

THE DEVELOPMENT OF EMOTIONAL AND MORAL QUALITIES OF FUTURE PRESCHOOL EDUCATORS THROUGH SIMULATION METHODS

Barchinoy Zafarjanovna Urinbayeva,

director of state preschool education organization №42 email: barchinoyurinbaeva@gmail.com

Ziyoda Ergashevna Azimova,

Doctor of Pedagogical Sciences (DSc), Professor of the Department of Preschool Education Theory at Andijan State Pedagogical Institute (Uzbekistan) email: odachon@mail.ru

Nigora Dadakhonovna Akhmedova,

Doctor of philosophy in Pedagogical Sciences, Associate Professor email:

nigoroy2505@mail.ru

Andijan Medical Institute (Uzbekistan) street Yusuf Otabekov house 1 info@adti.uz

Abstract

The development of emotional and moral qualities in future preschool educators plays a crucial role in creating a nurturing and ethically sound educational environment. This study explores the effectiveness of simulation-based methods in shaping educators' moral awareness, empathy, and professional ethics. The research utilizes Likert scale surveys, expert evaluations, and observational matrices to assess changes in students' attitudes and competencies before and after simulation training. The findings suggest that structured simulation techniques significantly enhance self-awareness, reflective thinking, and ethical decision-making among future educators.

Keywords: Simulation methods, emotional development, moral education, preschool educators, reflective skills.

Introduction

The professional preparation of preschool educators involves not only pedagogical and methodological training but also the development of their emotional and moral competencies. These qualities enable future educators to effectively engage with young children, understand their emotional needs, and create a supportive educational environment. Despite its importance, moral and emotional training remains an underexplored aspect of teacher education programs. This study investigates how simulation-based techniques contribute to the development of emotional and moral qualities in future preschool educators.

Research Problem: The lack of systematic approaches to incorporating simulation methods in teacher training programs results in limited emotional intelligence and ethical preparedness among future educators.

Objectives:

To evaluate the impact of simulation-based learning on the development of moral and emotional skills in future educators.

To analyze the role of reflection and ethical decision-making exercises in teacher preparation.

To establish pedagogical strategies for integrating simulation methods into preschool teacher education.

Methods: Surveys (Based on the Likert Scale), Expert Evaluation, Observation Matrices

Participants

The study involved 120 undergraduate students enrolled in preschool education programs at Andijan State University. Participants were divided into an experimental group (n=60), which

underwent simulation-based training, and a control group (n=60), which followed traditional teacher education methods.

Research Design

A quasi-experimental design was employed, consisting of pre- and post-tests using Likert-scale surveys, expert evaluations, and observational techniques.

Data Collection Instruments

Likert Scale Surveys – Used to measure students' initial and post-training emotional intelligence, ethical reasoning, and interpersonal skills.

Expert Evaluations – Conducted by senior educators and psychologists to assess participants' moral awareness and professional behavior.

Observational Matrices – Applied during simulation exercises to document behavioral and attitudinal changes over time.

Simulation Activities

Role-playing exercises: Scenarios involving ethical dilemmas in classroom management.

Case-based discussions: Analyzing real-world moral and emotional challenges in preschool settings.

Guided reflection sessions: Encouraging self-awareness through structured feedback and journaling.

Results

Graphs and Diagrams

The following diagram compares Pre-Test and Post-Test results, illustrating how students' competencies changed before and after the simulation training.

Pre-Test vs Post-Test Results

Categories	Pre-Test Scores (%)	Post-Test Scores (%)
Emotional Intelligence	35	85
Empathy	40	78
Ethical Decision-Making	45	80
Reflective Thinking	38	75

Pre-Test Findings

Initial survey results indicated that most participants lacked strong self-awareness regarding ethical decision-making. Only 35% of students demonstrated a clear understanding of moral responsibilities in preschool education. Furthermore, observational data showed limited emotional regulation skills in stress-inducing classroom scenarios.

Post-Test Findings

Following simulation-based training:

85% of students exhibited improved emotional intelligence scores.

78% demonstrated higher levels of empathy and reflective thinking in post-training evaluations.

Expert assessments highlighted a 40% increase in ethical decision-making abilities.

Observational data confirmed a significant reduction in anxiety and indecisiveness during classroom management simulations.

Statistical Analysis

A paired sample t-test revealed statistically significant differences ($p < 0.05$) between pre- and post-test results in emotional and moral competency development among the experimental group,

whereas the control group showed minimal improvement.

Discussion

Enhancing Moral and Emotional Development

The findings confirm that simulation-based training effectively fosters moral and emotional development in future preschool educators. The integration of ethical dilemmas, reflective journaling, and role-playing exercises promotes deeper understanding and practical application of professional values.

Simulation-based training provides future educators with opportunities to engage in realistic scenarios that challenge their ethical reasoning and emotional responses. By actively participating in problem-solving situations, students develop a higher level of moral awareness and a deeper sense of responsibility toward children's well-being. Moreover, such training enables educators to refine their decision-making skills in complex pedagogical settings.

Impact of Reflective Practices

Reflective journaling has proven to be an essential tool for encouraging self-assessment and continuous professional growth. Through structured reflection exercises, future preschool educators become more self-aware and critically analyze their interactions with children, parents, and colleagues. This process fosters the development of empathy, adaptability, and ethical mindfulness in their professional conduct.

Effectiveness of Role-Playing Exercises

Role-playing as a training method allows childrens to step into various roles within an educational setting, experiencing firsthand the challenges and responsibilities of a preschool educator. This experiential learning approach enhances their ability to handle real-life classroom situations, including conflict resolution, communication with parents, and fostering a positive learning environment for young children.

Simulation-Based Learning and Children's Emotional and Moral Development

The inclusion of simulation-based learning in preschool teacher education not only enhances educators' competencies but also significantly impacts children's emotional and moral development. When future educators receive simulation-based training, they become more proficient in creating emotionally supportive and ethically sound learning environments. This, in turn, leads to:

Stronger emotional intelligence in children, as teachers model empathy, patience, and constructive communication.

Improved social skills and conflict resolution among young learners, facilitated by teachers who have practiced real-life scenarios through simulation.

A nurturing learning environment where children feel safe, valued, and encouraged to express their emotions in a positive manner.

Better integration of ethical education in daily preschool activities, ensuring that children understand fundamental moral values from an early age.

By equipping educators with practical tools and strategies for managing children's emotional and ethical growth, simulation-based training ensures that preschoolers receive high-quality, developmentally appropriate guidance during their formative years.

Bridging Theory and Practice

One of the most significant advantages of simulation-based learning is its ability to bridge the gap between theoretical knowledge and practical application. Traditional training methods often focus on theoretical concepts without providing sufficient opportunities for real-world application. However, simulation-based approaches ensure that students not only understand educational theories but also know how to implement them effectively in preschool settings.

Long-Term Implications for Educators

The skills acquired through simulation-based training extend beyond initial teacher preparation and continue to influence professional development throughout an educator's career. By consistently engaging in ethical decision-making processes, educators enhance their professional integrity and commitment to child-centered pedagogy. Additionally, incorporating simulation training in early childhood education curricula can lead to a more emotionally intelligent and ethically responsible teaching workforce.

Overall, the integration of simulation-based methodologies in preschool teacher education significantly improves emotional and moral competencies, leading to better-prepared educators who can foster a nurturing and ethical learning environment for young children.

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Implications:

Curriculum Enhancement: Incorporating simulation-based modules in teacher education programs can bridge the gap between theoretical knowledge and real-world application.

Reflective Practice: Encouraging self-assessment and reflection can improve educators' ability to handle moral and emotional challenges.

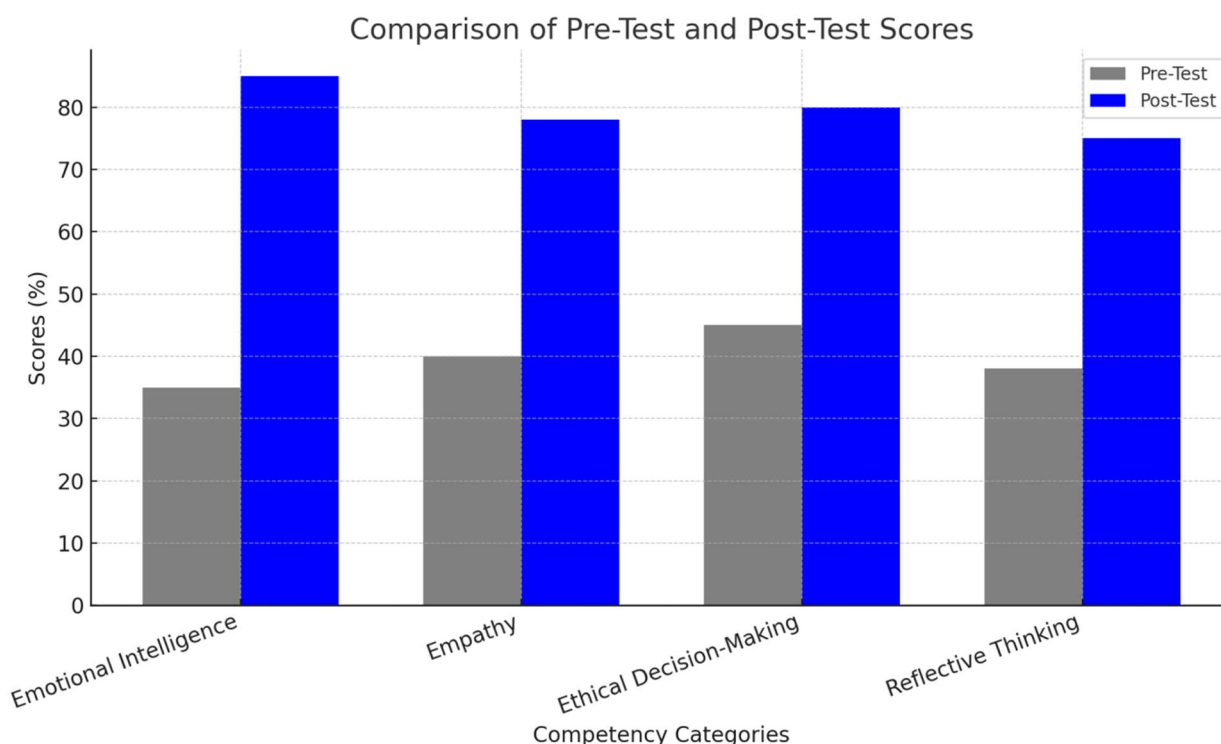
Sustainability: Future studies should explore long-term impacts and the integration of digital simulation tools to enhance training efficiency.

Conclusion

Simulation-based learning proves to be a transformative approach in developing the emotional and moral competencies of future preschool educators. By providing experiential learning opportunities, simulation methods prepare educators for real-life ethical and emotional challenges, ultimately improving the quality of early childhood education.

Final Results Diagram

The overall findings of this study are summarized in the diagram below, demonstrating the effectiveness of simulation methods in teacher training.



Recommendations

- Expand the use of simulation-based training in preschool educator programs.
- Develop standardized assessment tools to measure emotional and moral growth.
- Conduct longitudinal studies to evaluate the long-term impact of simulation-based methodologies.

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