
EDUCATION OF PRESCHOOL CHILDREN IN THE FAMILY ON THE BASIS OF NATIONAL VALUES

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Annotation.

This article discusses the social foundations of educating preschool children based on national values in the family environment and expanding their worldly views in the process of educating them.

Key words.

Family, national values, preschool, society, value, upbringing, spiritual and moral.

Introduction

Preschoolers' interests and skills are displayed in the practical and theoretical communication of educators with a clear objective, taking into account spiritual resources as well as the demands and needs of the present. When instructing young children in preschool on the basis of universal and national values, it is important to comprehend its essence. According to their nature, national values are categorized into many categories. In particular, a person and his life are the highest value. It is absurd to talk about the value of something in the absence of a person. That is why honoring human dignity, improving his life, developing his knowledge and cultural level, maintaining his health and protecting his life are the main directions of our state's policy.

The main part

Children in this household are positively impacted by their parents' and other adults' exceptional character and behavior, and negatively impacted by their inappropriate behavior. Because it's in their nature, young children in the family frequently emulate adults. Because of this, they can grow up to have both positive and negative character in their family. Every parent should give their child their undivided attention during these times.

It is no secret that methods of reward and punishment are the most significant methods supported in the national values of the Uzbek people. He also employed the technique of persuading the Uzbek people of their patriotic values. In the framework of the family-neighborhood-preschool educational organization

cooperation system, the spiritual and moral upbringing of children through national values is based on the following principles: inheritance, the dynasty's possession of certain traditions, children's age, children's gender and unique psychological qualities, individual education and creative approach, mother's pedagogical ability, example, respect for national and spiritual values.

Preschoolers' spiritual and moral development involves educating them about national values, how to distinguish between right and wrong, goodness and evil, moral and cultural norms of society, as well as spiritual and moral traits.

- great attention should be paid to the fact that Uzbek folk tales, riddles, proverbs and sayings, which help them to learn about generosity, hard work, fairness, peace-loving.

Another aspect of preschoolers' spiritual lives-the fact that adults are respected, serve as role models, ask for guidance, follow suit, and make sure to ask for aid when they need it-cannot be changed by their own traits, upbringing practices, or other factors. The major inspiration for imitation comes from the sample. And the personal example is a set of behaviors and other activities of older people that affect the consciousness and behavior of the younger generation, which is growing as upbringing.

One of the quirks of preschoolers' still-evolving psyches is the presence of a desire to equate to a good person who is admirable and deserving of imitation. This desire is frequently worthwhile sampling without being aware of it.

For instance, older children's reputations and interactions with others have a significant impact on how children behave and develop as people. Children typically spend the majority of their time in the preschool organization's community, where they quickly pick up on the norms of behavior. In their experiences, they consistently repeat these actions. When asked why, kids may respond, "My friend does this, my kindergarten sister does this, or my mother does this at home, my father does this, or my grandmother says this", among other possible explanations. Children are influenced not only by the behavior of parents and the community of the preschool educational organization, but also by their culture, oral speech, and question-and-answer.

Effective approaches to raise a family's cultural and moral standards depend not just on the amount of time parents spend with their kids or the passing of a particular school day, but also on their education, way of life, public image, and personal examples. The interactions between parents, preschool educators, teachers, and even older siblings and sisters demonstrate the distinctiveness of

moral values and culture at the earliest stages of development. Traditions and customs help as an important tool in the formation of national qualities and culture in children. In determining the level of educational influence of such traditions, customs, which are examples for children, attention was paid to the following:

- to know the child's surname, name, father's name, year of birth, number of family members, how many children there are, what traditions are often observed in the family;

- name of activities in the family, what family members do in their free time, their professions, work related to economic education;

- Who pays more attention to the children in the family, who is the story teller?

- mutual respect of family members, dress, participation of children in solving family problems, etc.

Furthermore, it is incorrect to imply that some unfavorable family practices will naturally diminish as the family's generations pass. The tranquility, restraint, respect, attentiveness, politeness, and other qualities of parents in raising children cannot be stated to be sufficient, even in some intelligent households of the present.

In conclusion

In order to instill the national values of the Uzbek people in the brains of children from a young age and prepare them for family life, educational methods and methods have been widely adopted, I will say. is crucial to the educational system and of tremendous importance. In this regard, it is easier to teach children of preschool age in a family environment methods and methods used in this regard, parental example in child education, mental education of children in the family, etc.

It is becoming more crucial as the process comes to a close, during the period of extending the educational opportunities of preschool education organization employees, neighborhood activists, and in the successful implementation of national values in the family environment in preschool-aged children. Therefore, it is our sacred duty to raise special educational knowledge to a higher level than ever before, based on the quality of the general educational content in our country, or rather, on the basis of updating it, for the all-round development of children.

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