

MECHANISMS OF COOPERATION OF EDUCATORS OF PRESCHOOL EDUCATIONAL ORGANIZATIONS WITH THE FAMILY IN FORMING THE MORAL VIRTUES OF THE EDUCATORS

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Abstract: This article analyzes examples of our national pedagogy in the formation of moral qualities of children by preschoolers, and first of all, the functional tasks of the family in child upbringing are indicated.

Keywords: Spiritual and moral qualities, Continuous spiritual education, Concept, Family.

Any civilized state that thinks about its future cares about the fate of the younger generation, how its spirituality and culture are formed. Today, large-scale work is being carried out in our country to educate young people as well-rounded people.

In the world preschool education system, the need to improve educational programs based on effective educational technologies in educating preschool children as individuals with high spiritual and moral qualities is becoming increasingly important. In the spiritual and moral education of preschool children, it is important to develop effective curricula and teaching strategies based on our national pedagogy, including the education system; instilling intellectual, spiritual and moral education through examples of folk pedagogy, and conducting scientific research on the use of the pedagogy of the Korean and Japanese peoples in this regard.

The Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 1059 dated December 31, 2019 "On approval of the Concept of Continuous Spiritual Education and measures for its implementation" determined the stages and work to be carried out to educate our youth as highly spiritual people. Based on the principles of continuity and coherence in the process of upbringing, the resolution determined, first of all, the main directions for the proper organization of the mother's pregnancy period, the spiritual education of infants and children. It also indicated the gradual

formation of such important qualities in young people as loyalty to the Motherland, entrepreneurship, willpower, ideological immunity, kindness, responsibility, tolerance, legal culture, innovative thinking, and hard work from childhood, and the improvement of the population's knowledge and pedagogical culture on raising children. The Concept of Continuous Spiritual Education determined that the first stage of spiritual education should be carried out in families, and these two periods divided into the first period - the fetal period, the second period - the period from the birth of the child to 3 years.

So, it is necessary to pay great attention to child upbringing in families. In this, parents should be closely assisted by educators of preschool educational organizations. The state curriculum of preschool educational organizations "First Step" also stipulates collaborative work with parents. In order to ensure the comprehensive development of children, it is indicated that the preschool educational organization should organize the following forms of interaction with parents:

- taking into account the opinions of parents about the preschool educational organization;
- providing parents with knowledge on issues of early development;
- involving parents in active participation in the educational process;
- supporting and encouraging initiatives of parents to participate in the life of the preschool educational organization.

Today, based on the needs and requirements of education, priority research is being conducted in the following areas to improve the quality and effectiveness of preschool education, create and apply methodologies and modern didactic tools for the formation of competencies of students, and form the spirituality of preschool children: expanding the philosophical, psychological, and pedagogical possibilities of spiritual and moral education of preschool children; selecting, classifying, and determining the effectiveness of national pedagogical models used in the spiritual and moral education of preschool children; developing new theoretical concepts based on conceptual design for improving the content of the methodology for developing spiritual and moral education and its application; creating educational, methodological, and didactic support for the spiritual and moral education of preschool children using national pedagogical models, which serve as important sources for the formation of moral education in preschool children.

Who and what kind of person a child will become in the future is inextricably linked to how he was raised by his mother from the first days of his birth, and how their relationship was. The mother-child relationship is part of the system of interpersonal relationships that is of the most important importance in the formation of a person. Because when a child is born, he first enters into social relations in the system of mother-child relations, and it is on the basis of these relations that he acquires human qualities and national values. In the family, children learn the spiritual and moral experience of adults through communication and games, familiarization with objects, exemplary behavior, rules of behavior, and imitation.

Abdulla Avloni, analyzing the tasks of raising a person, emphasizes the importance of starting education from the day a child is born. The famous enlightener divides education into two - home education and education in educational institutions. He emphasizes the importance of mother's

education in home education. A child is born with equal opportunities to be happy. After birth, parents should prepare and teach them to be happy. For this, first of all, mothers themselves must have all the spiritual qualities. Scientists have proven that children learn behavior not from the words of their parents, but from their behavior. If you want to teach a child a lesson, do it by setting a personal example. Considering that children spend most of their time in the family with their mother, a woman in the family should be an example for her child in every way.

In this, our young mothers should follow the following to properly educate their children:

In Abu Ali ibn Sina's book "Tadbir al-manozil", moral qualities such as wisdom, modesty, honesty, and modesty of mothers are praised. In his opinion, a woman is not only a worthy companion of a man, but also his closest assistant in raising children. In the book "Medical Laws", he pays special attention to the duties of the mother in raising a child. In particular, he emphasizes that the psychological experiences of a nursing woman, such as "anger, sadness, fear", harm the child's development.

When working with parents, educators of preschool educational organizations should pay attention to the following.

1. Provide advice to parents on their upbringing, depending on the individual characteristics of each child
2. Provide parents with timely information about changes in their children
3. Study the family situation of each child
4. Provide parents with regular pedagogical and psychological information.

The more spiritually rich, religious and highly educated parents are in the family, the more perfect the method they use to raise their children. They raise their children not only by giving advice, approving, rewarding, punishing, talking and telling stories, exchanging ideas, but also by their personal example, working together with their children, and involving them in labor activities.

As a result of theoretical and practical research, the following conclusions were drawn: studying the issues of forming moral qualities in preschool children based on the theory of moral categories is an urgent and important issue for both the theory and practice of preschool education and upbringing. As a result of the research, a system of views was formed that reflects the thesis that the formation and development of moral education in children occurs in the process of their communication with people around them. In this case, the child does not passively accept the examples of adults based on humane feelings, but actively absorbs their noble speeches as part of universal human experience. The development and upbringing of children's speech is, first of all, the development of forms of communication that require the formation of language skills for acquisition. Activities conducted through national games help to form national values in children, to instill the concept of the Motherland in their minds. Through national games, children understand the essence of such words as the Uzbek people, Motherland, parents, school, family.

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