



Pedagogical Conditions of Moral and Economic Education of Children 6-7 Years Old in Play Activities

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ABSTRACT

Introducing a preschool-age child to real life and bringing him closer to it is one of the tasks of modern society. This is due to changes in the social life of all members of society (including preschool children), the importance of preparing children for life, correctly orienting him in the ongoing phenomena of public life, as well as continuity between the first educational stages of the educational system-kindergarten and school. In this regard, one of the tasks of modern pedagogy of preschool children is to teach children the basics of economics. The study used quantitative analysis methods aims to identify the level of representation and manifestation of the child's economy. The study revealed a system of pedagogical conditions aimed at moral and economic education of children. The conclusions of the study confirm the validity of the hypothesis that the main components of moral and economic education can be formed in children aged 6-7 years. Thus, in this study, the validity of the hypothesis was proven by the result of the work was that children independently began to notice violations of moral and economic norms and most importantly began to show such personality qualities as thrift and economy. The results of these studies are partial programs for the economic education of preschoolers, as well as educational and methodological manuals.

ARTICLE INFO

Article History:

Submitted/Received 20 Des 2024

First Revised 13 Jan 2025

Accepted 01 Feb 2025

First Available online 09 Feb 2025

Publication Date 01 May 2025

Keyword:

*A preschool-age child,
Economic education,
General education,
Society.*

1. INTRODUCTION

Play activity as the leading activity of a preschooler contains great opportunities for solving many educational tasks. The influence of the game on the formation of the personality of preschoolers is confirmed by many psychologists and teachers (Garaigordobil et al., 2022; Zhurakovskaya et al., 2020; Konst & Kairisto-Mertanen, 2020; Nurbekova et al., 2022). In this regard, play activity should be the main one in the formation of qualities that play an important role in the development of the child's personal sphere.

The purpose of modern education is to develop those personality traits that are necessary for her and society to include in socially valuable activities (Tuychieva, 2015). Thrift, economy, efficiency, prudence, entrepreneurship and other qualities of a person as a carrier of economic relations and productive force should be transformed into socio-psychological and moral qualities (Martynyshyn et al., 2022; Pomytkina et al., 2019). This will ensure the unity of economic education and moral education (Puncreobutr, 2021). The emergence of an economically literate and morally stable generation will ensure moral immunity to the influence of negative factors of the social environment and social resilience.

Economic education is the result of economic education, which contributes to the formation of an economic attitude towards material and spiritual values and the formation of the principles of value orientations. Indeed, economic education in its traditional understanding as a process of forming economic thinking, developing business qualities, social activity and entrepreneurship is only partially applicable to preschoolers due to the age characteristics of their mental development (Buriyeva & Omonovich, 2024; Chertakova et al., 2019; Kizi & Rakhmatullaevna, 2025). The meaning of economic education work is to instill in children the right attitude to what adults have done and are doing for them, respect for the work of people, thanks to which the "Objective World" was created (Patra, 2022). An analysis of modern economic education programs has also made it possible to determine the purpose of economic education of preschoolers.

Economic education is based on the psychological characteristics of preschoolers, confirming that work on it must begin at the age of 6 (Bolshunova & Ermolova, 2016; Ugli & Nabidzhanovna, 2025). This is due to the fact that a new type of mental organization is being formed, providing a more effective adaptation to social reality. Children's communication becomes non-situational and personal, empathy and mutual understanding arise, the child develops a true self-esteem which allows him to be aware of his capabilities that is to treat himself and the results of his activities objectively. These features make it possible to carry out economic education in the senior preschool age. Despite this, we are talking only about the possibility of forming the prerequisites for economic education. Based on the characteristics of children, we suggest starting their acquaintance with economics through the initial formation of economic ideas, that is through acquaintance with a variety of economic concepts (categories) with the ways of their application and meaning in people's lives. A representation is a visual image of an object or phenomenon that arises from past experience (given sensations and perceptions) by reproducing it in memory or imagination. Arbitrary manipulation of representations in the processes of memory, imagination and thinking is possible due to their regulation by the speech system. In this regard, we have a need to analyze programs in order to find the content of economic ideas available to children aged 6-7 years.

2. METHODS

2.1. Material

This study uses quantitative analysis methods. Quantitative analysis aims to identify the level of representation and manifestation of children's economy. So that by using quantitative analysis methods, changes can be seen from the research results. Taking into account the age characteristics of preschoolers and the diversity of the content of economic education programs as well as the lack of developments in the moral and economic education of children, we have considered various methodological approaches to the formation of economic ideas in children which are an integral part of the structure of moral and economic education. The formation of a child's value-based attitude to the objective world as a result of human labor includes classes and games distributed in 4 blocks as the basis of its program, labor-product, money, price (value), advertising, desire and opportunities. Useful skills and habits in everyday life are also economics.

Another approach to the formation of economic ideas is proposed by E.A. Kurak (Fokina et al., 2016). Its program presents forward-looking planning on the topics covered by this program. In general, the program consists of cycles of learning situations, needs, manufacturers and resources, limited resources, the choice and its purpose, exchange and money, market, supply and demand, price. A methodology for the economic education of older preschoolers through the enrichment of familiar types of children's activities (Carvalho et al., 2021). Using a variety of methods in working with children, story-didactic and didactic games, problem situations, logical tasks, crosswords, fairy tales, proverbs and sayings, etc.

2.2 Data collection procedures

The methodology should be based on the basic pedagogical principles of learning, the principle of accessibility. It is implemented by adapting complex economic concepts (price, product, buy to sell, budget, cheaper, more expensive, benefit) to the level of understanding of preschool children. The principle of consistency and consistency in learning. It is manifested in the fact that knowledge is given to children from the simple to the complex, from the particular to the general (Omonovich et al., 2024). The sequence consists in the fact. Firstly, children at the beginning get acquainted with the concepts (categories), against which ideas about their meaning and use are formed. Secondly, initially children are introduced to the concepts through classes and games under the guidance of a teacher and then children independently apply the knowledge they have gained in their games (didactic, story-role-playing, mobile, directing). The principle of taking into account the age and individual characteristics of children. This principle confirms the need to use game methods in the work on the moral and economic education of children. An individual approach to children is carried out in helping to organize games in mastering various concepts. One of the conditions in methodological approaches is the selection of content that is close and interesting to both adults and children. Practical and cognitive tasks in the field of economic culture should follow from the real situations that children face in everyday life. For effective work on moral and economic education in general, close interaction of preschool institutions with parents is extremely important (Berčnik & Devjak, 2017).

3. RESULTS AND DISCUSSION

Parents need to be constantly privy to what is happening in the classroom to focus on helping children through joint discussion of economic issues, for example when discussing the family budget. The crucial role of the family in the upbringing of children is generally

recognized. The imposition of responsibility by law for the results of the upbringing of their children is based on the provision that the family is the leading institution of education and kindergarten can and should become "The continuation of the child's life in the family" (Stukalova, 2018). The influence of a variety of factors of family education on a child which have been studied by teachers, psychologists, sociologists, and the results of their research allow them to be taken into account both in scientific and practical work with children and their parents (Djabbarov, 2017). We will limit ourselves to the factors that directly or indirectly influence the moral and economic upbringing of children. Thus, when drawing up a program for the moral and economic education of children special attention should be paid to the selection of methods, that is to accurately determine the methodological approaches to the content and organization of the program.

Thus, the children's economic ideas turned out to be superficial, not clear, and there is a lack of clarity and completeness of answers. Children have some knowledge about the main economic categories, money, price, goods, labor, a thrifty and economical person. But these ideas are not deep, there is no systematic knowledge. A particular difficulty was caused by questions about identifying ideas about adult wages as a result of their work about the product, its functions about professions, about an economical person. The children were most successful in answering questions about the importance of money in people's lives, about the work of adults and children.

A quantitative analysis of the results of the conversation allowed us to identify the following levels of economic representations of children:

- 1-2 of children - low level
- 2-3 % of children - medium level
- 3-4 % of children - high level

The results of this stage of the study are presented in **Table 1**.

Table 1. The level of development of economic ideas in children 6-7 years old.

No	Child's full name	1	2	3	4	5	6	7	8	9	Average grade	Level
1	Sasha K	2	3	2	2	1	1	3	1	1	1,7	Low
2	Roma M	1	2	1	3	1	1	1	3	1	1,5	Low
3	Denis P	1	3	1	1	1	1	1	1	3	1,4	Low
4	Julia Ch	1	2	1	2	1	1	1	1	2	1,3	Low
5	Zhenya S	2	3	2	1	1	1	2	1	3	1,7	Low
6	Lera S	2	2	2	1	2	1	2	1	3	1,7	Low
7	Christinas	2	3	3	1	3	1	2	2	2	2,1	Average
8	Anya I	2	2	2	1	3	2	1	2	2	1,9	Average
9	Dima Zh	2	2	3	1	2	2	2	3	1	2,0	Average
10	Nikita A	2	2	1	1	2	1	2	1	1	1,4	Low
11	Masha S	2	3	2	1	1	1	3	1	2	1,7	Low
12	Roma D	2	2	2	2	1	2	1	2	2	1,8	Average
13	Sasha Z	2	2	2	1	2	2	2	1	3	1,9	Average
14	Sasha Koz	1	2	1	1	1	2	2	2	2	1,6	Low
15	Alyona S	2	2	2	1	1	2	1	2	2	1,6	Low

Based on the table above, 67% of children is characterized by the fact that children find it difficult to determine the result of adult labor, cannot answer why people need money, what is a product and price, they characterize an economical and thrifty person incorrectly, they do not name a single profession, it is difficult to answer the question "Who should work?" they do not answer correctly, they name only 1 function of the product. The average

level of 33% of children is characterized by the fact that children have an idea that adults receive money for their work. They do not accurately determine the value of money in people's lives, they call something 1 that can be bought, they cannot accurately indicate what the price is, they define an economical person as a person who saves, and a thrifty one as a person who strives to protect one thing. They name 1-2 professions, 2 main functions of the product (sell, they buy), they note that both adults and children should work but they cannot explain their answer. Level high 0% of children. Hypothetically, it can be assumed that it is characterized by the fact that children's representations are clear, accurate, the answers are complete, and detailed. Children determine the amount of money that adults receive for their work with the concept of "Salary", they call the value of money in people's lives.

They have ideas about the product that this is what is bought and sold and about the price that this is the amount of money that must be paid for the product. They clearly define the characteristics of an economical person is someone who does not waste money, but buys only what is necessary, who saves electricity, water, paper, etc. A thrifty person is someone who takes care of everything around him, treats things carefully. All three main functions of the product are called purchase, sale, and manufacture. They operate with the concept of "Profession". They know that not only adults but also children should work, they explain the answer.

Features of the ideas of children aged 6-7 about moral and economic norms. The study of children's ideas about moral and economic norms is presented by the following results. Children have clear ideas about the need to repair damaged things. They gave full answers, while explaining the possible consequences of this behavior. For example, good, if it is not repaired, then the book will be needed and it is torn.

Also, 40% of children have their own ideas about this behavior. However, in their reasoning the clarity of ideas about moral and economic norms of behavior is poorly expressed. For example, good. He's doing the right thing. Good, it is always necessary to repair books.

Percentage explains that 20% of children do not have ideas about the possible consequences of this behavior and therefore cannot assess it. In the second situation, only 33% of children have more complete and clear ideas about moral and economic norms of behavior. Children determine that there is a violation of respect for things, indicate the possible consequences of the action. For example, "It's bad, other children will not get books". The remaining 67% of children have weak ideas about the norms of behavior in this situation. For example, "It's bad, he does not like his things and does not want to take care of them". Thus, the children indicate that the behavior is not correct, but they cannot name the consequences. In a situation where a girl throws a toy, 40% of the children gave a complete answer. Explaining it correctly, "It's bad if you left it in the yard, then mom will be angry and the toy will be stolen" or "It's bad, there will be a mess at home". These children explained the consequences of being careless about things. This indicates that they have formed ideas about the moral and economic norms of behavior in this situation.

Also, percentage explains that 53% of children have weak ideas about moral and economic norms. They correctly noted that this was a bad act but they cannot explain why, "It's bad, you can't throw toys around". 7% of children could not give an answer, focusing on the moral and economic norms of behavior, "The toy will get offended and run away". In the following situation, the children needed to note that it is not economical to leave the light on when you leave and explain the possible consequences of this negligent behavior. 47% of children have such ideas. They gave an answer and explained it based on moral and

economic norms. For example, "It's bad, it is necessary to turn off the light. Otherwise you will have to pay a lot of money for a light bulb" or "It's bad, she will ruin the light bulb". The other 47% of children made the right moral choice but could not justify the answer from an economic point of view. "It's bad, you can't leave the light on", 6% of children have clear systematic ideas about the possible consequences of this behavior. "It's bad, but never mind she won't do it next time".

The analysis showed that the representations of children in a situation where a girl leaving the room and making sure that there was no one in it, turned off the light, were clearer, more complete. So the majority of children 67% gave complete, reasoned answers.

A quantitative analysis of the indicators of child supervision made it possible to identify the following levels of manifestation of moral and economic upbringing of children: % of children - low level; % of children - medium level; % of children - high level. Levels of manifestation of moral and economic upbringing of children can be seen in **Table 2**.

Table 2. The level of manifestation of moral and economic education in children 6-7 years old in the pre-school.

No	F.I. of the child	1 2 3 4 5	Average score	Level
1	Sasha K	1 1 2 1 1	1.2	Low
2	Roma M	2 2 2 3 2	2.2	Average
3	Denis P	1 1 3 1 1	1.4	Low
4	Julia Ch	1 3 3 1 3	2.2	Average
5	Zhenya S	2 3 2 1 1	1,8	Medium
6	Lera S	2 1 1 1 1	1,2	Low
7	Christinas	2 3 3 3 3	2.8	High
8	Anya I	1 3 2 2 2	2.0	Medium
9	Dima J	1 3 2 1 1	1.6	Low
10	Nikita A	1 1 2 3 3	2.0	Medium
11	Masha S	3 3 3 3 3	3.0	High
12	Roma D	3 1 3 2 1	2.0	Average
13	Sasha Z	2 2 3 3 2	2.4	Average
14	Sasha Koz	1 1 1 1 1	1.0	Low
15	Alyona S	1 3 2 3 3	2.4	Average

Based on the table above, 33% of children is characterized by the fact that children do not show moral and economic education in their attitude to surrounding objects. They allow others to play children with their toy, while not paying attention to what is happening to it or just put the toy in the closet. They throw clothes, they don't fold them neatly. Children are careless about their own and others' work results like drop, throw, tear off parts, do not save paper, cut out a circle anywhere on the sheet, carelessly treat pencils, work with great pressure, throw. The level average 53% of children is characterized by the fact that children do not always show moral and economic education. They do not show playing with their toy, explaining that they can spoil, break or allow them to play, but do not make demands, they always fold clothes immediately, but not neatly. They show a careful attitude to their product, entrust their work result to other children but do not make demands. They do not always play with other children's products carefully and they may not pay attention to the requirements.

Children place a circle on the edge, but resort to non-economical (not rational) methods of cutting while being careful with pencils or carefully cut out, but at the same time careless with pencils. The level high 14% of children is characterized by the fact that children show moral and economic education in their behavior. They take care of their toy (they play

carefully, do not throw, do not break, they let other children play, while making demands on the handling of the toy). They always immediately put clothes in a locker and carefully. They take care not only of their work results, but also of the products of other children (they do not throw, carefully move, do not break). Children have the skills of economical paper cutting, cut out carefully, take care of pencils (do not break, do not gnaw, and do not break). The analysis of the parents' questionnaire showed the following results. % of parents note that their children are interested in the family budget. Another 27% of parents indicated a fickle interest in their children's budget. 46% of parents did not notice the children's interest in the budget.

Therefore, it is necessary to work to increase children's interest in family expenses and incomes since the manifestation of moral and economic education depends on the level of formation of ideas about the budget. Based on the answers to the second question, "Is your child able to refuse the desired toy (entertainment) when you say that there is not enough money to pay?". We found that 27% of parents indicate that their children can always refuse the desired purchase. The majority of children 53% do not always go to meet their parents. 20% of parents claim that their child always stands on his own and can never give up what he wants. Only 20% of parents noted that their children always take care of their toys. All other parents 80% indicated that their children are not always thrifty with their toys. These indicators confirm the results of the study of the manifestation of children in pre-school settings. Therefore, a system of work is needed to form children's careful attitude to their toys. % of parents determined that their children always take care of their clothes. The majority of parents 60% note an irregular display of careful attitude towards things. And only 20% of parents indicated that their children never take care of their clothes. From the responses of parents, we determined that 40% of children clearly express a careful attitude towards their work results and 60% of children do not always show such a quality as thrift towards their work results. A very important indicator of moral and economic education is the manifestation of respect for the results of other people's work. Thus, 33% of parents note the pronounced severity of thrift in children. According to 47% of parents, their children are not always careful with other people's work results. As well as 20% of parents note the lack of careful attitude in children. The predominance of the answers "Not always" and "Never", indicates a weakly expressed careful attitude of children to other people's work results. % of parents noted a systematic manifestation of their children's economical and thrifty attitude towards materials for work (pencils, paper). 53% of children do not always save paper, they take care of pencils. Thus, we see that mostly parents point to average and low indicators of the severity of quality in children in relation to a particular object. Comparing these data with the data we obtained in the process of observing children in everyday life, we were convinced that the opinion of parents largely coincides with our assessment of the moral and economic upbringing of children.

The methodology of the control stage of the study is similar to the series of the ascertaining experiment. The materials of this paragraph indicate noticeable positive changes in the development of moral and economic upbringing in children of the preparatory group which occurred during the formative experiment. An increase in the level of moral and economic education of children is noted in all indicators. The results of the study of children's economic perceptions showed a significant increase. The representations are characterized by greater completeness, clarity and accuracy in connection with which we can talk about the consistency of the knowledge gained. Based on the results of the control study and comparing them with the results of the ascertaining stage, we made the following conclusions. Compared with the ascertaining stage of the study, the questions did

not cause difficulties for the children. All the children tried to give answers. The quality of responses has improved. There were practically no "I don't know" answers. This indicates an increase in children's economic perceptions. However, children still find it difficult to name all the main functions of the product buying, selling, manufacturing, characteristics of an economical person, the value of the price. The answers to the following questions have improved significantly about wages, about goods, about professions, about who should work.

We see that the formative work carried out has allowed us to significantly increase the level of moral and economic education of children. A generalized data analysis conducted in a group of children after formative work confirmed that the pedagogical conditions created by us for the moral and economic education of children aged 6-7 were effective. 27% of children have increased their level of moral and economic education from low to medium. Also, 27% of children have risen to a high level. According to all indicators of moral and economic education, positive changes have occurred in every child. Thus, the control experiment made it possible to trace the path of the formation of moral and economic upbringing of children.

4. CONCLUSION

The result of the work was that children independently began to notice violations of moral and economic norms in their own and others' behavior, began to recognize economic categories and characterize them. Most importantly began to show such personality qualities as thrift and economy not only in relation to their belongings, work results, but also to the work and things of other people. Conclusion the conducted research confirmed the validity of the hypothesis based on it which allowed us to draw the following conclusions that the main components of moral and economic education can be formed in children aged 6-7 years. The study revealed a system of pedagogical conditions aimed at the moral and economic education of children. The first condition is that the content of moral and economic education is accessible to preschoolers. The content of moral and economic education should include three blocks, economic ideas, moral and economic qualities, and the manifestation of moral and economic education. The second condition for the moral and economic education of children aged 6-7 years is the implementation of a phased pedagogical technology that promotes the consistent development of moral and economic experience. The educational stage is aimed at forming children's economic ideas. At this stage of our work, we used classes in the form of a game, various types of games (didactic, story-role-playing, mobile). All games and activities formed, clarified, and generalized children's ideas about work, professions, work results, money, price, and the components of the family budget, income and expenses. The educating stage aimed to form children's ideas about moral and economic qualities. To achieve the goal of this stage, we also conducted classes in a playful way and games didactic, staging games, director's games, competition games aimed at forming, generalizing, clarifying ideas about moral and economic qualities (economy, thrift). The stage is practical, this stage was aimed at consolidating the ability to show moral and economic qualities in the practice of real behavior. At this stage, games were also held that allow children to form the ability to independently control their economical or careful attitude, to consolidate the ability of children to show moral and economic education in relation to surrounding objects. The third condition for the moral and economic education of children aged 6-7 years is the creation of conditions for the growth of the child's subjective position in the play activity of moral and economic content.

Thus, in this study, the validity of the hypothesis put forward has been confirmed, its purpose has been realized and the tasks set have been solved.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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