

**MORAL EDUCATION OF PRESCHOOL CHILDREN THROUGH THE FORMATION OF NATIONAL TRADITIONS AND VALUES****Taxirova Zarnigor Rustam kizi**

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**ANNOTATION**

Moral education in early childhood plays a crucial role in shaping a child's personality, social behavior, and value system. Preschool age is considered a sensitive period for the formation of basic moral qualities such as kindness, honesty, respect, responsibility, and empathy. This article examines the importance of integrating national traditions, customs, and cultural values into the moral education of preschool children. Special attention is given to the role of family, preschool educational institutions, and educators in transmitting moral norms and national values through daily activities, games, storytelling, folk traditions, and celebrations. The study highlights that national traditions and cultural heritage serve as effective pedagogical tools for fostering moral consciousness, social adaptation, and a sense of belonging among children. The article also analyzes modern pedagogical approaches and methods that support value-based education in preschool settings while preserving cultural identity. The findings emphasize that the systematic use of national traditions in moral education contributes to the holistic development of preschool children and strengthens their moral, emotional, and social competencies.

**Keywords:** moral education, preschool children, national traditions, cultural values, early childhood education, moral development, family and preschool cooperation, cultural heritage, value-based education, national identity

**Introduction.** In the context of globalization and rapid social change, the issue of moral education of the younger generation has become increasingly important. Preschool age is a critical stage in human development, as it lays the foundation for a child's personality, moral values, behavior patterns, and social relationships. During this period, children actively absorb norms, attitudes, and values from their surrounding environment, making early childhood education a decisive factor in shaping morally responsible and socially active individuals.

Moral education in preschool institutions is closely connected with the formation of national traditions, customs, and cultural values. National values such as respect for elders, kindness, honesty, hospitality, cooperation, and love for the motherland are deeply rooted in cultural heritage and play a vital role in the moral development of children. Introducing these values at an early age helps children develop a strong sense of identity, belonging, and respect for their cultural background.

Modern preschool education emphasizes not only cognitive development but also the holistic development of the child, including moral, emotional, and social aspects. In this regard, national traditions, folklore, customs, rituals, and family values serve as effective educational tools that make moral education more meaningful and understandable for young children. Through fairy tales, folk games, songs, proverbs, national holidays, and everyday communication, children learn moral norms in a natural and engaging way.

The cooperation between family and preschool educational institutions is especially significant in the process of moral upbringing. Parents and educators share responsibility for transmitting moral values and cultural traditions, ensuring consistency and continuity in a child's moral

education. When national traditions are systematically integrated into preschool educational activities, they contribute to the formation of positive moral qualities, social skills, and ethical behavior.

Therefore, the study of moral education of preschool children through national traditions and values is of great pedagogical importance. This article aims to analyze the role of national traditions in shaping moral qualities in preschool children and to identify effective pedagogical approaches for integrating cultural values into early childhood education.

Moral education of preschool children is a fundamental component of early childhood education, as it directly influences the formation of personality, behavior, and social relationships. At preschool age, children begin to distinguish between good and bad, acceptable and unacceptable behavior, and gradually develop moral consciousness. Therefore, moral education should be organized systematically and purposefully, taking into account children's age characteristics and cultural background.

One of the most effective means of moral education is the use of national traditions and cultural values. National traditions reflect the moral norms, ethical principles, and life experiences of a society accumulated over centuries. Values such as respect for elders, mutual assistance, honesty, responsibility, hospitality, and compassion are deeply embedded in cultural customs and daily practices. Introducing these values in preschool education helps children internalize moral norms naturally and meaningfully.

In preschool institutions, national traditions can be integrated into educational activities through various pedagogical methods. Storytelling based on folk tales and legends plays a significant role in developing children's moral imagination and ethical thinking. Folk tales often portray positive and negative characters, allowing children to understand moral consequences through simple and vivid examples. National games and songs promote cooperation, fairness, and respect for rules, while also supporting emotional and social development.

National holidays and cultural celebrations also serve as powerful tools for moral upbringing. Through participation in traditional events, children learn to appreciate cultural heritage, respect social norms, and develop a sense of collective identity. Activities related to national customs, such as greeting rituals, family traditions, and community cooperation, help children practice moral behavior in real-life situations.

The role of educators in this process is particularly important. Preschool teachers act as role models, guiding children's moral development through personal example, communication, and daily interaction. Educators must possess strong moral values themselves and be knowledgeable about national traditions in order to effectively transmit these values to children. The use of interactive methods, such as role-playing, discussions, and problem-solving activities, further enhances children's moral understanding and active participation.

Family involvement is another essential factor in the moral education of preschool children. Moral values and national traditions are first introduced within the family environment. Consistent cooperation between family and preschool institutions ensures continuity in moral education and strengthens the impact of educational efforts. When parents actively support moral upbringing and cultural education at home, children develop stable moral habits and positive social behavior.

**Conclusion.** In conclusion, moral education of preschool children through national traditions and cultural values is a vital pedagogical task in modern education. Preschool age provides unique opportunities for shaping moral qualities, social behavior, and value orientation. The integration

of national traditions into early childhood education not only preserves cultural heritage but also contributes to the holistic development of children.

The systematic use of folk traditions, cultural practices, and value-based educational methods helps children develop moral awareness, emotional sensitivity, and social responsibility. Effective cooperation between preschool institutions and families further enhances the moral upbringing process. Therefore, incorporating national traditions into preschool moral education is essential for raising morally mature, culturally aware, and socially active individuals.

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