

**PEDAGOGICAL CONDITIONS FOR THE EFFECTIVE FORMATION OF THE
SPIRITUAL AND EDUCATIONAL CHARACTER OF PRESCHOOL CHILDREN**

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Abstract: This article analyzes the pedagogical conditions necessary for the effective formation of the spiritual and educational character of preschool children. Preschool age is a crucial stage in personality development, during which the foundations of moral behavior, social communication, emotional sensitivity, and value orientation are established. The study emphasizes that the spiritual and educational development of children should be organized systematically and purposefully through the integration of family influence, preschool education, the teacher's professional competence, a supportive emotional environment, and the use of national and universal values. Special attention is given to the role of play, artistic activity, communication, stories, examples of adult behavior, and cooperation between the family and preschool institution. The article concludes that the effectiveness of this process depends on a child-centered pedagogical environment in which education, upbringing, and moral guidance are harmoniously combined.

Keywords: preschool children, spiritual education, moral development, preschool pedagogy, educational environment, family cooperation, teacher competence, national values, personality formation, moral upbringing

In contemporary education, the issue of raising a spiritually mature, morally stable, and socially active generation has become one of the most important priorities. In this regard, preschool education occupies a special place because the foundations of a child's personality are laid precisely during the early years of life. At preschool age, children begin to understand the surrounding world, form initial relationships with adults and peers, and acquire basic ideas about behavior, kindness, honesty, discipline, and responsibility. Therefore, the formation of the spiritual and educational character of preschool children is not only a pedagogical task, but also a social necessity.

The concept of the spiritual and educational character of a child includes moral values, emotional culture, social behavior, communication habits, respect for others, love for the homeland, appreciation of beauty, and interest in learning. These qualities do not emerge spontaneously. They are formed under the influence of the family, educational institutions, the social environment, and purposeful pedagogical activity. For this reason, it is important to identify and analyze the pedagogical conditions that ensure the effectiveness of this process.

Preschool educational organizations are expected not only to prepare children for school in an intellectual sense, but also to contribute to their moral, emotional, and cultural development. The child's future attitude toward society, learning, work, and interpersonal relations depends largely on what moral and spiritual foundations are established during this period. Consequently, the study of effective pedagogical conditions for forming the spiritual and educational character of preschool children is highly relevant both theoretically and practically.

The Essence of the Spiritual and Educational Character of Preschool Children

The spiritual and educational character of preschool children can be understood as a combination of moral, emotional, social, and cultural qualities that begin to shape the child's personality. At this age, spiritual development is expressed in simple but meaningful forms: respect for parents and teachers, kindness toward peers, desire to help others, sensitivity to

beauty, ability to distinguish right from wrong, and willingness to follow accepted rules of behavior.

Educational character, in turn, refers to the child's readiness to learn, interest in knowledge, discipline, attentiveness, and participation in organized activities. In preschool pedagogy, spiritual and educational development are closely interconnected. A child who learns to listen, cooperate, care for others, and appreciate positive behavior develops the basis for successful learning and social adaptation.

It should be noted that preschool children perceive moral norms not through abstract reasoning, but through concrete experience, imitation, emotional response, and repeated practice. Therefore, the formation of their spiritual and educational character requires appropriate pedagogical methods and a favorable educational environment.

The Role of the Family in Spiritual and Educational Formation

The family is the child's first educational institution and the primary environment in which spiritual values are introduced. The child observes the behavior of parents, relatives, and older family members and gradually adopts their attitudes, habits, and patterns of interaction. If the family atmosphere is based on kindness, mutual respect, responsibility, and emotional support, the child is more likely to develop positive personal qualities.

Parents play a decisive role in the early formation of honesty, discipline, respect, compassion, and love for knowledge. Daily conversations, shared activities, household responsibilities, family traditions, and adult examples all contribute to the moral education of the child. In many cases, the effectiveness of preschool education depends on the extent to which the family supports the same values promoted by the educational institution.

For this reason, cooperation between the family and preschool organization is one of the essential pedagogical conditions. Parents should be informed about the child's developmental needs and involved in educational events, consultations, open activities, and collaborative tasks. When family and preschool work in unity, the child receives consistent moral messages, which strengthens the educational influence.

The Importance of the Preschool Educational Environment

A preschool institution is not merely a place where children spend time before entering school. It is a carefully organized social and pedagogical environment in which children learn to communicate, cooperate, follow rules, and take part in collective activity. The preschool environment greatly influences the formation of children's character, emotional state, and worldview.

An effective educational environment should be safe, emotionally supportive, aesthetically attractive, and rich in opportunities for communication and creativity. Children should feel respected, valued, and understood by teachers and peers. Such an atmosphere encourages trust, sincerity, and emotional openness. When a child feels secure, he or she is more willing to express thoughts, show kindness, and participate actively in educational activities.

The environment should also reflect moral and cultural values. Stories, visual materials, songs, games, celebrations, artistic tasks, and discussions can all be used to introduce children to concepts such as friendship, honesty, respect for elders, patriotism, care for nature, and appreciation of work. In this way, the environment itself becomes a means of education.

The Teacher as a Key Pedagogical Figure

The personality of the teacher has a particularly strong influence on preschool children. At this age, children tend to imitate adults, especially those with whom they interact regularly. Therefore, the teacher's words, behavior, emotional tone, fairness, and communication style become a model for children's own conduct.

A teacher who demonstrates kindness, patience, politeness, and responsibility naturally encourages children to behave in similar ways. Professional competence is also essential. The teacher must be able to observe children's emotional states, identify their needs, organize meaningful activities, resolve conflicts constructively, and support individual development. Moral education in preschool cannot be effective if the teacher lacks empathy, consistency, or pedagogical sensitivity.

Moreover, the teacher should use every situation as an educational opportunity. Everyday interactions during play, meals, creative tasks, and group routines can be used to teach children to wait their turn, help a friend, express gratitude, take care of shared materials, and follow rules. Thus, the teacher becomes not only an instructor, but also a moral guide and facilitator of positive social experience.

Pedagogical Conditions for Effectiveness

The effectiveness of forming the spiritual and educational character of preschool children depends on several interconnected pedagogical conditions.

1. Purposeful and Systematic Organization

The process should not be occasional or spontaneous. Moral and spiritual education must be integrated into all aspects of preschool life, including lessons, games, daily routines, celebrations, artistic activities, and communication. When educational influence is systematic, children gradually internalize values and habits.

2. Child-Centered Approach

Each child has unique emotional, social, and cognitive characteristics. Effective pedagogy takes into account the child's age, interests, temperament, communication style, and individual needs. A child-centered approach allows teachers to choose methods that are developmentally appropriate and emotionally meaningful.

3. Unity of Family and Preschool

Spiritual and educational influence becomes stronger when the family and preschool institution cooperate. If parents and teachers promote similar values, behavioral expectations, and communication norms, the child experiences consistency and stability. This continuity increases the effectiveness of moral formation.

4. Positive Emotional Climate

Children develop best in an atmosphere of trust, care, and encouragement. Fear, excessive criticism, or emotional neglect weakens the educational process. A warm emotional climate supports self-confidence, empathy, and willingness to engage with others.

5. Professional Competence of Teachers

Teachers need not only subject knowledge, but also moral culture, communication skills, and psychological awareness. Their ability to organize educational situations, guide behavior, and model positive attitudes is a key factor in the child's development.

6. Use of National and Universal Values

The content of spiritual education should be based on cultural traditions as well as universal human values. Respect for elders, family unity, hospitality, honesty, diligence, peace, friendship, and compassion can be introduced in forms suitable for young children. Such values help children develop both cultural identity and humanistic thinking.

7. Integration of Play and Creativity

Play is the leading activity in preschool age. Through games, children learn cooperation, fairness, self-control, and communication. Creative activities such as drawing, music, modeling, dance, and storytelling help children express emotions, appreciate beauty, and develop emotional sensitivity.

The methods used in preschool education must correspond to children's developmental characteristics. Abstract moral instruction is insufficient for young children. They need to experience values through activity, emotion, and real-life situations.

One of the most effective methods is **storytelling**. Fairy tales, short stories, and moral narratives introduce children to examples of kindness, courage, honesty, and friendship. Children identify with characters and begin to understand the consequences of positive and negative behavior.

Didactic games are also important because they combine learning with emotional engagement. Through role-play and rule-based games, children learn to cooperate, share, follow instructions, and solve simple moral dilemmas. Group games strengthen social interaction and help children practice respectful behavior.

Artistic activities occupy a special place in this process. Drawing, singing, dancing, puppet theater, and handicrafts help children express inner feelings and develop aesthetic taste. These activities also promote patience, concentration, and appreciation of collective work.

Conversation and explanation remain necessary, especially when based on children's real experiences. Teachers can discuss everyday situations, ask children how they feel, and encourage them to think about the effects of their actions. Such guided reflection helps children develop elementary moral judgment.

Example and imitation are perhaps the strongest means of education in early childhood. The behavior of adults is often more influential than their words. Therefore, parents and teachers must consistently demonstrate the moral qualities they wish to develop in children.

National values have deep educational significance because they connect children with their cultural roots and social identity. In the Uzbek context, respect for elders, modesty, kindness, hospitality, family unity, love for the homeland, and diligence are highly valued moral qualities. When these values are introduced through songs, proverbs, stories, traditions, and celebrations, children absorb them in emotionally rich and memorable ways.

At the same time, national values should be harmoniously combined with universal human values such as justice, peace, tolerance, responsibility, and respect for others. This combination supports the development of a balanced personality who is both culturally grounded and socially open.

Preschool institutions should therefore make active use of cultural heritage, folk pedagogy, traditional games, and moral narratives. Such materials make spiritual education more natural and meaningful for children.

The analysis of pedagogical practice shows that the formation of the spiritual and educational character of preschool children is effective only when all major educational influences operate in unity. If a teacher promotes discipline but the family does not support it, or if the institution speaks about kindness but the emotional climate is harsh, the educational effect becomes limited. Therefore, effectiveness cannot be achieved through isolated measures.

It is also clear that preschool children learn values more successfully through experience than through formal instruction. They need opportunities to act kindly, help others, share materials, listen attentively, complete small responsibilities, and participate in creative group tasks. In this context, moral education should not be separated from the child's daily life. It must become part of the entire pedagogical process.

Furthermore, the teacher's role remains decisive. Even the best program or method will not bring results if the teacher lacks emotional culture, consistency, and professional dedication. This confirms that teacher training and pedagogical support are central to the success of preschool moral education.

The effective formation of the spiritual and educational character of preschool children is one of the key tasks of modern preschool pedagogy. It is during the preschool years that the foundations of moral behavior, communication culture, emotional sensitivity, and social responsibility are formed. These qualities influence the child's future personality, educational readiness, and place in society.

The effectiveness of this process depends on several important pedagogical conditions: purposeful and systematic organization, a child-centered approach, cooperation between the family and preschool institution, a positive emotional climate, the professional competence of teachers, the use of national and universal values, and the integration of play and creativity into the educational process.

Thus, spiritual and educational development should be regarded as a central direction of preschool education rather than an additional component. Only under favorable pedagogical conditions can preschool institutions contribute to raising a morally mature, spiritually rich, and socially responsible generation.

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