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THE IMPORTANCE OF EDUCATING PRESCHOOL CHILDREN BASED ON NATIONAL VALUES

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ABSTRACT

INTRODUCTION: The preschool age is the most crucial foundation stage for a child's personality development. At this age, a child begins to deeply perceive the environment, society, and human relationships for the first time. Therefore, educating them based on national values is more relevant than ever. National values reflect the historical experience, cultural heritage, customs, traditions, and spiritual wealth of a nation. When these values are instilled in the young generation, they grow up as true children of their nation, loving their homeland, polite, and patriotic individuals. In today's globalized world, understanding one's national identity and staying true to one's roots is the most effective way to equip the younger generation with a spiritual "immunity." From this perspective, educating children in preschool institutions based on national values, as well as the responsibility and pedagogical approaches of educators, is an important factor for the spiritual maturity of society.

RESEARCH OBJECTIVE: To identify effective pedagogical methods for educating preschool children based on national values and to study their impact on the moral, ethical, and social development of children.

RESEARCH MATERIALS AND METHODS: The research materials include family and preschool institution collaboration, play activities, holidays and ceremonies, labor education, and art and creative activities, which contribute to forming national values in preschool children. Research methods include observation, interviews, pedagogical experiments, and analysis of children's activities. These methods help determine the level at which children internalize national values and the effectiveness of the educational process.

DISCUSSION AND RESULTS: The study shows that educating preschool children based on national values has a significant impact on their personal, social, and spiritual development. Family and preschool collaboration plays a key role in shaping children's daily habits and moral standards. Activities conducted jointly by educators and parents help children internalize national values more firmly. Play activities develop children's creative thinking and teach values such as cooperation, respect, and honesty in practice. Holidays and ceremonies immerse children in national traditions and customs in an engaging and impactful way. Labor education fosters responsibility, diligence, and organizational skills in children. Art and creative activities develop children's aesthetic sense and allow them to understand national motifs more deeply. Overall, the study shows that education based on national values is an effective tool for children's moral, social, and spiritual development. Moreover, the purposeful use of pedagogical methods and active parental involvement enhances children's absorption of values.

CONCLUSION: Collaboration between family and preschool institutions, play activities, holidays and ceremonies, labor education, as well as art and creative activities, help children

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internalize values more deeply and form ethical behavior. At the same time, the targeted use of pedagogical methods and active parental involvement increases the effectiveness of the educational process. In general, education based on national values is an effective tool for shaping children into socially responsible and morally mature individuals.

KEYWORDS: Preschool education, national values, upbringing, child development, family and preschool collaboration, play activities, holidays and ceremonies, labor education, art and creative activities.

The concept of national values constitutes the moral and ethical foundation of society and represents a set of ideas, traditions, customs, ceremonies, moral norms, and values that are passed down from generation to generation, reflecting the uniqueness, culture, and way of life of a nation. These values embody the spiritual world of each nation, its historical experience, worldview, and aspirations for the future. They play a decisive role in the formation of an individual, in understanding their national identity, and in integrating into society. National values are not merely a legacy of the past; they are a guiding force for the present and future generations. Through them, a person understands their roots, feels a sense of belonging to their nation, and, on this basis, comprehends their personal and social responsibilities.

The formation of personality in preschool children is one of the most important stages of human life, creating a solid foundation for their future development. A deep understanding of the psychological and pedagogical characteristics of children at this age is crucial for providing conditions that promote their comprehensive development. Personality formation is a complex and multifaceted process arising from the interaction of factors such as heredity, environment, upbringing, and the child's own activity. In particular, during the preschool years, children's abilities to perceive, manage emotions, engage in social interactions, and understand themselves develop rapidly. The behavioral norms, value systems, and personal qualities formed during this period tend to remain stable throughout life. Therefore, it is essential to understand the laws of psychological development in this stage and to apply pedagogical approaches accordingly. Pedagogical influence should be carried out taking into account the natural course of psychological development.

Assessing the effectiveness of educating preschool children based on national values is fundamentally important for the continuous improvement of pedagogical activities in this field. Systematic study of educational outcomes allows evaluating the relevance of programs, as well as the effectiveness of methods and tools used. This process is necessary not only to record achievements but also to identify existing shortcomings and develop concrete measures to address them. Monitoring the developmental dynamics of a personality formed on the basis of national values from childhood contributes to strengthening the moral and ethical foundation of society in the future. Moreover, the assessment process increases the responsibility of educational institutions for their educational work and reinforces the trust of parents and the community.

The theoretical foundations of education based on national values integrate knowledge from pedagogy, psychology, ethnography, and cultural studies. For example, L.S. Vygotsky's cultural-historical theory emphasizes a child's development through social environment and cultural tools, providing a scientific basis for the role of national values in education. In Uzbek national pedagogy, traditions such as the "teacher-apprentice" system, "odobnama" (books of etiquette), and "pandnama"

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(books of moral advice) transmit moral norms and value systems from generation to generation. In this approach, central national values include respect for family, reverence for elders, diligence, honesty, justice, hospitality, mutual assistance, and patriotism. These values create a strong moral foundation for a child's personal development, facilitate social adaptation, and help them find their place in society. They also play a decisive role in fostering a sense of social responsibility and national pride in children.

Instilling national values in preschool educational institutions (PEIs) plays a crucial role in shaping a child's personality and determines their future social adaptation and civic position. This process is considered not only a pedagogical but also a socio-cultural phenomenon, as it includes the mechanism of transmitting and preserving intergenerational cultural heritage. National values encompass a nation's history, language, customs, traditions, religious beliefs, and moral norms. Instilling these values in preschool children helps them understand their national identity and fosters qualities such as patriotism, humanitarianism, and diligence. At this age, children actively explore their environment and form their worldview by observing the actions and words of adults. Therefore, applying effective forms and methods for instilling national values in PEIs is a pressing task. Pedagogical research shows that the process of internalizing values directly affects a child's emotional and volitional spheres and lays the foundation for their moral development.

One of the main forms of instilling national values is the collaboration between the family and the preschool educational institution. The family is the child's first social environment, where values are initially formed, while the PEI systematically and purposefully continues this process. Effective forms of collaboration include seminars for parents, discussion circles, open-door days, joint holiday events, and creative competitions. For example, events on the theme of "Family Values" allow children to share their family customs with others, fostering pride in their family and respect for the values of other families. Regular communication with parents and providing methodological recommendations on instilling national values is also essential. This approach ensures that children internalize values consistently at home and in the PEI, guaranteeing continuity in the educational process.

National values can also be effectively instilled through art and creative activities. Playing national musical instruments, singing folk songs, and performing national dances develop children's aesthetic sense, respect for national culture, and creativity. Similarly, engaging with traditional crafts, such as embroidery or pottery, and attempting to create simple items helps cultivate diligence, patience, and love for national art. The personal example of the educator plays a decisive role in the educational process. Children learn values by imitating adults' behavior, speech, and etiquette. Therefore, educators must serve as role models, demonstrating loyalty to national values, patriotism, and humanitarianism. Discussions and dialogues provide children with age-appropriate opportunities to explore moral dilemmas and reflect on right and wrong behavior. This method develops critical thinking and the ability to justify their own viewpoints.

The practical significance of collaboration between family and preschool institutions in shaping national values is extensive. This partnership strengthens children's understanding of national identity, respect for their nation's history and culture, and cultivates qualities such as patriotism, humanitarianism, diligence, and justice. As a result, each member of society grows into a person who is loyal to their national roots while being capable of meeting the demands of the modern world,

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creative, and active. This collaboration ensures that children develop not only intellectually but also morally and culturally, protecting them from various challenges in the era of globalization. In turn, it fosters national pride and unity within society.

However, evaluating the effectiveness of education based on national values presents several challenges. Firstly, it is difficult to quantitatively measure abstract concepts such as values. Accurately representing changes in children's inner world and their emotional experiences with precise indicators is challenging. Secondly, there is a risk of subjectivity in assessment, as the personal views of educators and parents may influence the results. Thirdly, the long-term nature of educational impacts poses a challenge, since the consolidation of national values in a child's personality and their manifestation in behavior takes time; short-term assessments cannot provide a complete picture. To address these challenges, it is necessary to apply complex, multi-stage, and long-term assessment strategies.

The active participation of all stakeholders is crucial in the process of assessing effectiveness. Educators directly observe children's daily activities and have the most complete information about their developmental dynamics. Parents can provide valuable insights into their child's behavior in the family environment and the degree to which they internalize values. Community leaders and representatives of the public also play an important role in evaluating the societal impact of educational programs. This collaboration helps create a unified pedagogical space aimed at ensuring the comprehensive development of the child. As emphasized by the first President, Islam Karimov, the cooperation of family, community, and educational institutions is of great importance in the upbringing of the younger generation.

CONCLUSION: In conclusion, educating preschool children based on national values is not only a pedagogical necessity but also an essential means of preserving national identity and transmitting it to future generations. In this regard, the cooperation of the education system, families, and the community plays a vital role. The results of this study contribute to enhancing the effectiveness of education based on national values within the preschool system and lay the foundation for raising future generations as well-rounded and morally mature individuals.

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