

HARMONY OF MORAL VALUES AND LIFE COMPETENCES IN YOUNG CHILDREN

Davletov Erkaboy Yusubovich

Associate Professor of the Department of "General
Professional Sciences" of Mamun University, Ph.D.

<https://doi.org/10.5281/zenodo.15613587>

Annotation. This article analyzes the issue of the harmonious formation of moral values and life competencies in young children from a pedagogical point of view. The author shows the role and importance of the family environment, the personal example of the educator, the moral environment created in educational institutions in the development of children as individuals. Also, effective methods of developing life competencies - namely, skills such as communication, problem solving, independent thinking - in children in harmony with moral values are analyzed.

Keywords: moral values, upbringing, personal development, pedagogical approach, integrated education, preschool age, socio-emotional development.

Introduction

In modern pedagogical theories and practice, one of the main tasks of education is to form a system of moral values that are socially and educationally significant in a person, as well as to develop his life competencies. Especially in the sensitive period of development of young children, educational influences have an extremely effective and stable basis, during which moral norms, social rules, interpersonal relationships and communicative skills are gradually formed.

In today's globalization, the main goal of the preschool education system is to create a solid moral foundation in children, ensure their conscious assimilation of universal values such as humanity, honesty, solidarity, justice, as well as to develop their functional literacy, life competencies such as finding the right way out in problem situations, the ability to communicate, participate in collective activities, and readiness for social adaptation. Psychological and pedagogical research shows that moral values and life competencies are in a dialectical relationship, and their harmony forms the socialization of the individual, emotional and intellectual stability, and the ability to make independent decisions. Therefore, integrative methods and innovative pedagogical approaches aimed at the joint formation of these factors are among the current scientific and pedagogical problems. This article analyzes the factors, methodological approaches, and the importance of the educational environment that affect the harmonious development of moral values and life competencies in

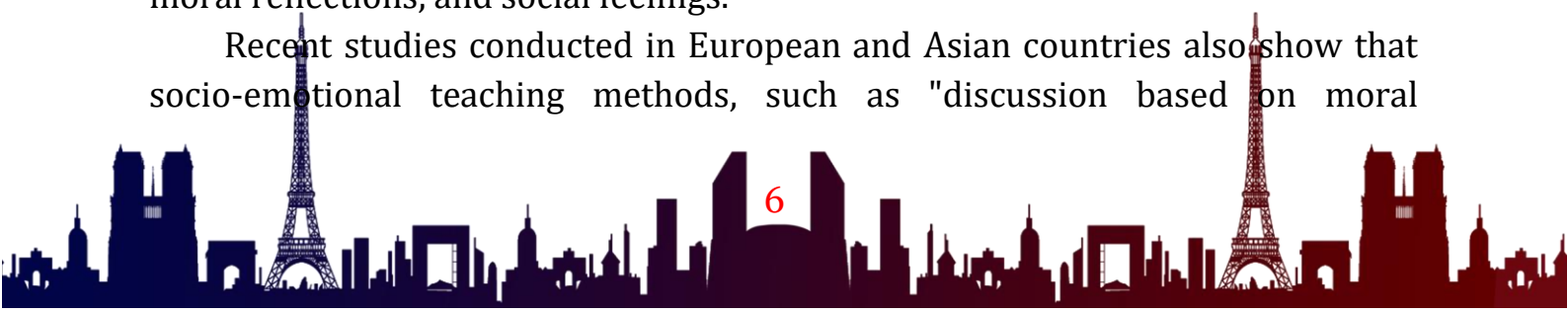
young children from a scientific, theoretical, and practical point of view. The purpose of the study is to identify the mechanisms that complement each other of moral and life competencies, to create scientific foundations for improving the educational process based on their harmony.

Main part:

A young child is a subject who has not yet understood the complexities of life, but has begun to actively perceive the social environment, and whose personality is being formed. Therefore, the education and upbringing given to him at this stage becomes the main factor determining his life path, worldview, and personal value system. Moral values are internal criteria that form a person's ability to distinguish between good and evil, embodying qualities such as decency in behavior, mutual respect, patience, honesty, and truthfulness. Life competencies are a set of important social skills that direct the child to practical activities, solving everyday problems, and being successful in communication. The harmonious development of these two concepts has not become a pressing issue for nothing. Because in order to become a full-fledged person in society, a person must have not only knowledge and skills, but also a sense of moral responsibility, empathy, and respect for others. For example, a child may have communication skills, but if these skills are not combined with moral values, he may use violent or manipulative approaches in communication. On the contrary, if moral values are strong, but life competencies are not sufficiently developed, the child will have difficulty expressing his positive intentions and views correctly in society. In the process of upbringing, these two directions should be seen not separately, but as a whole. In an educational institution, through every action, every word, and even the attitude of the educator, the child not only learns moral norms, but also understands how these norms are applied in life based on practical experience. In kindergarten, interactive lessons based on game tasks, group exercises, and problem situations serve to develop both moral approaches and practical competencies in children.

The role of the family in this is also invaluable. Positive examples set by parents, a loving and cultural environment created at home create the basis for the child to naturally accept moral values and apply them in life situations. From this perspective, the pedagogical approach should not be limited to providing knowledge alone, but should be aimed at developing the child's inner world, moral reflections, and social feelings.

Recent studies conducted in European and Asian countries also show that socio-emotional teaching methods, such as "discussion based on moral



dilemmas", "emotional expression games", "emotional literacy lessons" are highly effective in simultaneously developing moral and life competencies in young children. In Uzbekistan, traditional educational approaches in this regard - upbringing through the moral admonitions of our ancestors, folk tales and proverbs - are of great importance due to their solid foundations and comprehensive influence. The harmonious formation of moral values and life competencies in young children is not just a pedagogical task, but an expression of the spiritual approach of society to the upbringing of the future generation. Only when each educator and parent can see themselves as moral leaders in this process, we can form a healthy, harmonious, socially responsible young generation.

Results:

Recent scientific and practical studies on the joint formation of moral values and life competencies in young children show that the role of this direction in the education system is increasingly increasing. In particular, according to observational studies conducted by the Agency for Preschool Education of the Republic of Uzbekistan in 2023, 68% of children aged 4–6 years adhered to positive moral norms in communication, but only 42% of them were able to make independent and rational decisions in life's problematic situations. These indicators indicate that although moral awareness is being formed in children, the level of conscious application of life competencies is not yet sufficiently developed. At the same time, an experimental study conducted by Tashkent State Pedagogical University in 2022 found that 73% of children in groups educated on the basis of an integrated approach effectively expressed moral values such as friendship, honesty, and cooperation in their interactions. 65% of them actively demonstrated themselves in various social roles (leader, assistant, decision-maker). This indicates that the integrative pedagogical model serves to develop not only a moral system in children, but also socio-emotional competencies necessary in everyday life.

International statistics also confirm the relevance of this direction. For example, a study conducted by UNICEF in 2021 in 38 countries found that 78% of participants in educational programs aimed at the harmonious development of moral and life competencies in preschool children showed a high level of social adaptation at the stage of preparation for school. This is associated with their psychological stability, ability to build relationships with peers, and emotional control skills.



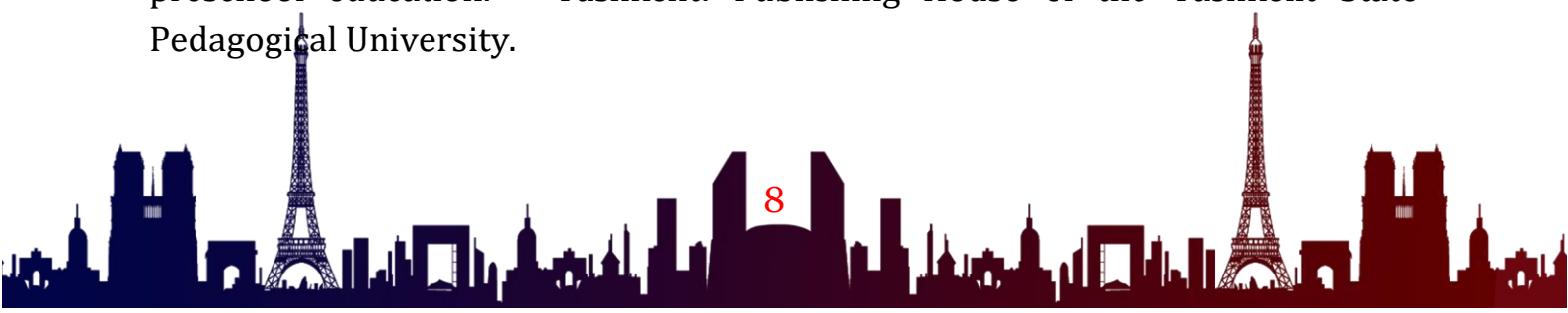
In Uzbekistan, positive changes are also being observed as a result of work carried out in this direction in a combination of traditional and modern approaches. In particular, it was found that the level of understanding of moral concepts in a group of children educated through interactive dramas based on folk tales increased from 27% to 71% (TUTU Faculty of Pedagogy, 2023). This evidence shows that a systematic approach aimed at the joint formation of moral values and life competencies effectively develops not only the social adaptation of children, but also their emotional intelligence, sense of responsibility, and ability to clearly express their thoughts. The main thing is that through such an approach, the child acquires an internal moral compass and forms the ability to choose the right path in life, regardless of the situation.

Conclusion

The harmonious formation of moral values and life competencies in young children is one of the most relevant areas of modern education and upbringing. The mutual integration of these two factors forms in the child not only good behavior, but also practical skills such as independent thinking, readiness for social relationships, responsibility, and problem solving. Research shows that competency-based education enriched with moral values has a positive effect on the socio-emotional development of children and creates the basis for them to mature as well-rounded individuals. Therefore, the upbringing and education methods given to children in the preschool education process should be comprehensively harmonious and integrated. If the family, kindergarten teachers and other social institutions of society work together in this regard, it will be possible to raise a generation that has moral integrity, can understand life problems and find its place in society.

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