

**DIFFICULTIES IN THE DEVELOPMENT OF MORAL AND ETHICAL QUALITIES
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Abstract: This article examines the problems and difficulties of moral and ethical qualities in preschool age.

Key words: Moral development, moral and ethical education, children, preschool age, morality, moral and ethical behavior.

The current socio-economic situation, the active introduction of information technologies make increasingly high demands on the moral development of the population. Today, we often hear that modern human society is characterized by a tendency to level the role of spiritual values and the level of moral development in general. The determinants are some economic, social and cultural changes that have occurred in our country in recent years.

According to some scientific studies, the morality of society depends on the moral and ethical development of each person, the foundations of which are laid in preschool childhood. Moral and ethical education is an integral aspect of the formation of a growing personality. In the process, moral and ethical standards are assigned, which are the guidelines for choice and allow one to understand the correctness of an attitude and action and be confident in one's rightness. However, the current situation of preschool children's development does not contribute to their moral and ethical education.

Sociocultural conditions are characterized by the blurring of moral guidelines, a reduction in children's interaction with the outside world, the destruction of intergenerational ties, and the loss of confidence in time-tested pedagogical means of shaping a child's personality.

Modern society is experiencing a moral crisis, which is based on a decrease in the role of moral and ethical values, a distortion of moral and ethical ideas, and the subordination of morality to political and economic interests. At the same time, the moral ill-being of society is self-reproducing, since the sociocultural conditions in which modern children are brought up are far from affirming the values of morality and ethics.

Psychological and pedagogical studies note the high sensitivity of preschool age to the development of moral and ethical ideas as culturally conditioned elements of morality and ethics. Preschool age is called the period of active formation of the foundations of self-awareness and the first moral orientations. At the same time, scientists emphasize the lack of attention of

modern researchers to the peculiarities of the development of moral and ethical ideas in children in this age period, taking into account its psychological and age-related characteristics. In her study, E.O. Smirnova notes that the essence of morality consists in the assessment of human behavior, in the prescription or prohibition of specific actions and deeds. According to the author, morality has a social and public character; it is determined by social reasons, and therefore is always partial and refers to a certain group.

From the point of view of E.V. Subbotsky, moral and ethical behavior have different psychological bases. Moral behavior is directed at another person and expresses a special attitude towards him as an independent and unique personality, and moral behavior is motivated by the desire to conform to a certain model, and is aimed at self-affirmation, reinforcement of one's moral self-esteem.

Conclusion: Thus, the conducted theoretical study showed that today the problem of developing moral and ethical concepts of preschool children is one of the priority areas of the child's personal development. This is due to the fact that at this age children master the world around them, learn to interact with other children, and go through the first stages of their moral and ethical development.

It is at this age that intensive moral and ethical development occurs and under the influence of the norms and requirements of society, its foundation is laid - moral and ethical concepts that determine the attitude of children to the actions of others and regulate their own behavior. According to a number of researchers, the peculiarities of the development of moral and ethical concepts in preschool childhood are determined by the relationship between moral and ethical consciousness and behavior, which is ensured by the child's exercise in moral actions, placing him in a situation of moral choice. The value of data on the peculiarities of moral and ethical concepts of preschool children is that they allow us to develop clear criteria for assessing the real level of their moral and ethical development, as well as to provide high-quality psychological support for this process.

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