

FORMATION OF MORAL CONCEPTS IN PRESCHOOL CHILDREN THROUGH THE EXAMPLE OF HISTORICAL FIGURES' LIVES

Khasanova Marguba

Senior Lecturer, Department of Psychology and Preschool Education, Nordic International
University

ORCID ID: 0009-0007-3407-1439

Abstract: This article explores the role of historical figures' lives in the moral upbringing of preschool children. It highlights the pedagogical potential of using biographical stories of great personalities to instill values such as honesty, justice, patriotism, kindness, and responsibility in early childhood. By adapting complex life events into age-appropriate narratives, educators and parents can help children connect abstract moral concepts with concrete examples from history. The study also discusses how integrating historical role models into preschool education strengthens children's cultural identity, fosters respect for heritage, and prepares them for responsible citizenship in the future.

Keywords: preschool education, moral upbringing, historical figures, cultural identity, values education, role models, patriotism.

Moral education in preschool is one of the key tasks of the modern educational system, as the foundations of personality, behavior, and worldview are formed during early childhood. Traditional methods of teaching moral concepts often include stories, fairy tales, and folk heritage. However, the lives of historical figures also represent an important pedagogical resource that can be successfully used in the moral upbringing of children.

Great personalities from history — statesmen, scientists, writers, cultural and spiritual leaders — embody qualities that serve as role models for the younger generation. By introducing preschool children to simplified and inspiring narratives about such figures, educators can cultivate moral qualities like honesty, courage, justice, respect for others, and love for the motherland. This approach allows abstract ethical concepts to become tangible and understandable through the concrete actions and life experiences of real individuals.

Moreover, the use of historical examples contributes to the development of national pride and cultural awareness in preschoolers. In the context of globalization, where young children are increasingly influenced by external cultural factors, instilling national values through the lives of historical figures ensures the preservation of identity and continuity of traditions. Thus, the study of historical figures' biographies in preschool education is not only a method of moral upbringing but also a means of strengthening cultural foundations for future generations.

The moral development of preschool children is a complex and multidimensional process that requires the active involvement of educators, families, and the community. At this stage of life, children are highly receptive to impressions from the outside world, and their value system is formed largely through imitation and examples. For this reason, historical figures, with their inspiring lives and achievements, can serve as a powerful means of instilling moral concepts in

young minds. Unlike abstract theoretical explanations of morality, which are often difficult for preschoolers to comprehend, real stories of individuals' lives make values concrete and emotionally engaging.

One of the most significant advantages of using historical figures in moral education is their capacity to present values in action. For example, stories about great leaders who demonstrated justice and responsibility can teach children the importance of fairness in everyday life. Similarly, the narratives of scientists or inventors who devoted their lives to serving humanity can illustrate the values of hard work, perseverance, and creativity. When these life stories are told in a simplified and age-appropriate manner, preschool children are able to understand and emotionally connect with the underlying moral lessons. In this way, abstract concepts such as honesty, loyalty, or patriotism are transformed into vivid images that children can admire and strive to emulate.

Historical examples also have an important role in strengthening the national identity of children. Through the lives of heroes, thinkers, and cultural figures from their own nation, children begin to recognize the richness of their heritage and develop a sense of belonging. This sense of pride in national values creates the basis for a balanced and responsible citizen in the future. For example, telling preschoolers stories about writers or poets who promoted kindness and truth through their works can not only nurture moral qualities but also foster appreciation of national literature and art. Likewise, narratives about national leaders who worked for the independence and prosperity of their homeland can instill in children an early sense of patriotism and responsibility toward their country.

Another critical aspect of this approach is its ability to encourage empathy and social responsibility. When children listen to stories about individuals who helped others, defended the weak, or sacrificed personal interests for the good of the community, they begin to internalize the importance of kindness and cooperation. The lives of historical figures can thus serve as a mirror in which children see reflections of moral ideals. Preschool educators can use interactive storytelling, dramatization, and role-playing activities to allow children not only to hear about historical personalities but also to act out their deeds, thereby making the moral lessons more tangible and memorable.

Integrating historical figures into preschool education also provides opportunities for interdisciplinary learning. For example, when discussing a famous explorer, educators can incorporate geography lessons about the regions he visited, or when presenting a scientist, they can introduce simple experiments that reflect his discoveries. This method not only enriches children's knowledge but also links moral values with broader educational goals. In doing so, preschoolers learn that morality is not a separate sphere but is closely connected to intellectual, cultural, and social development.

Of course, the choice of historical figures and the way their stories are presented must be carefully adapted to the developmental level of preschool children. It is important to avoid complex political contexts, conflicts, or tragic elements that may be difficult for young children to process. Instead, educators should focus on clear, positive, and inspiring aspects of each figure's life. For instance, rather than presenting detailed accounts of wars or political struggles,

children can be told simplified stories of bravery, honesty, or dedication. The main goal is not to provide a factual historical account but to use the figure's example as a moral lesson.

Parents and families also play an essential role in reinforcing the moral lessons introduced in preschool institutions. When children hear consistent stories and values both at home and in educational settings, the process of moral formation becomes more effective. Families can complement preschool education by reading illustrated books about historical figures, watching age-appropriate animations, or engaging in conversations that connect everyday situations with the examples of great personalities. This collaboration between educators and parents ensures continuity in moral upbringing and helps children internalize values in daily practice.

Furthermore, the use of historical figures in preschool moral education contributes to global awareness and intercultural respect. While it is essential to prioritize national heroes and cultural figures, introducing children to international personalities who promoted peace, justice, or scientific progress can broaden their worldview. For example, simplified stories about individuals who fought for equality, invented groundbreaking technologies, or contributed to world culture can instill universal values such as tolerance, cooperation, and respect for diversity. In this way, preschool children can learn that moral values are not limited to their own culture but are shared by humanity as a whole.

The effectiveness of this pedagogical approach is supported by both psychological theories and practical experience. Developmental psychologists emphasize that children at the preschool stage learn primarily through observation, imitation, and symbolic representation. By identifying with admired historical figures, children find role models who embody desirable behaviors. At the same time, educators note that storytelling is one of the most engaging methods for preschoolers, as it combines imagination, emotion, and moral instruction. Therefore, integrating the lives of historical figures into storytelling sessions, puppet theater, or creative drawing activities creates an environment where values are naturally absorbed.

However, there are also challenges that educators may face in implementing this approach. One difficulty lies in ensuring that the stories remain age-appropriate and do not overwhelm children with unnecessary details. Another challenge is the need for resources such as illustrated books, teaching guides, or multimedia materials that present historical figures in a manner suitable for preschool children. To address these issues, collaboration between educators, psychologists, and curriculum developers is necessary. By creating specialized educational materials, it is possible to ensure that historical narratives serve as effective tools for moral development without causing confusion or misinterpretation.

In addition, teacher training plays a crucial role in the success of this method. Preschool educators must be prepared not only to narrate stories but also to interpret them in a way that highlights moral lessons. They need to develop skills in simplifying complex ideas, engaging children in discussions, and encouraging them to reflect on what they have heard. Professional development programs can therefore focus on equipping teachers with the knowledge and methods required to integrate historical figures into moral education effectively.

Ultimately, the formation of moral concepts in preschool children through the example of historical figures' lives represents a harmonious combination of pedagogy, culture, and

psychology. It transforms moral upbringing from abstract preaching into a vivid and meaningful process rooted in real human experiences. By learning about the courage, kindness, dedication, and wisdom of great personalities, children acquire guiding principles that will shape their behavior and worldview in later life. In the long term, this approach not only nurtures individual character but also strengthens the moral foundation of society as a whole.

The formation of moral concepts in preschool children through the example of historical figures' lives represents a powerful and effective pedagogical strategy. Unlike abstract explanations, the real-life stories of national and international personalities allow children to visualize values such as honesty, kindness, responsibility, and patriotism. This approach contributes not only to personal moral development but also to strengthening national identity and fostering global awareness. Preschool children, who learn primarily through imitation and imagination, can easily internalize values when presented in the form of engaging narratives, dramatizations, and creative activities.

At the same time, this methodology requires careful adaptation to the developmental characteristics of young learners. Stories must remain simple, inspiring, and emotionally positive, while avoiding complex political or tragic details. The success of this strategy largely depends on the collaboration of educators, parents, and the wider community, as well as the provision of age-appropriate educational resources. Furthermore, teacher training and professional development are essential in preparing educators to skillfully guide children through the process of moral formation using historical examples.

In the long term, embedding moral values through historical figures contributes not only to nurturing well-rounded and empathetic individuals but also to building a morally responsible and culturally aware society. Therefore, integrating historical narratives into preschool moral education should be viewed as a vital and innovative direction for the modernization of the educational system.

References

- 1.Khasanova, M. (2024). Using modern innovative information technologies in preschool education. International Nordic University, Nordic_Press, 3(0003).
- 2.Xasanova, M. U. (2024). Innovatsion ta'lim texnologiyalari asosida maktabgacha ta'lim tarbiyachilarining kasbiy kompetentligini oshirish. International Nordic University, Modern Science and Research, 3(1), 1–2.
- 3.Khasanova, M. (2024). Integration of modern educational technologies into the educational process for instilling national values in preschool educational institution children. International Nordic University, Nordic_Press, 3(0003).
- 4.Khasanova, M. (2024). The role of ethnomusicology in preschool education: Challenges and solutions in musicology. International Nordic University, Nordic_Press, 5(0005).

- 5.Khasanova, M. (2024). Maktabgacha ta'lim bolaning ijtimoiy va o'quv faoliyatida muvaffaqiyatga erishishda muhim davr. International Nordic University, Nordic_Press, 3(0003).
- 6.Khasanova, M. (2024). Kitabi sevin çocuklar!. International Nordic University, Nordic_Press, 3(0003).
- 7.Khasanova, M. (2025). Developing management competencies in preschool education within the public administration system. International Nordic University, Nordic_Press, 6(0006).
- 8.Qizi, X. M. S. (2024). O'zbekistonda ekoturizmni rivojlantirishda maktabgacha yoshdan ekomadaniyatni shakllantirish asoslari. Science and Innovation, 3(Special Issue 28), 1084–1087.
- 9.Khasanova, M. (2025, June 11). The formation of ethnocultural competence in preschool children through national values and oral folk art. International Scientific Conference "Integrative Approaches in the Development of the Modern Education System: Problems, Solutions and Prospects (ZTTTIYMYI-2025), Tashkent.
- 10.Bronfenbrenner, U. (1979). The ecology of human development: Experiments by nature and design. Harvard University Press.
- 11.Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Harvard University Press.
- 12.Kohlberg, L. (1981). The philosophy of moral development: Moral stages and the idea of justice. Harper & Row.