

DEVELOPMENT OF MORAL VALUES AS A CONDITION FOR FORMING SOCIAL-EMOTIONAL SKILLS IN PRESCHOOLERS

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ABSTRACT

This article examines the issue of upbringing moral values and the formation of social-emotional skills in children. The author identifies goals and objectives of social-emotional development of pre-schoolers, and defines the concept of "moral value". The formation of social-emotional skills in accordance with the Standard of Preschool Education of the Republic of Kazakhstan is one of the tasks of comprehensive child development. By forming social-emotional skills, we educate children in the field of sociocultural norms and shape spiritual and moral values.

Keywords: moral values, social-emotional skills, preschool education, child upbringing, personality.

Educating children is one of the most important tasks in the modern society. There is a wonderful statement by Mukhtar Auezov about raising children: "If you don't want to remain poor, seek knowledge, know how to raise children from the cradle." That is why since ancient times, attention has been paid to cultivating qualities such as patience, tolerance, and nobility in children from birth. The basis of moral education of the younger generation in the family is the idea of national upbringing. Such understanding is sacred and revered for us to this day, as we and our children are generations raised on the traditions of our ancestors, passed down to us in our native language. Here, indisputable are the high human qualities that characterize our people, such as honesty, compassion, kindness, and hospitality.

The long-standing experience of ancestors contributed to children developing within their circle, in society, and also taught them to distinguish between good and evil, right and wrong. This is mentioned in the Nineteenth Word of the poet-philosopher Abai: "A human child is not born rational. Only by listening, contemplating, tasting everything by touch and taste, does he begin to recognize the difference between good and bad. The more a child sees and hears, the more he learns. Much can be learned by listening to the words of rational people. It is not enough to possess reason - only by listening and remembering the teachings of the competent people, avoiding wise, can one become a full-fledged person." [1]

It is very important to instil an understanding of moral values, the ability to see good in the current generation. The famous thinker Abu Nasir al-Farabi said: "The first thing a person needs is education, not upbringing", *but* "Education without upbringing is the worst enemy of humanity, it will endanger its future life." Therefore, traditions stemming from our ancestors are our great treasure in raising children. Of course, we always say that our main duty is to improve the comprehensive education of children. Our ancestors said that a child's education begins from the cradle. But most of us take into account that today's generation, which is the backbone of tomorrow's country, possesses great intellect, developed culture, and conscious

growth, and when it grows up, it depends not only on the knowledge it has acquired but primarily on religious customs, moral traditions, and national identity, which we instil from the womb. A person must be able to serve their country in accordance with the interests of their native country and people [2].

As for the question of how to instil universal values in preschool children, it is necessary, first of all, to differentiate the knowledge, skills, and abilities that should be developed in children based on the Standard of Preschool Education of the Republic of Kazakhstan [4].

The formation of social-emotional skills involves internalizing moral norms of behaviour in society, as well as universal values, the child's ability to communicate with adults and peers; independence, reaction to one's own actions, purposefulness, and organization of one's movements; development of moral qualities: patriotism, compassion, respect for family and friends, love for one's family; preserving traditions, knowing and respecting the history and way of life of the Kazakh people; expanding the understanding that Kazakhstan is our common home, as well as respecting the culture and traditions of other peoples; fostering interest in various types of work and creativity; includes teaching the basics of safe behaviour in life, society, and nature.

The formation of skills according to the Standard of Preschool Education of the Republic of Kazakhstan is one of the tasks of comprehensive child development. Skills instilled in a child persist for a long time and, as folk wisdom says, become second nature. Most of them are formed in early childhood and remain for life. As mentioned earlier, fostering children in the realm of human values involves the formation of social-emotional skills.

The goal of forming social-emotional skills is the positive socialization of students, including special needs children, their involvement in social and cultural norms, society and the state, family traditions, and the formation of spiritual and moral values.

The formation of social-emotional skills, the instilling of social-ethical norms and traditions of society, universal values; fostering independence; solving life

situations, respectful attitude towards others, feeling oneself as a member of one's family, fostering emotional patriotism, empathy; includes tasks to develop the ability and readiness of an educated person to demonstrate moral qualities, actions corresponding to the requirements of moral norms. Learning about the history and culture of the Motherland and forming respect for it, expanding the understanding of the Motherland; includes tasks to form respect for types of work and various professions, expanding knowledge about living and non-living nature phenomena, developing creative thinking.

The development of children's social-emotional skills involves:

- 1) acceptance, recognition, and support of children's feelings and emotions;
- 2) expression of the child's and surrounding people's feelings;
- 3) support in caring for oneself and others;
- 4) establishing meaningful relationships with children;
- 5) teamwork;
- 6) supporting group communication, initiative, and independence in various activities of children;
- 7) conducting meaningful dialogue with children;
- 8) implemented by providing children with the opportunity to express their opinion during free play [5].

The formation of social-emotional skills is carried out daily in the form of games and familiarization with the environment, taking into account the individual characteristics of children.

The goal is to form social skills of a person based on universal norms and rules and ecological knowledge.

Responsibilities include:

- expanding adults' knowledge of labour, its role in public life, about their relationships with peers and adults based on generally accepted norms and rules;
- fostering a sense of patriotism, pride in the country's achievements;
- teaching polite communication with peers;
- instilling love for the Motherland, one's country, and its history;
- expanding knowledge about living and non-living nature;
- forming cognitive interests and creative imagination;
- forming knowledge of the role of humans in nature conservation;
- maintaining safety in the environment and nature [4].

Value is the importance and necessity of a particular thing. External value is determined as a property of an object or phenomenon. However, its importance and usefulness are determined not by the influence of nature, the internal structure of the object, but by the subjective evaluation of those specific qualities that are inherent in a person, which a person desires or needs. The value system plays a role in the everyday social or private orientation of a person, in establishing his or her

relationship to the things and phenomena around a person [4].

Honour, dignity, and reputation are the fundamental sacred human values in life, society, customs, and human thought. Since ancient times, such valuable human qualities as honesty, justice, civilization, unity, and morality have been highly valued.

Our Kazakh people are distinguished by qualities such as sociability, lavishness, having generosity in their blood; they taught and educated the qualities of morality, honesty, justice, honour, dignity, decency, and shame in children and the younger generation. We notice that all noble qualities, such as honesty, honour, dignity, shame, generosity, decency, which are human values for a son and daughter in a family, are associated with the concept of child rearing.

Folk pedagogy can be considered in the upbringing of universal values through the formation of social-emotional skills. Folk pedagogy required teaching taking into account the age of the child. For example, the proverb "Treat your son like a king until he is five years old, treat him like a slave until he is fifteen years old, and after fifteen years old, treat him like a wise friend" indicates the need to raise a child to treat him freely as an assistant, consider him equal as an adviser. And this coincides with the principle of cooperation in scientific pedagogy.

One way to promote the development of moral values through the formation of social-emotional skills in pre-schoolers may be the organization of a "Day of Kindness". Here's how such an event can be organized:

1. Morning meeting: Start the day with a collective morning exercise and positive attitudes. Greet the children with warm words and smiles.

2. Warm-up: Conduct various games and exercises aimed at developing social-emotional skills, such as trust games, teamwork, etc.

3. Master classes and creative workshops: Organize master classes on creating crafts or drawings on the theme of kindness, friendship, mutual assistance. Let the children make something with their own hands for others.

4. Theatrical performances: Prepare a mini-play or presentation where children themselves will play scenes about good deeds, helping each other, and showing care.

5. Discussion and reflection: After the events, gather together with the children and discuss what they felt, what they learned, which values became closer to them after this day.

6. Summary and awarding: Summarize the "Day of Kindness", acknowledge the efforts of each child, and thank them for their participation and activity.

Such an event will help children understand the importance of moral values, as well as develop social-emotional skills such as empathy, respect for others, compassion, and tolerance.

In short, we should raise children who have acquired universal values in a collective environment, including morality, honesty, no deceit, truthfulness, and shape them in combination with education, inner world, pure labour, and industriousness.

Thus, the development of moral values as a condition for the formation of social-emotional skills in children is the basis for forming a versatile personality with strong emotional intelligence and ensures the social-emotional well-being of the child and the adult, which is expressed in confidence in their abilities, harmonious interaction with society, and life success.

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