

TECHNOLOGIES FOR USING NATIONAL VALUES IN THE SPIRITUAL AND MORAL EDUCATION OF OLDER PRESCHOOL CHILDREN**Nazarova Dilnoza Eraliyevna**

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Abstract: The integration of national values into the spiritual and moral education of preschool children is a vital process in the formation of their identity, character, and worldview. In the context of globalization and digital transformation, it becomes increasingly important to use innovative pedagogical technologies to instill national values effectively. This paper explores the essence of national values and their role in the upbringing of preschoolers, emphasizing the technological and methodological means of their implementation. By analyzing various pedagogical approaches, digital tools, and interactive methods, the research outlines practical strategies for educators to create a value-oriented educational environment that nurtures patriotism, respect for cultural heritage, and social responsibility among older preschool children.

Keywords: national values, preschool education, moral development, spiritual education, pedagogical technology, digital tools, cultural identity.

The moral and spiritual development of children in the preschool period represents one of the most sensitive and formative stages of human life. It is during these early years that a child's emotional and ethical foundation is laid, influencing how they perceive themselves, others, and the world. The integration of national values into preschool education is essential for the preservation of cultural identity, the continuity of traditions, and the upbringing of responsible citizens who respect their heritage and contribute positively to society. National values, as a complex system of cultural, historical, and moral norms, reflect the spiritual wealth of a nation and play a central role in shaping children's worldview, sense of belonging, and moral compass. The modernization of preschool education systems across the world has necessitated the development and application of new pedagogical technologies that not only make the learning process engaging but also serve as effective tools for transmitting ethical and cultural knowledge. In this context, the use of innovative educational technologies for the spiritual and moral development of preschoolers through national values becomes both an opportunity and a necessity. The challenge lies in harmonizing traditional pedagogical principles with modern tools such as digital storytelling, multimedia applications, gamification, and interactive play-based learning.

Spiritual and moral education in the preschool stage aims to cultivate inner harmony, empathy, respect for others, and awareness of moral principles such as honesty, kindness, and responsibility. When these values are integrated with national heritage—customs, folklore, music, literature, art, and traditions—they help children understand not only ethical norms but also the cultural essence that binds generations. By learning about the symbols, heroes, and stories of their nation, children develop pride and affection for their homeland, which later transforms into civic consciousness and moral integrity.

The use of national values in spiritual and moral education can be viewed as a holistic pedagogical process that involves emotional, cognitive, and behavioral components. For example, introducing children to traditional songs and stories allows them to emotionally connect with their heritage, while discussing moral lessons from folklore fosters critical thinking about right and wrong. Behavioral reinforcement through interactive role-plays, dramatizations, and cultural celebrations encourages children to practice these values in real-life situations. Modern technologies can enhance this process by offering new modes of engagement that stimulate imagination, creativity, and empathy.

One of the most effective technologies for integrating national values into preschool education is digital storytelling. Digital storytelling combines traditional narrative art with multimedia elements such as images, sound, and animation. Through this method, teachers can create short digital tales based on folklore or moral stories that highlight themes such as honesty, bravery, hospitality, and love for the motherland. These stories can be presented via tablets, projectors, or interactive whiteboards, allowing children to watch, listen, and discuss. The interactive nature of such tools not only captures children's attention but also enables them to participate actively, for example by choosing the ending of a story or describing their favorite character's actions. In this way, digital storytelling becomes a bridge between ancient moral traditions and modern learning styles.

Another important technology is gamification—the application of game principles to non-game contexts. Preschool children are naturally inclined toward play, and play-based learning provides a powerful context for moral education. By designing games that incorporate national symbols, proverbs, and customs, educators can teach moral lessons in a joyful and memorable way. For instance, digital games that involve solving moral dilemmas, helping others, or making ethical choices in culturally meaningful scenarios can promote deep reflection even in young children. The use of national costumes, songs, and traditional visual elements in such games strengthens children's cultural awareness and sense of belonging.

Interactive multimedia applications also serve as valuable tools in this context. Educational software designed to teach moral and spiritual values can include virtual tours of cultural landmarks, animated explanations of national holidays, and activities that simulate community life. These experiences enable children to connect their personal emotions and moral reasoning with real-world cultural experiences. For instance, a virtual visit to a national museum or historical site can be followed by a guided discussion about the importance of respect for heritage, while a digital painting application can be used to create traditional art inspired by folklore motifs.

Augmented reality (AR) technologies are also finding their way into preschool classrooms. Through AR, children can bring historical figures, national symbols, or folk tales to life, making abstract concepts more tangible. For example, using AR cards, children can see traditional characters appear on the screen, hear them speak, and interact with them by answering moral questions or participating in simple problem-solving tasks. This immersive approach not only enhances engagement but also supports the development of empathy and moral reasoning, as children see moral values enacted before their eyes.

However, the integration of technology into spiritual and moral education must be guided by clear pedagogical principles. It is not enough to simply expose children to digital tools; teachers must purposefully design activities that align with moral goals and national values. Educators need to strike a balance between technological appeal and meaningful content, ensuring that technology serves as a medium for deep learning rather than superficial entertainment. To

achieve this, preschool educators should be trained in digital pedagogy and familiar with the cultural and psychological dimensions of moral development.

Besides digital tools, traditional interactive methods also remain indispensable. Storytelling sessions, puppet theatre, traditional music and dance, and arts and crafts inspired by national motifs are all effective methods for nurturing spiritual and moral values. When combined with technology, these traditional activities acquire new life and broader impact. For example, a puppet show representing a moral story from national folklore can be recorded and shared as a digital resource, allowing children to revisit and reflect on it later. Similarly, cultural festivals organized within preschools—where children wear traditional clothes, perform folk dances, and listen to national poems—create a living atmosphere of value education that fosters both joy and respect for cultural identity.

The teacher's role in this process is fundamental. In the preschool environment, the educator serves not only as a source of knowledge but as a moral model whose behavior and speech embody the very values being taught. Teachers must demonstrate empathy, fairness, respect for cultural diversity, and love for their heritage in everyday interactions. By modeling such behavior, they transmit moral values more effectively than through direct instruction alone. The use of technologies should therefore not replace the human element but rather enhance the educator's ability to reach every child emotionally and intellectually.

Family participation also plays a significant role in reinforcing national values in preschool education. Parents and grandparents serve as the first transmitters of cultural heritage, and their involvement in educational activities strengthens the continuity between home and school. Teachers can use digital platforms to engage families in moral education—for instance, by sharing multimedia stories or moral challenges that families can discuss at home. Digital communication tools can also help organize virtual exhibitions of children's art inspired by national themes, encouraging parents to participate and celebrate cultural traditions together with their children.

In addition to moral storytelling and gamified learning, project-based learning can be an effective technology for spiritual and moral education in the preschool stage. Projects such as "Our National Heroes," "My Homeland," or "Folk Tales from My Family" encourage children to explore cultural content actively, either through art, crafts, or digital presentations. Even at the preschool level, such projects can be simplified to involve family members and foster collaboration, creativity, and responsibility. By collecting and presenting stories from elders or creating their own moral tales based on national traditions, children internalize both moral values and pride in their heritage.

Furthermore, educational television programs and digital media can serve as supplementary tools in promoting national and moral education. Carefully selected animated series, documentaries, and songs that reflect the values of kindness, honesty, hard work, and patriotism can reinforce what children learn in preschool. Teachers can design follow-up discussions or art activities to help children analyze the moral messages embedded in these programs. The key is guided reflection, which transforms passive viewing into active moral learning.

While technology offers unprecedented opportunities, it also poses risks such as exposure to inappropriate content, excessive screen time, and reduced interpersonal communication. Therefore, the responsible use of educational technologies is critical. Preschool institutions must establish clear guidelines to ensure that all digital materials are culturally appropriate, morally sound, and developmentally suitable. The goal is to create a balance between digital innovation and traditional values, ensuring that technology serves as a tool for moral enrichment rather than distraction.

From a psychological standpoint, moral education in the preschool period should appeal to emotions rather than abstract reasoning. Children of this age learn best through imitation, repetition, and emotional engagement. Therefore, technologies that stimulate imagination—such as animated stories, virtual experiences, and sensory-rich games—are particularly effective when they present moral situations in an emotionally appealing way. The images of kind, brave, and honest characters rooted in national culture help shape children’s ideals and self-concept. Over time, these emotional impressions solidify into stable moral attitudes.

The incorporation of national values in spiritual and moral education also contributes to intercultural tolerance and social harmony. When children understand their own traditions deeply, they learn to appreciate and respect the traditions of others. This is especially relevant in today’s multicultural societies, where early moral education based on one’s cultural heritage can form a foundation for peaceful coexistence and mutual understanding. Technologies, with their capacity for visualization and global connectivity, can serve as bridges between different cultures while maintaining the uniqueness of each.

In conclusion, the integration of national values into the spiritual and moral education of older preschool children requires a balanced combination of traditional pedagogical wisdom and modern technological innovation. Technologies such as digital storytelling, gamification, multimedia applications, and augmented reality can significantly enhance children’s engagement and understanding of moral and cultural concepts. However, technology should never overshadow the human and emotional aspects of education. The role of the teacher, family, and community remains central in transmitting national values and ensuring that children internalize them through lived experience. By creating an educational environment that harmonizes modern digital tools with the timeless values of national heritage, educators can lay a solid moral foundation for future generations—one that combines technological literacy with deep spiritual awareness, respect for culture, and a strong sense of national pride.

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