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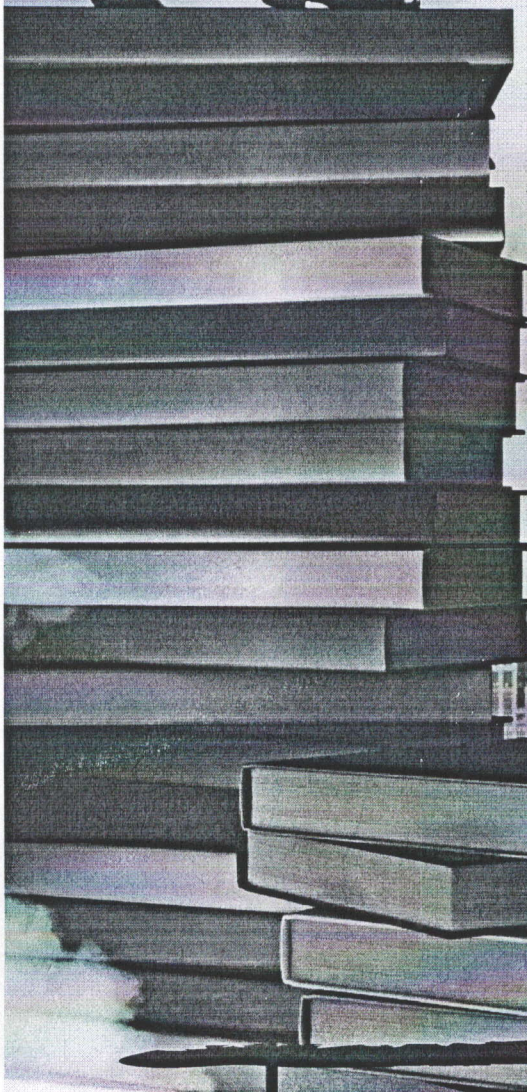
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FACTORS OF INTEGRATED APPROACH TO SPIRITUAL AND MORAL EDUCATION OF PRESCHOOL CHILDREN

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Annotation: the article discusses the content, objectives and factors of an integrated approach to the spiritual and moral education of preschool children ...

Keywords: preschool children, games, classes, labor, spiritual and moral education, educator, integration...

Playing, reading and working together allow the child to act creatively and independently in daily activities, to cultivate consciousness, independence as an individual, to instill in each child a sense of personal dignity, confidence in their own strengths and abilities, a sense of responsibility.

Classes, games, free independent activities in development centers that affect the spiritual and moral education of students; the interconnectedness of the process of excursions and excursions, educational and interpersonal relations. The interdependence and unity of these organizational components reflects the integrative nature of the pedagogical process. Therefore, the correct organization of children's activities in preschool education, the process of educational and pedagogical relations form an integrated pedagogical system.

The main form of education in preschool education is the lessons, in which the teaching is carried out on the basis of didactic principles, taking into account the age and specific characteristics of children, the content is gradually complicated. As a result, it has a developing and nurturing character. In the process of mutual integration of lessons, the volume of interdependence increases. An integrated approach to the activities organized in the activity centers in accordance with the state curriculum "First Step" will increase the weight of the process of formation of spiritual and moral qualities in preschool children. In the spiritual and moral upbringing of preschool children, the integration of lessons with various games is of great educational importance. Because the game gives joy to the child, reflects positive feelings and experiences, impressions from life. The content of the game has a significant impact on the formation of the child's personality. The game is used as a form of mutual friendship, friendship, mutual support in children and as a form of organizing children's lives.

From play to storytelling, children's thinking expands and their interests develop through play. Through role-playing games, children are introduced to the daily lives, relationships, and ways of life of the people around them. Children always imitate adults, a girl caressing a doll repeats the words of her mother, a doll sings in the crib, and through this one game we can see that she develops family skills. In addition, through games such as "Doctor", "Barbershop", "Shop", "Builders", "Sewers", "Kindergarten", "School - School", preschoolers are interested in the profession, activism, respect for the work of others, kindness and such qualities as solidarity and sweetness are cultivated. The game shows such willpower qualities as responsibility, purposefulness, perseverance and diligence in overcoming difficulties.

Through the organization of labor activity in preschool education, acquaintance with adult labor, children are introduced to the labor of adults, which forms a conscious attitude to work, intelligence, agility, respect for adult labor, mutual assistance, diligence.

This work develops a sense of responsibility for the task, as well as forms a social sense and relationship, by organizing it in an integrated way in the lessons, games, excursions, field trips, children's joint work with adults, independent activities.

The labor activities of older preschoolers are more meaningful and have a community look. This allows for a wider use of labor as a means of spiritual and moral education of children: perseverance and steadfastness, understanding of the need for labor in people's lives and the formation of positive relationships in the process of respectful, community work.

Different forms of organization of children's labor create the best conditions for the development of certain spiritual and moral qualities. The specificity of spiritual and moral education can be seen in the process of organizing children's assignments, shifts and team work.

In a large group, involving children in helping adults will be of great importance. For example, when planting houseplants in the spring, the educator instructs the children to sift the soil, wash the flower pot, fill it with soil to the designated place, and hold the plant. Children, on the other hand, feel like adult helpers as they complete the task.

In the process of labor, the educator himself becomes a role model: he demonstrates not only the methods of work, but also the attitude to labor and the pattern of behavior at work (conducts orderly work, emphasizes caring for plants and animals). During the work, she discusses with the children how important this work is, what she will give to those around her.

Self-organization skills are not yet sufficiently developed in children, so when the educator offers the children a general task, he immediately discusses with them where to start, what is needed for this, what to do to keep the floor from getting wet or dirty. . The educator should teach the children to organize their work correctly and purposefully ("What to do to work comfortably and quickly?"; "Advise your friend on how to better place what you need for work"; "Everything should be prepared before starting work" "). Naturally, all the necessary things are conveniently placed for the children, if they are always kept in one place, they will quickly acquire the skills of organizing labor themselves.

The process of spiritual and moral education based on an integrated approach to the activities of preschool children can also be seen in the picture below.

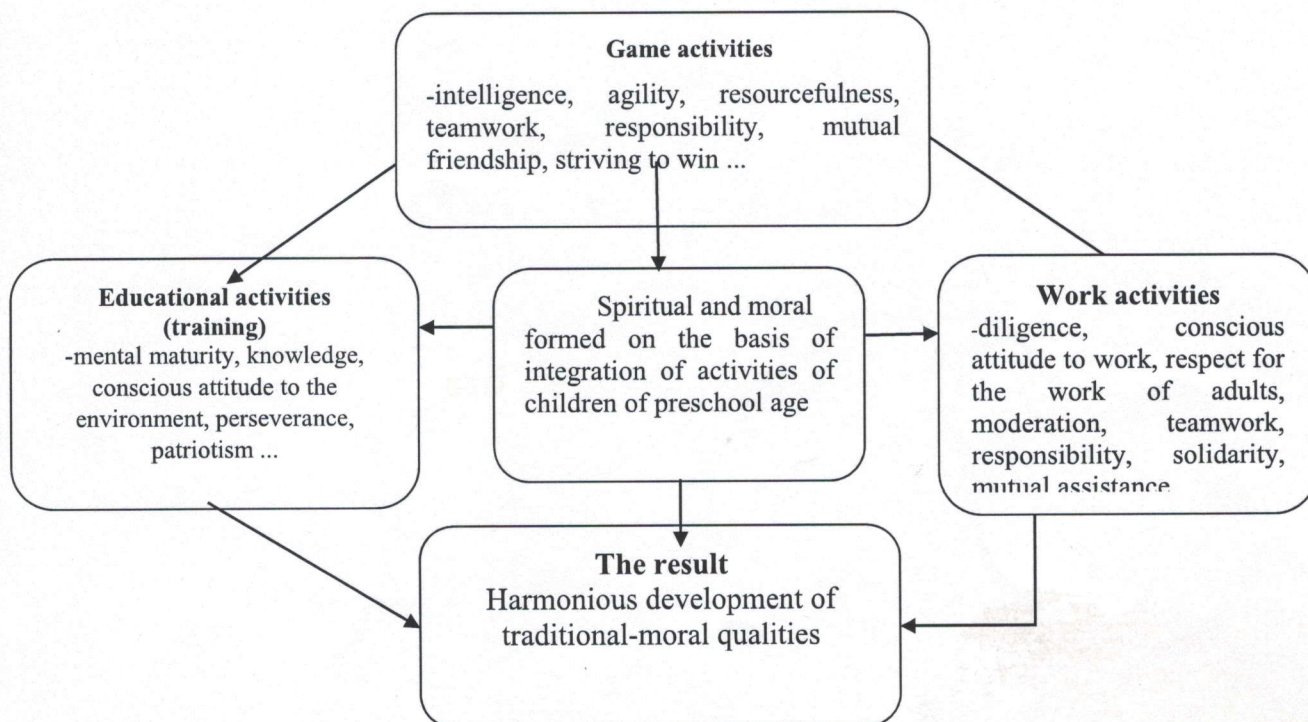


Figure -1. Spiritual and moral qualities formed in the process of integrating the activities of preschool children



The formation of spiritual and moral qualities in children as a whole is achieved by choosing the appropriate game and work assignment based on the topic of the lesson.

The organization of children's activities in preschool education organizations in collaboration with the educator psychologist, music educator, physical education instructor directly leads to the integration of the activities of specialists.

The educator's organization of children's activities in cooperation with MTT specialists and parents has a positive effect on the spiritual and moral upbringing of preschool children, their formation as individuals. The right approach and attitude of adults to the upbringing of children plays an important role in the development of their efforts to achieve success.

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