

FORMATION OF MORAL BEHAVIOR IN PRE-SCHOOL CHILDREN USING MULTIMEDIA

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Abstract:

This article discusses the issues of forming moral behavior in preschool children with the help of multimedia technologies. The article discusses the role of modern information and communication tools, including multimedia programs, animations, videos and interactive games in the upbringing of children. The impact of these tools on the formation of positive qualities in children - respect, kindness, friendship, responsibility and moral standards is scientifically and pedagogically substantiated. The article shows the possibilities of developing children's interest, cognitive abilities and social behavior through the use of multimedia materials. It shows the importance of using multimedia technologies in the effective organization of moral education in preschool educational institutions.

Keywords: Multimedia technologies, preschool education, moral education, moral behavior, interactive games, animation, pedagogical technologies, child education, information and communication technologies, social skills.

Introduction

The preschool education system is an important stage in the formation of children as individuals. During this period, moral standards, social behavior, mutual respect and cooperation are formed in children. A child's moral education has a direct impact on his future role in society, his relationship with others, and his adaptation to the social environment. For this reason, the issue of forming moral behavior in preschool children is one of the topical directions in the sciences of pedagogy and psychology. The widespread introduction of information and communication technologies in the modern education process creates new opportunities for the education and training process. In particular, multimedia tools - animations, video clips, interactive games, audio materials and electronic educational resources increase the interest of children, help to keep their attention for a long time and serve to deliver educational materials in a more

understandable and effective form. The use of such tools makes it possible to more effectively organize the process of forming moral concepts in children. Using multimedia technologies, it is possible to show children various life situations, describe positive behavior patterns, and explain certain moral values. Visual and auditory information is better stored in children's memory and develops their ability to think and imagine. In this regard, multimedia tools are considered as one of the effective methods of moral education in preschool educational institutions. The use of multimedia tools in the process of forming moral behavior in preschool children enriches pedagogical activity, develops positive social skills in children and increases the effectiveness of the educational process.

Analysis and Results

Today, the role of moral education is important in raising children as mature individuals in preschool educational institutions. There are main tasks of moral education for preschool children. They are as follows:

- Education of moral feelings, ideas and behavior in children;
- Education of moral culture and positive relations;
- Education of moral feelings in children;
- Elimination of negative qualities in behavior.

These tasks reveal the purpose and content of moral education.

These tasks are determined by age groups and are reflected in the content of the educational process. The main principles of moral education are as follows:

- ❖ Ideological and educational work aimed at a certain goal;
- ❖ To approach the work of education and nature while respecting the personality of the child;
- ❖ Carrying out the work of moral education along with life and time;
- ❖ Children's activity;
- ❖ The unity of educational influence of family and kindergarten;
- ❖ The child relies on positive qualities in the person;
- ❖ It provides for the comprehensive development of the child's personality [3.].

Multimedia technologies allow children to convey moral concepts in a clear and figurative form. Colorful images, moving animations and sound materials enrich children's imagination and involve them in the active learning process. Through moral stories, cartoons and dramatizations, children begin to understand the difference between good and bad, right and wrong behavior. Educational materials based on multimedia also develop independent thinking skills in children. Videos or interactive tasks depicting various situations encourage children to think, evaluate a particular situation and make the right conclusion. This process helps to form children's ability to make the right decision in the social environment. Such technologies also create an atmosphere of cooperation between children. Interactive exercises and games performed in a group develop mutual respect, listening to each other, exchange of ideas and joint activities in children. As a

result, children not only get knowledge, but also acquire social and moral values that are considered important in society. The emotional development of children can be positively influenced by means of multimedia. The combination of music, sound effects and visual images evokes different emotional experiences in children. This is an important factor in the development of children's moral qualities such as kindness, sympathy and humanity. The role of pedagogues in the use of multimedia tools is also important. The educator should not only show multimedia materials, but should organize conversations based on them, listen to children's opinions and start a discussion process. Activities organized in this way help children to understand the learned moral concepts more deeply. The use of multimedia technologies in the educational process is manifested as an effective pedagogical tool in the formation of positive behavior in preschool children, increasing their social activity and strengthening moral values.

In all countries of the world, special attention is paid to the activities of kindergartens.

In Korean kindergartens, mainly music, painting, and calculation classes are organized in an integrated form. In Korean kindergartens, great attention is paid to the formation of spiritual and moral qualities such as independence, initiative, and creativity in children, and the continuity of the educational process shows the wide range of possibilities of using the Korean experience in the preschool education system in Uzbekistan.

In Chinese kindergartens, children's education has an integrated view, that is, it is carried out in harmony with physical development, in preschool educational organizations, children are supported in their physical, mental and aesthetic development, thereby ensuring that the child develops into a well-rounded person from the youngest age. The main means of education in the kindergarten is the game, where all conditions are created for the development of children, opportunities to demonstrate their abilities are provided. Strict order and discipline are established in the kindergarten; children's masculinity is prohibited. Educators are well aware of a child's personality, but they do not consider these characteristics to be innate. In the kindergarten, mutual wars, masculinity, disobeying the demands of adults are not allowed, bad discipline is eliminated at the first appearance, if the child behaves badly, the educator comes to him and shows that he notices this situation, but does not speak. Only when the child understands his fault, the educator calls him by name. War, expulsion from the room, punishment in general is prohibited. They believe that the most effective way to maintain discipline is comparison and encouragement. Children are taught to analyze their behavior from a young age. Children listen carefully and remember real life examples. Every disorder is reprimanded, otherwise the child is considered to be able to correctly calculate this lack of discipline and absorb it. Consistency and hard work in Chinese children have become traditional qualities [4.].

In the process of moral education, it is important to show children situations close to real life. Multimedia technologies allow to depict such situations vividly and impressively. Through videos with different plots, cartoons with educational content and interactive scenes, children see situations that occur in everyday life and understand how they can be

solved. Such an experience forms a correct model of behavior in children. Educational materials created on the basis of information technologies ensure the active participation of children. Through multimedia programs, children perform various tasks, answer questions and react to certain situations. This process strengthens children's sense of responsibility and teaches them to evaluate their own behavior. Multimedia tools also help to organize the educational process more systematically. The teacher can use materials suitable for different topics to form moral concepts in children based on the sequence. For example, explaining topics such as friendship, helping, respecting elders, and caring for nature through various visual and audio materials will give effective results. Multimedia technologies play an important role in increasing children's interest and motivation to work. Colorful images, interesting characters and dynamic actions will attract children to the learning process. As a result, children perceive educational information not as an obligation, but as an interesting activity. Multimedia tools also serve to form children's aesthetic taste. Beautiful images, harmonious colors and musical elements develop children's ability to feel beauty. Aesthetic education and moral education are interconnected, and this process enriches children's spiritual outlook. As a result of multimedia-based activities, children learn to consciously react to the environment. Through various educational scenes, they acquire skills such as helping others, following procedures and feeling responsible for their actions.

Conclusion

The use of multimedia technologies allows to enrich the content of the preschool education process and increase the effectiveness of educational work. Through such tools, moral values can be conveyed to children in a simple, understandable and effective way. Multimedia materials, corresponding to the age characteristics of children, increase their interest, enliven the educational process and ensure active participation of children. Multimedia-based activities help children understand the social environment, consciously react to different situations and control their behavior. In this way, important skills are formed in children, such as following moral standards, establishing the right relationship with others, and acting in accordance with the rules of society. Purposeful use of multimedia tools requires careful preparation and methodical approach from pedagogues. Properly selected and educational multimedia materials in the educational process have a positive effect on the spiritual and moral development of children. As a result, positive behavior, social responsibility and human qualities are firmly formed in preschool children.

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