about the child's developmental characteristics, interests, and problems.
2. **Pedagogical education** – providing parents with advice and recommendations on the socio-moral education of children.
3. **Joint activities** – organizing events, holidays, and projects in cooperation between the family and the preschool.
4. **Unity of educational influences** – consistency of requirements placed on the child and educational methods used in the family and preschool.

The use of national values and traditions holds a special place in the socio-moral education of preschool children [6; 7]. Examples of folk oral creativity (fairy tales, proverbs, riddles), national holidays, and customs serve to form moral qualities such as patriotism, respect for parents, esteem for elders, and diligence in children.

DISCUSSION

Theoretical analyses conducted on the problem of integrating social and moral education in preschool children show that the mutual harmony of social and moral education during this age period serves as the foundation for the child's subsequent life, their adaptation to society, and their development as a person [1; 205-208 p.].

During the preschool period, the connection between the child's moral consciousness, feelings, and behavior begins to form. The child's personal experience, communication with adults and peers, as well as play activities, play an important role in this process [6; 205-208 p.].

In the integration of social and moral education, it is necessary to ensure the interrelation of developmental area competencies [4]. This approach considers the child's physical, socio-emotional, speech, cognitive, and creative development not as separate parts, but as an integral system.

The role of play activity in the socio-moral education of preschool children is invaluable [10; 88-90 p.]. Psychological games are important for child development; through them, children gain social experience and internalize moral norms.

The cooperation between the family and the preschool educational organization is an important factor in the child's socio-moral development [7; 43-44 p.]. This cooperation facilitates the child's adaptation to the preschool educational organization and ensures the continuity and integrity of educational influences.

It is necessary to conduct regular diagnostics of the socio-moral development of preschool children and correct educational work based on its results [2; 104-106 p.]. Methods of moral education diagnostics allow monitoring the child's developmental dynamics, timely identifying problems, and addressing them.

CONCLUSION

The integration of social and moral education in preschool children, as an effective pedagogical mechanism, allows for the following conclusions:

The preschool period is the most important stage in which the foundation of the child's socialization and moral qualities is formed [2; 6]. It is precisely during this period that the initial foundations of the child's worldview, their attitude towards the environment, their

culture of communication with people, and their perceptions of moral concepts and norms begin to form.

The harmonization of social and moral education based on an integrative approach ensures the comprehensive and harmonious development of the child. The integration approach methodology for developmental area competencies, developed by Z.S.Jo'rayeva, allows considering the child's physical, socio-emotional, speech, cognitive, and creative development as an integral system [4].

Play activity plays a leading role in the socio-moral development of preschool children [8; 86-90 p.]. Through psychological games, role-playing games, and didactic games, children learn social relations, moral norms, and skills of cooperation and communication.

The cooperation between the family and the preschool educational organization is an important factor in the child's socio-moral development [7; 42-44 p.]. This cooperation ensures the continuity and integrity of educational influences and the unity of requirements placed on the child.

It is necessary to conduct regular diagnostics of the socio-moral development of preschool children and correct educational work based on its results [2; 104-106 p.]. Methods of moral education diagnostics allow monitoring the child's developmental dynamics, timely identifying problems, and addressing them.

Using national values and traditions in the socio-moral education of preschool children serves to form moral qualities such as patriotism, respect for parents, esteem for elders, and diligence in children [6; 7].

Based on the research results, the following **recommendations** were developed:

1. Develop and implement a special methodological guide titled "Integrative Approach in the Socio-Moral Education of Preschool Children" for educators of preschool educational organizations.
2. Establish a system for regular diagnostics of children's socio-moral development in preschool educational organizations and correct educational work based on its results.
3. Organize special lectures and trainings for parents titled "The Moral World of My Child," providing advice and recommendations on the socio-moral education of children.
4. Organize joint projects, holidays, and competitions in cooperation between the preschool educational organization and the family, titled "Towards Moral Values."
5. Develop and implement a collection of games, tasks, and exercises with socio-moral content for preschool children.

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