



Pedagogical and Psychological Foundations For Developing Professional Spiritual Culture Among Future Preschool Education Teachers

Khabibullaeva Sayyorakhon Makhamadali Qizi

PhD student of Namangan State University

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*Correspondence: Khabibullaeva

Sayyorakhon Makhamadali qizi

Email: khabibullayeva0811@gmail.com

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Abstract: The article highlights the issue of developing professional spiritual culture among future preschool education teachers. National and foreign research studies on the topic are analyzed, and the main directions of professional spiritual culture - personal potential, moral and ethical education, activity-based methods, and psychological factors - are identified. The necessity of a comprehensive and systematic approach is substantiated.

Keywords: Preschool Education, Professional Spiritual Culture, Pedagogical Competence, Moral and Ethical Education, Personal Development, Educational Technologies, Reflection, Motivation, Socio-Cultural Factors.

Introduction

In our country, the reform of the education system and the upbringing of the younger generation as spiritually mature and well-rounded individuals is recognized as one of the priority directions of state policy. In particular, the adoption of important legal documents and Presidential decrees in recent years has elevated the education system — including the field of preschool education — to a new stage.

Specifically, the Resolution № PQ-4312 of the President of the Republic of Uzbekistan dated October 8, 2019, "On the Approval of the Concept for the Development of the Preschool Education System until 2030," sets the following priority tasks for the preschool education system:

- Fundamentally improving the activities of preschool education institutions;
- Enhancing the professional qualifications of educators and raising their spiritual and educational level;
- Improving the quality of school readiness among children.

In addition, the new edition of the Law of the Republic of Uzbekistan "On Education," adopted on September 23, 2020, places special emphasis on the main principles of the

educational process, such as humanism, a learner-centered approach, moral and ethical upbringing, and the development of professional competencies.

This legal framework increases the necessity for future preschool education teachers to develop professional and moral culture. Indeed, a preschool educator must not only provide knowledge but also serve as a moral-ethical role model for children and a carrier of human values.

Methodology

In recent years, the issue of developing professional moral culture among future preschool education teachers has been considered one of the most pressing topics in scientific and pedagogical research. In particular, a number of scientific studies in this area have been conducted not only by Uzbek scholars but also by foreign researchers.

Among Uzbek scholars, research in this field emphasizes the priority of human values and moral-ethical upbringing in the education system. For example, in the scientific works of A.Kh. Saidov, A.Q. Qurbonov, and Z.A. Mukhamedova, the formation of moral values in pedagogical activity and ways of effectively applying them in the educational process are explored. They interpret professional moral culture as a reflection of a person's professional ethical stance, internal culture, moral qualities, and attitude toward work.

Russian educators such as V.A. Slastenin, I.F. Isaev, and E.N. Shiyanov, in their works, have studied the components of professional culture and the moral aspects of professional training. According to them, the formation of professional moral culture in the teaching profession is strongly influenced by exemplary personal qualities, social responsibility, and moral maturity. They emphasize that a teacher's professional moral culture includes:

- Mastery of professional knowledge and skills;
- A sense of personal responsibility and duty;
- Understanding and adherence to moral and ethical values;
- Skills of self-development and reflection.

A number of foreign researchers, including L. Kohlberg, J. Dewey, and C. Rogers [7], in their psychological studies, focus on factors such as motivation, moral choice, self-awareness, and personal growth in the formation of professional moral culture. Their approaches are aimed at developing the teacher's emotional intelligence, reflection, and self-education competencies.

The literature review shows that the development of teachers' professional moral culture is shaped, on one hand, through the integration of personal development and professional preparation, and on the other hand, under the influence of socio-cultural factors.

This article focuses on identifying the pedagogical and psychological foundations for developing professional moral culture in future preschool education teachers. The research was conducted based on learner-centered, activity-based, and competency-based approaches. The main objectives of the study were to identify the professional-ethical

competencies of future educators, develop methods aimed at fostering these competencies, and implement them in practice.

Result and Discussion

The development of professional moral culture among future preschool education teachers is considered one of the pressing issues in modern educational theory and practice. Professional moral culture embodies the ethical, spiritual, and professional qualities of a teacher and is clearly reflected in their professional activities, interpersonal relationships, and behavior within the social environment.

Various approaches to professional moral culture exist in the scientific literature. Some researchers interpret it as a set of personal qualities reflecting the teacher's internal ethical stance and spiritual values. Others view it as a process that includes the teacher's professional knowledge and skills, the ability to apply moral norms and values in practice, self-awareness, and the pursuit of self-development.

From this perspective, the formation of professional moral culture in future preschool educators includes the following key directions:

Firstly, it involves organizing the educational process based on learner-centered principles aimed at enhancing the professional and personal potential of teachers. This approach activates educators' self-awareness and their need for professional self-development.

Secondly, it is essential to foster teachers' moral culture by ensuring the priority of moral and ethical education. This includes the assimilation of national and universal values, organizing educational activities, and integrating moral education as an inseparable part of the teaching process.

Thirdly, it is necessary to strengthen professional moral culture through the practical implementation of activity-based teaching methods. Using problem-based situations, role-playing, interactive lessons, professional reflection, and self-assessment technologies yields effective results.

Fourthly, personal psychological factors — particularly internal motivation, reflection, self-awareness, and the drive for personal growth — play a vital role in the development of professional moral culture. Personal development and moral-professional growth help educators acquire skills for analyzing their professional activities, evaluating their behavior, and working on self-improvement.

An analysis of pedagogical and psychological theories shows that the formation of professional moral culture is closely linked to socio-cultural factors, individual psychological characteristics, and the specific nature of the education system. For example, L.S. Vygotsky, in his sociocultural development theory, substantiates that personality development occurs under the influence of cultural values and the social environment. K. Rogers and A. Maslow, on the other hand, emphasize internal motivation and self-awareness as key factors in personal growth and self-actualization.

In the preschool education system, the formation of professional moral culture significantly influences the moral and ethical development of children through the personal

example, moral qualities, and professional activity of the educator. Therefore, teachers must rely on ethical norms and values in their professional practice, feel a sense of social responsibility, and serve as moral role models for their pupils.

In conclusion, the formation of professional moral culture in future preschool teachers requires a comprehensive, systematic, and integrated approach. In this regard, methodical systems grounded in pedagogical and psychological principles, innovative educational technologies, and spiritual-educational activities based on national values play a crucial role.

It is essential to establish an educational and upbringing process based on a comprehensive, systematic, and step-by-step approach in order to develop professional moral culture in future preschool education teachers. In this process, state policy, modern pedagogical technologies, national and universal values, as well as methods focused on personal development play a central role.

Therefore, the development of professional moral culture contributes to improving the quality of the preschool education system, ensuring the professional competence and moral maturity of educators, and most importantly, enhancing the moral and ethical upbringing of the younger generation.

Conclusion

In conclusion, the development of professional spiritual culture among future preschool education teachers is an essential pedagogical and psychological priority. This process not only equips teachers with professional competencies but also fosters moral values, empathy, and cultural awareness, which are crucial in shaping the spiritual and personal growth of young children. A well-structured system of pedagogical support, combined with psychological training, enables future educators to internalize ethical principles, develop resilience, and cultivate a positive professional identity. Therefore, enhancing professional spiritual culture should be considered a key factor in improving the quality of preschool education and ensuring the holistic development of the younger generation.

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