



## **INTEGRATED METHODOLOGY OF MORAL EDUCATION IN THE DEVELOPMENT OF VERBAL SPEECH**

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### **Abstract**

This article studies the theoretical and practical aspects of the integrated methodology of moral education in the process of developing verbal speech in the conditions of a preparatory group for school. The role of the system of moral values in the formation and development of verbal speech, as well as the effectiveness of organizing educational processes in a comprehensive approach based on the combination of speech culture and spiritual and moral qualities, is studied. Within the framework of the methodological study, the conceptual foundations of the integrated approach are analyzed, interactive and communicative methods aimed at developing speech culture and moral feelings in preschool children are presented. Also, the socio-cultural significance of the joint formation of verbal speech and moral education in pedagogical practice, as well as the effective use of methodological tools, are discussed. The results of the study serve as an important scientific and practical resource for further enriching educational processes in preparatory groups for school and introducing modern pedagogical technologies.

**Keywords:** Verbal speech development, integration of moral education, integrated methodology, preparatory group for school, speech culture and moral qualities, pedagogical theory and practice, methods of spiritual and moral education, communicative approach, integration in the educational process, preschool education pedagogy.



## **Introduction**

The development of verbal speech and the integrated implementation of moral education in the preschool education system are one of the important pedagogical tasks in the formation of the spiritual and moral aspects of children's personality. Speech is a means of communication between a person and the internal and external world, and its development directly affects the processes of thinking, perception, behavior and socialization of children. At the same time, moral education serves to form correct behavior, normative relations and a sense of social responsibility in children. The integration of speech and moral education allows for the harmonious development of children's speech culture and spiritual and moral qualities.

The study of the relationship between speech development and moral education shows the effectiveness of combining these two processes in pedagogical practice. For example, didactic games help develop children's speech skills, expand their vocabulary, and improve their communication culture. Also, theatrical activities serve as an important tool in the formation of children's dialogical speech, as they allow children to express their thoughts, communicate with others, and learn social roles.

At the same time, teaching children proper behavior, respect, kindness, and a sense of responsibility in the process of moral education helps them to develop as socially responsible individuals. This process is especially important in school preparatory groups, since this age is the key period for the formation of speech and a system of moral values for children.

## **Literature review**

The problems of verbal speech and moral education have been studied in depth in many pedagogical, psychological and linguistic studies. The process of developing verbal speech is primarily aimed at the formation of the child's language skills, communicative competence and speech culture. Also, the development of speech culture is closely related to spiritual and moral principles, and the transmission and formation of moral values through speech is important (Alimova, 2018; Karimov, 2021). Modern pedagogical research shows the integration of verbal speech and moral education as a new pedagogical strategy in the educational process (Islomova, 2020; Tursunov, 2022).



The formation of moral education in preschool children and its impact on speech activity have also been widely studied. In psychological and pedagogical sources, the instillation of a system of moral values in children's minds creates the basis for the development of ethical norms in speech (Ahmedova, 2019; Sulstonova, 2023). At the same time, scientific work on the effectiveness of pedagogical methodologies for the development of speech and the combination of moral education is increasing. For example, through an integrated approach, children's vocabulary and communication culture are increased, and their moral qualities are strengthened (Bekmurodov, 2021). Also, methodologies developed for school preparatory groups include complex approaches aimed at combining verbal speech and moral education. These methodologies widely use communicative tasks, speech games, dramatization, and educational activities that instill cultural and moral norms (Zokirova, 2020; Nazarov, 2023). In the scientific literature, these methods are emphasized as an important tool not only for the development of children's speech, but also for preparing them for active participation in society based on the rules of correct behavior. In general, scientific research on the integrated methodology of moral education in the development of verbal speech is rapidly developing in pedagogical theory and practice. However, in the context of preparatory groups for school, there are relatively few scientific and analytical works on the effectiveness of this methodology and ways of its practical application, and additional research on this topic is required.

## **Methodology**

In this study, qualitative and quantitative research methods were used to identify and evaluate the practical effectiveness of integrated methods of moral education in the development of verbal speech. The school preparatory group was chosen as the object of research, since it is at this age that the formation of speech and moral qualities in children is extremely active.

An integrative approach of pedagogy, psychology and linguistics was adopted as a methodological basis. Interactive methods, speech games, dramatic teaching methods and a system of moral tasks that instill ethical norms were introduced in the study of verbal speech development and moral education. The research used observation, testing, pedagogical experiments and interviews to analyze children's



speech culture, vocabulary, communication skills and the level of acceptance of moral values.

In the experimental work, an innovative methodology combining verbal speech and moral education was applied in the preparatory group for school. This methodology involved combining target tasks aimed at developing speech activity with moral and educational content. The results of the study were evaluated on the basis of statistical analysis, which revealed significant positive changes in the speech skills and moral qualities of children, confirming the effectiveness of the methodology. At the same time, the principles of combining speech and moral education in the educational process, pedagogical interactivity, and taking into account the individual characteristics of the child were put forward as the scientific basis of the study. This approach serves to improve the quality of education in preparatory groups for school, to develop social and spiritual and cultural competencies in children.

## **Results**

The research revealed the effectiveness of using integrated methods of moral education in the development of verbal speech in the preparatory group for school. The results of experimental activities showed that combining speech activity with a system of spiritual and moral values led to a significant increase in speech culture, vocabulary, and communicative competence in children. This served to strengthen not only the communicative, but also the socio-moral functions of speech (Petrova, 2021; Zhang, 2022). Changes in children's speech activity, in particular, the development of dialogic and monologic speech skills, were manifested as an increase in their ability to use speech patterns of spiritual and moral content. The pedagogical effect of interactive and dramatic methods observed during the study accelerated the processes of children's acceptance of social norms and understanding of moral values through speech (Ahmedova, 2019; Lee & Kim, 2020). Also, the moral educational component of the methodology served to strengthen the normative principles of social behavior in children, to form such spiritual qualities as respect, honesty, solidarity. In this process, children showed clear positive changes in observing the moral rules of the culture of communication and in their relationships with others. This helped children adapt to the social



environment and increase their success in communication (Islomova, 2020; Bekmurodov, 2021).

The indicators of the effectiveness of the methodological approach revealed a positive dynamic of the speech activity of children in the experimental group. The test results and observations showed that the integrated methodology increases the effectiveness of education through a comprehensive and systematic implementation of the speech development process. This approach ensures the successful implementation of innovative pedagogical tools for the development of children's language and speech culture in school preparatory groups (Zokirova, 2020; Nazarov, 2023).

## **Discussion**

The results of the study conducted in the article showed the effectiveness of the integrated methodology of moral education in the development of verbal speech in preparatory groups for school. The theoretical and practical aspects of this approach are consistent with the latest pedagogical research, since the integration of speech and moral education is considered a necessary condition for the comprehensive development of the child's personality (Alimova, 2018; Islamova, 2020). The integration of the processes of verbal speech and moral education contributes to the joint development of a culture of communication, vocabulary, and the spiritual and moral content of speech in children. In this regard, in pedagogical practice, methodologies that take into account not only the communicative, but also the ethical and moral functions of speech are gaining ground (Petrova, 2021). The results of the study showed that with the help of the integrated methodology, children acquire the ability not only to accept, but also to actively apply social norms in speech, which is important for their socialization and personal development. At the same time, increasing the role of moral education in the development of speech remains an important pedagogical task for school preparatory groups. The importance of interactive and dramatic methods shown in the study is also noteworthy in this regard, since they allow not only language teaching, but also the formation of moral values in the development of children's speech skills (Lee & Kim, 2020). This serves as an effective tool for the integration of speech and moral qualities. However, there are also some limitations identified during the study. For example, the effectiveness of the methodology largely



depends on the qualifications of the teacher and the correct selection of didactic tools, which play an important role in this process (Bekmurodov, 2021). Therefore, it is necessary to pay attention to the continuous professional development of teachers and the adoption of innovative pedagogical approaches.

In addition, parental and community influence is also an important factor in integrating verbal speech and moral education in school preparatory groups. The results show that the pedagogical process is inextricably linked not only to the school environment, but also to the family and social environment (Sultonova, 2023). Therefore, the effectiveness of the methodology for conducting educational work in collaboration with families increases. In general, the results of the study confirm that a methodological approach based on the integration of speech and moral education, if effectively applied in pedagogical practice, will be an important factor in the socialization and spiritual development of children as individuals. In the future, it is important to conduct more in-depth scientific research in this area, as well as to study the effectiveness of the methodology in different age groups and socio-cultural conditions.

## **Conclusions**

In conclusion, it has been shown that an integrated methodology combining the development of verbal speech and moral education contributes significantly not only to the improvement of speech skills, but also to the formation of socio-moral responsibility and culture in children. This serves to raise the quality of educational processes in the preschool education system to a new level.

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