

## PSYCHOLOGICAL CONDITIONS FOR THE FORMATION OF MORAL QUALITIES IN PRESCHOOL CHILDREN

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### ABSTRACT

*Improving educational endeavors, elevating them to the level of global models, and applying scientific advancements to real-world situations are still side issues. Education and education of the younger generation in particular, as well as the valorization of knowledge, skills, and capacities in them in relation to the foundations of Science, are the top priorities of state policy. Continued development of the preschool education system, ensuring that all children have access to high-quality preschool instruction. The psychological circumstances for the development of moral characteristics in preschool children are kept in mind throughout this text.*

**KEYWORDS:** *Preschool Education, System, Moral, Qualities, Formation, Psychological Conditions, Children.*

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### INTRODUCTION

Continued development of the legal framework for early childhood education in line with the plan for the Republic of Uzbekistan's preschool education system through 2030. creating the right conditions for preschoolers' full intellectual, moral, aesthetic, and physical development to develop public-private partnerships in this field, to increase the number of children receiving high-quality preschool education, to offer possibilities for its equal use. introduction of new ideas, cutting-edge instructional techniques, and information and communication technology into the preschool education system. Improving the management system of preschool education, ensuring transparency and effectiveness of financing the activities of preschool educational institutions.

The adoption of entirely new methods for hiring, selecting, rehiring, training, professional development, and other aspects of the preschool education system's staff. The issue of training the younger generation in the preschool education system, which is currently the highest link in the educational system, is important in order to ensure healthy and balanced nutrition and quality medical care of children in preschool educational institutions. The psychological reinforcement of moral behavior during their childhood is what is currently becoming a pressing problem.

External social pressures that are emerging with the contemporary demonstrate their detrimental effects on the moral values of the younger generation. As a result, the child's moral character changed, and this problem affected society as a whole in addition to parents. Therefore, a child's

preschool years, which range from 3 to 7 years old, make up a significant portion of childhood when it comes to morality. In essence, the child's independent activities start to emerge during this time, and his personal individual characteristics (personal qualities) start to take shape.

In the process of moral education in a child, moral characteristics mature. In the process of the development of moral characteristics, first of all, they begin to consciously understand their childish relationship with others, and moral lessons develop in their childish relationship with peers and adults. The results of psychological research show that the period in preschool age is the most favorable period in the spiritual and moral agitation of the child. It is from this period that, under the influence of education and upbringing, aimed at a certain goal, the moral qualities of a person begin to acquire a tick. In addition, the period of the child's preschool age is such a meaningful and active period that this period will definitely be reflected in the future growth of the child. Therefore, the period in preschool age is extremely responsible in terms of the power of influence.

When a youngster is ready for kindergarten, significant changes in his mental development take place. Because the child's autonomous activity only marginally increases from the same time period. A preschooler possesses two strong abilities that are required for him to engage in independent activities. First of all, he has a self-imposed apparatus of action to some level, and secondly, he has a speech that can engage somewhat freely with the more mature individuals nearby as well as his classmates. That's all there is to say about how children at this age behave, moral qualities, behave, have interests, and have needs that are very different from young children. This, in turn, necessitates a different attitude towards the education and upbringing of preschool children with children of early age. In preschool age, there is a slight change in their relationship with the environment. On the one hand, the child is quite free from the constant help of adults and moves away from them somewhat, on the other hand, his relationship, in which adults are bi lan, begins to acquire a complex, multifaceted character.

The variety of needs and interests that preschoolers experience is crucial to their development. Due to the fact that needs and interests serve as the stimulus (factor) that prompts youngsters to act in a certain way. Children of kindergarten age start to clearly display their social, intellectual, and moral needs. A child of kindergarten age (in particular children of the middle and older groups) cannot endure such solo play if a child of pre-kindergarten upbringing age can sit alone for an extended period of time with a toy. They have a natural desire to interact with more experienced individuals and their close friends. They begin to strive for a wider range of relationships, unable to satisfy their needs with relationships in a narrow family circle. As a result, the range of social attitudes and activities of children of this age is increasingly expanded.

It is during this period of kindergarten age that the kindergarten environment plays a huge role. Routine, discipline and various educational activities in kindergarten create conditions for the harmonic occurrence of high social, motivational, intellectual, moral and hygienic needs in children. From the point of view of psychology, habits are things close to need in their essence. In other words, as a result of the fact that different habits are repeated in the Daily state, they become very absorbed in our body and become a need. Therefore, by scaling positive and useful needs in children, we understand that positive beneficial habits are formed in them. solid positive habits and moral qualities formed in preschool age are preserved throughout a person's life.

And when 6-7 years old, a fairly stable set of positive norms of behavior begins to occur, the child remains acting from the point of view of these acquired moral rules and norms in a

relationship with those around him, therefore, it is important to encourage moral characteristics to children from the first age. In addition, play activities in a preschool child are of great importance in the development of the psyche of children. A preschool child gradually plunges into the world of adult life activity. In preschool age, they mainly play games that are meaningful and divided into roles. In their various games, they recreate phenomena related to the conditions of adult family life, labor activities, holidays, such as important dates. Often the phenomena of the external environment that children reflect they constitute the content of gaming activity. The wider and more diverse the environment that children reflect, the wider and more diverse the content of children's play. The result is that moral behavior is formed in children.

It is a reflection of social consciousness, which encompasses moral ideas like the standards and guidelines for moral behavior, as well as one's attitude toward oneself, other people, one's job, and society. Morality has a class nature because moral behavior, concepts, and principles are specific to a particular social formation, and when that social formation changes, it changes as well. The best universal standards of behavior should be found in the moral characteristics of Uzbek mentality.

What a person's spiritual world ought to be determines whether or not they are a harmonious individual. The finest attribute in a person is good moral character. By raising a child from his family, a person learns all of these human virtues, including moral honesty and justice, obstructing the path of ignorance and cruelty, humanity, compassion, enlightenment, friendship, courage, brotherhood, the great Commonwealth, purity, kindness, moderation, and patriotism. Along with work, traditions, lifestyle, education, culture, and family traditions lay the groundwork for a child's moral traits to exhibit themselves in the form of moral behavior displayed by parents and other family members.

Positive moral qualities are considered the greatest wealth of a person, while negative qualities are considered its defects. In different periods, both moral qualities are determined by the general direction of a particular ideology. Social norms adopted by a person form characteristic signs and moral qualities in his spiritual and moral image. The function of the formation of moral qualities becomes an incomparable moral profession in human maturation. Therefore, in moral relations, different from other types of moral social relations, the influence of moral norms or assessments is visible in the place of always and All. They arise in moral activity, behavior, behavior disorders, in moral influence in relation to the surrounding social being. In moral relations, the activities and behavior of people play a key role as a moral - practical expression of their relationship, and the task of morality is to serve for the ruling ideology.

Also moral has relative independence, influencing the development of society in one way or another. This means that while economic factors play such a significant role in the development of society, moral factors play such a progressive role. Usually the general functions of morality are: regulatory stimuli, assessment, cognition and upbringing. In practice, however, they all rot with each other, complementing each other, passing through each other, one through the other. The management function of morality subjugates and organizes its other functions. It is not only a moral fact that we guide, but it also guides a person to a certain behavior, and in some cases gives orders.

**In Conclusion**, first and first, in the process of creating moral standards and norms, the role of controlling morality must be played. When a second social system is chosen to replace the first one, ethical standards and moral principles are created to further the goals of the new social

system. The primary purpose of morality's evaluation function is to exercise control over those who adhere to Anna's developed ethical standards and principles. This function establishes or disproves the validity of social goals. It is impossible for morality itself to be evaluated in the absence of. Morality reflects existing or forming social relations not in the form of laws, but in the form of certain goals, goals, dreams, desires, which are reflected by the requirements of society and the interests of the individual.

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