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Kifayat Mammadova Rashid,

Chief specialist of the preschool education
development department Institute of Education
of the Republic of Azerbaijan.
Baku, Azerbaijan.

 <https://orcid.org/0000-0003-1360-5909>
k.memmedova@arti.edu.az

FORMATION OF BEHAVIORAL CULTURE OF PRE-SCHOOL CHILDREN IN INTERACTIVE PHASED PHYSICAL CULTURE EXERCISES ORGANIZED WITH SPORTS-ORIENTED DIDACTIC GAMES

Abstract. The article talks about the role and importance of sports-oriented didactic games in shaping the behavioral culture of preschool children in physical education classes, and gives examples of the exercises organized with those games in middle, senior and pre-school groups related to the research. The importance of the integration between the four development areas of the preschool education program (curriculum) in the formation of children's physical and cognitive, aesthetic and social skills during the organization of interactive staged physical culture exercises with sports-oriented didactic games is also reflected in detail in the article. Thus, the integrated implementation of the content standards of Physical development, health and safety, Cognitive development, Aesthetic and creative development and Social-emotional development areas in accordance with the interactive stages of the training, paves the way to achieve the goal set in the training, and ensures the result orientation of the training. This, in turn, enables children to easily and positively demonstrate the new knowledge they have acquired about the rules of behavior in accordance with the given standard during the training process or independently in their skills outside of training. Reciting the names of sports games and sports equipment and how to use them creates conditions for children to introduce new words to their vocabulary, enrich their vocabulary, develop their speech, to form and expand their ideas about sports games, to develop a culture of listening, to treat others with respect, etc. As it can be seen, the didactic game serves the general development of children and performs both the role of training and play. The research shows that purposeful organization of sports-

oriented didactic games plays the role of a motive in children's involvement in the game. By providing children with communication, mutual cooperation, activity and enthusiastic participation in the game, such games create conditions for the formation of their behavioral culture and easy acquisition of knowledge and skills. The regular conduct of colorful sports-oriented didactic games in physical culture exercises is accompanied by children's demonstration of the rules of behavior they have learned against their elders, peers and younger ones, and their behavior is strengthened. Along with this, regular organization of the work carried out in the direction of the systematic organization of children's behavior culture development by behavioral components by educators-teachers and parents and their implementation within the framework of mutual cooperation also serves the efficiency of the work.

Keywords: preschool educational institution; physical culture training; behavior culture; criterion; educator-teacher; child; parent; mutual cooperation; development; group; integration; sports-oriented didactic game; interactive; areas of development; cooperation.

INTRODUCTION / ВСТУП

Formulation of the problem. In the modern era, the main tasks of preschool education include the mastery of social and emotional relations, communicative culture, rules of etiquette, regime, word, culture of behavior by children. In this regard, the Law of the Republic of Azerbaijan "On Preschool Education", signed by President Ilham Aliyev on April 14, 2017, states: «7.2. Preschool education lays the foundation for the development of the mental, physical, creative potential and cultural level of children, psychological stability, aesthetic education, the acquisition of simple labor skills, a sensitive and conscious attitude to the environment, personal health protection, the acquisition of necessary life skills, personality formation through preschool education» [1].

The process of instilling in children from an early age that the observance of the rules of good behavior is the duty and responsibility of every person should not develop on its own, but under the guidance of adults, parents and educators. The culture of behavior is high standards of behavior that are considered useful for society in everyday life, communication, various areas of human moral character, and it is important that these norms become the internal needs of each child in preschool age.

Based on the views of the prominent thinker N. Tusi regarding the

establishment of a culture of behavior from childhood, it can be noted that a child, starting from infancy, must be educated and accustomed to the rules of discipline, because timely upbringing of a child protects him from acquiring bad habits in the future and forms exemplary behavior [3]. The systematic, purposeful and consistent organization of work on the formation of a culture of behavior of children in preschool educational institutions, based on personality-oriented and result-oriented principles from an early age, also leads to successful indicators in the formation of the personality of children.

Play, which is the foundation of children's lives, is important for their overall development. The game affects the physical development, health, behavior of children, forms such moral qualities as camaraderie and friendship, honesty, truthfulness, collectivism, responsibility, patience, discipline, initiative, joint achievement of success.

The game is the most beautiful and indispensable type of activity for children to understand life and learn about the world around them. In the game, children play their role as if they are living the character, and they are naturally free to express their feelings and emotions in the game. Since the game allows children to exercise their skills on their own, they are very cheerful and happy in the game. The children are so engrossed in the game that they convince themselves that they are a "doctor" and the doll is a "living girl", and therefore being excluded from the game leads to their dreams being shattered and they feel sad. The game also develops thinking, attention, endurance, patience, ingenuity, ingenuity, speech in children, and also plays a big role in the formation of skills. Children usually demonstrate in their games the behavior patterns that they see in adults, the actions of family members in public life. Practice shows that the behavior of children in the same conditions during the game in different ways is an indicator of the environment in which they were brought up. Therefore, parents and educators should first of all control their behavior and use all the possibilities of the educational environment to teach children to the rules of behavior. Noting the great role of play in the development of children, the great teacher A. Makarenko wrote that the importance of play in the lives of children is as important as work and activity in the lives of older people [4]. Given the importance of play in children's lives, parents and educators should always guide and supervise children's play. Children always want to play and learn about their surroundings through play. However, when a child, being the only one in the family, says that he wants to play at home with adults, with his parents, this is not welcome, and this is wrong from a pedagogical point of view. Thus, when a child says "Play with me" to a

father, mother, or other adult in the family, unpleasant objections from adults such as “I am busy” or “I have a lot of things to do” cause offense in him. But children are very happy when they play with their parents and get great pleasure from such games. Since the family is considered the first “school” of the child, the control and guidance of his play by the family further contributes to the successful continuation of this process in preschool educational institutions.

Practice shows that the rules of games in the preschool period (middle, senior and preschool) differ from each other in terms of difficulty. For example, in the period of 3–4 years, if he follows the simple rules of the game according to the instructions of adults, development is observed already at the age of 4–5 years. So, at the age of 4–5 years, a child who implements the rules of the game in a team on the basis of independent activity and responsibility, observes the elementary rules of behavior, and already at the age of 5–6 years, the rules of the game are partially complicated, and the child’s activity is manifested in his constructive abilities, objects and events. During this age period, by implementing the rules of the game, children show independence in their behavior, freely demonstrate the rules of behavior they have learned to their friends and people around them.

Studies show that the formation and development of a culture of behavior in children, starting from preschool age, is more easily achieved in the process of organizing lessons with play. Another striking example of the above is the organization of sports-oriented didactic games at a certain stage of physical education. Thus, the use of sports-oriented didactic games in physical education classes plays a stimulating role in mastering the culture and rules of behavior by children.

Analysis of major research and publications. The study of the problem showed that the concept of a culture of behavior, its essence, content, tasks, teaching methods are not clearly expressed. Thus, in the studies of teachers and psychologists regarding the formation of a culture of behavior, there are a number of differences. The culture of behavior given in the classical and modern literature, relating to both the school and preschool levels of education, is essentially the same in terms of its parameters, the rules that are different in content and the requirements placed on them indicate different approaches to the formation of a culture of behavior.

In his Ph.D. thesis, Associate Professor L. Amrahli studied the formation of the moral qualities of preschoolers, considered the problems of moral development in Eastern philosophical thought, the dynamics of the formation of the moral qualities of preschoolers in psychology. He studied the psychological features of spiritual education, developed the features of its manifestation and

methods of formation [6].

Associate Professor Sh. Gasanova noted that in the development of the behavior of younger students, first of all, the family plays a large role in developing the rules of cultural behavior, noted that as a result of the observance by teachers of the requirements of the rules of behavior, they turn into skills in children, and play a large role in their development, in this regard, he explored the possibilities and ways of developing educational work in the process of teaching certain subjects in the primary grades, in extracurricular and extracurricular activities [7].

Doctor of Philosophy in Pedagogy M. Gasanov in his dissertation focused on the importance of using oral teaching methods and their independent activity in the formation of moral values and culture of behavior of students in physical education classes [8]. Professors N. Kazymov and A. Gashimov gave recommendations on the issues of education and its components in the textbook "Pedagogy" prepared by them together. The textbook covered such issues as instilling such qualities as friendship, justice, honesty and truthfulness, sincerity, humanity, education of high moral qualities in schoolchildren [9].

Doctor of Pedagogical Sciences F. Ibragimov and prof. R. Huseynzade in their works explained the main areas of work related to the education of a culture of behavior. They reviewed and analyzed the ideas of ancient Azerbaijani thinkers and European classics about upbringing and education. The authors call moral education a set of behavior patterns in society, the improvement of these norms in accordance with the economic conditions in society, the need for parents and educators-teachers to apply certain principles and methods of behavior formation, accustoming children to follow these rules, their behavior in accordance with the national mentality, customs and traditions [10].

Associate Professor A. Nazarov in the textbook showed the role of the educator-teacher in shaping the culture of children's behavior, the possibility of pedagogical knowledge, communication, pedagogical skills, activity behavior in the approach to the child. The manual notes the possibilities of social, constructive, gnostic and organizational skills of a teacher and educator-teacher in the development of a culture of children's behavior and their role in the conditions of humanization and democratization of education [11]. Associate Professor H. Salimkhanova showed the effectiveness of using oral folk art and folklore samples in kindergartens in the first and second half of the day, as well as in her free time, when performing various activities in relation to the formation of a culture of behavior [12].

Professor A. Alizade and prof. A. Abbasov sees the formation of children's

behavior in the relationship of parents to each other in the family. At the same time, they focus on issues of parental sympathy and respect for each other, the impact of positive psychological techniques in child-parent relationships on the formation of a culture of children's behavior [13].

AIM AND TASKS / МЕТА ТА ЗАВДАННЯ

Purpose – to determine the didactic basis of work on the development of a culture of behavior of preschoolers in physical education, to prepare innovative samples of exercises with sports-oriented didactic games.

The **tasks** of the research include:

- to determine the didactic basis for the development of a culture of children's behavior in physical education;
- to reveal the possibilities of a culture of behavior in software and methodological tools;
- to analyze the program of preschool education, theoretical and pedagogical literature on the problem;
- analyze the situation related to the problem of preschool age groups (3–6 years old) in physical education classes;
- to determine the degree of compliance by parents with the requirements for the formation of a culture of behavior of preschool children in the family and the level of interaction between the educator-teacher-parent on the problem.

THE THEORETICAL BACKGROUNDS / ТЕОРЕТИЧНІ ОСНОВИ ДОСЛІДЖЕННЯ

The theoretical basis of research in the field of behavior culture formation is scientifically and methodically substantiated experimental representations of the problem, didactic foundations for the formation of a culture of behavior of preschoolers in physical education, as well as sports-oriented didactic gaming technologies.

Research shows that sometimes conflicting situations arise when children learn the rules of behavior through imitation in physical education classes. Thus, since learning is the basis of didactics, a contradiction arises between the individual learning abilities of the child and the demands of the collective. For example, during the game, objects, depending on their shape, direction, etc. A child who cannot stand out and group himself, drops out of the game, and this creates self-doubt in the child.

The game also develops children's thinking, attention, endurance, patience, ingenuity, ingenuity, speech, etc. plays an important role in the

formation of skills. Children usually demonstrate in their games the behaviors they see in adults, in the actions of family members in public life. Experiments show that the behavior of children in the same conditions during the game in different ways is an indicator of the environment in which they were brought up. Therefore, parents and educators should first of all control their behavior and use all the possibilities of the educational environment to teach children to the rules of behavior.

Games are divided by educators into two groups:

- creative games;
- games by the rules.

Children invent and create creative games. They create a game based on their creative imagination in accordance with the events that they see in the world around them. Although children do not reflect what they see in the game, they combine these ideas with their imagination, role-play and express their emotions in a natural way.

Games by the rules are brought into the lives of children by adults, and such games are grouped by age depending on the complexity of their content. Since games by rules are subject to certain rules, children participate in the game by mastering these rules. During the game, the rules regulate the behavior of the child and help to play effectively.

Games by rules are divided into two types:

- outdoor games;
- didactic games.

Outdoor games according to the rules are national games created by the people over the centuries. With a long history and a reflection of our folklore, these games are always loved for their colorful content and simple humor. Ordinary animation games are performed according to plan, with content ready. In such games, children are invited to perform certain actions – run to an obstacle, catch a ball, etc. Hence the name of dynamic games, and these games are of great importance in the physical, mental and spiritual education of children. In dynamic games, the thoughts and actions of children are organically connected with each other, and their relationships with friends are regulated by certain rules. Dynamic games teach children to follow the rules of behavior, responsibility, initiative, speed.

The conducted experiments show that the use of sports-oriented didactic games in physical education classes, being one of the main activities of children, serves their physical and psychological development, in a word, their overall development. In this regard, when organizing "sports-oriented" didactic games

for physical education, paired pictures with sports equipment, toys of individual sports equipment by type, color, etc. finding, grouping, naming them during word games related to health, cleanliness, etc. guessing riddles, talking on various topics related to the culture of behavior, etc. plays an important role in shaping the culture of children's behavior.

As you know, the game is important both in the physical and psychological development of children. During the game, children show high emotionality, activity, independence, have independent decision-making, will and initiative, achieve their goals, overcome difficulties, etc. form skills. Neglecting children to play, preventing them from showing interest in the game, not creating conditions for them to play is contrary to the development of children in terms of education and upbringing. Because the game forms in children the ability to follow the rules, and children follow these rules voluntarily. Rules, in turn, regulate children's behavior and help them play effectively.

Since the game is an active, creative, educational activity, modern world education prefers the organization of training in preschool educational institutions with games. The organization of play activities that serve the overall development of children, using the following technologies, is one of the main conditions:

- independence in play activities (this occurs due to the desire and pleasure of the child from the process of activity);
- creativity in play activities (the child improvises in the game, i.e. acts without prior preparation);
- emotional organization of activity (display of the emotional arousal of the child according to the content of the game).

RESEARCH METHODS / МЕТОДИ ДОСЛІДЖЕННЯ

To achieve the goals and objectives set in the process of research, in the systematic study of the problem in physical education, the analysis of theoretical and methodological literature, observation, survey, diagnostic and final questionnaires, methods of pedagogical experiment were used.

RESULTS OF THE RESEARCH / РЕЗУЛЬТАТИ ДОСЛІДЖЕННЯ

Studies show that the formation and development of a culture of behavior of children in physical education classes in preschool educational institutions with the help of sports-oriented didactic games, the implementation of standards selected for the components of behavior in physical education classes, and their implementation in the classroom on a regular basis creates motivation

in children. to learning and contributes to a deeper acquaintance with the rules of conduct in a positive atmosphere, creates sufficient conditions for them to be easily assimilated.

Experiments show that the use of sports-oriented didactic games in physical education classes and teaching children to observe the following requirements during these games contributes to the effective result of the lesson:

- you should carefully listen to the explanation of the educator-teacher about the rules and conditions of the game;
- knowing the beginning and end of the game, you need to strictly monitor the completion of the task at the set time;
- when the teacher-teacher, who is a facilitator, directs children to find the right answer, research should be carried out;
- in the course of a didactic game organized with various forms of education, based on the functions of substandards, communication with friends and a teacher-teacher should be established in accordance with ethical rules;
- must work together, avoiding conflicts;
- must refrain from making improper noise, violating discipline and refusing to participate in the game;
- didactic objects and toys should be used carefully, shared with friends, and toys should be carefully put away after the game is over.

It follows from the formulated requirements that the correct selection and methodically effective organization of didactic games in physical education classes, in addition to playing a big role in the formation and development of a culture of behavior of preschoolers, prepare them for a kind of independent activity and work.

CONCLUSIONS AND PROSPECTS FOR FURTHER RESEARCH / ВИСНОВКИ ТА ПЕРСПЕКТИВИ ПОДАЛЬШИХ ДОСЛІДЖЕНЬ

It should be noted that along with didactic games, didactic toys play an important role in the development of a culture of children's behavior in physical education. Because didactic toys, being "playmates" and "favorites" of the child in the game, are for children the most important means of acquiring knowledge on the subject. The fact that toys develop children's thinking and imagination, have the character of a living character in the game, expand the circle of children. Although toys differ from each other in form and material, they are the leading forces of the game and have a strong influence on the formation of the child's personality, the culture of his behavior, the culture of handling toys. Figuratively and didactically important toys contribute to the development of

children's behavior, speech culture, enrichment of vocabulary, sensory skills. The use of sports toys by children in physical education classes contributes to their mental and physical development. For example, playing with a ball brings children together as a team and ensures their physical development, as well as independent activities in a positive way. Manipulations with toys during the game help children learn the shape, material, color, size of the toy by creating ideas about them and developing their sensory skills.

In modern pedagogical literature, toys are classified according to the variety of use. Among them, toys related to sports activities that differ from each other in color, games related to the board type of sports and didactic games (lotto, paired pictures, pictures divided into parts and cubes) have an effective impact on the formation of children's behavior with each other in physical education classes.

Prospects for further research in this direction. In order to protect the health of children during play, special attention should be paid to ensuring that toys comply with hygiene requirements. So, it is important to keep toys clean, handle them carefully, put them back after playing, and wash your hands with soap and water. Thus, when organizing sports-oriented didactic games in physical culture, didactic toys, pictures, word games, related to sports, sports equipment are used. The study again showed the influence of children's speech skills by listing the names, rules of use and features of sports games and equipment, working together with friends, establishing communicative relationships on the formation of a culture of children's behavior.

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ФОРМУВАННЯ КУЛЬТУРИ ПОВЕДІНКИ ДІТЕЙ ДОШКІЛЬНОГО ВІКУ В ІНТЕРАКТИВНИХ ЕТАПНИХ ЗАНЯТТЯХ ФІЗКУЛЬТУРОЮ, ОРГАНІЗОВАНИХ З ДИДАКТИЧНИМИ ІГРАМИ СПОРТИВНОГО СПРЯМУВАННЯ

Мамедова Кіфаят Рашид,

головний спеціаліст відділу розвитку дошкільної освіти
Інституту освіти Азербайджанської Республіки.
Баку, Азербайджанська Республіка.

 <https://orcid.org/0000-0003-1360-5909>
k.memmedova@arti.edu.az

Анотація. У статті розглядається роль і значення дидактичних ігор спортивного спрямування у формуванні культури поведінки дітей дошкільного віку на заняттях фізичною культурою; наводяться приклади проведення занять з ними в середніх, старших і дошкільних групах, пов'язаних з дослідженням. Значення інтеграції чотирьох напрямів розвитку програми (навчального плану) дошкільної освіти у

формуванні фізичних і пізнавальних, естетичних і соціальних навичок дітей під час організації інтерактивних етапних занять фізичною культурою з дидактичними іграми спортивного спрямування також відображено у статті. Таким чином, інтегрована реалізація змістових стандартів напрямів «Фізичний розвиток, здоров'я та безпека», «Когнітивний розвиток», «Естетичний та творчий розвиток» та «Соціально-емоційний розвиток» відповідно до інтерактивних етапів навчання відкриває шлях до досягнення мети, поставленої у навчання, а також забезпечує орієнтованість навчання на результат. Це, насамперед, дає можливість дітям легко та позитивно продемонструвати набуті знання про правила поведінки відповідно до заданого стандарту під час освітнього процесу або самостійно у своїх навичках поза навчанням. Розповідання спортивних ігор, спортивного обладнання та способів їх використання створює умови для введення у словник дітей нових слів, збагачення словникового запасу, розвитку мовлення, формування та розширення уявлень про спортивні ігри, виховання культури слухання, з повагою ставитися до оточуючих тощо. Як видно, дидактична гра служить загальному розвитку дітей і виконує як навчальну, так і ігрову роль. Дослідження показують, що цілеспрямована організація дидактичних ігор спортивного спрямування відіграє роль мотиву залучення дітей до гри. Забезпечуючи дітям спілкування, взаємодію, активність і захопленість у грі, такі ігри створюють умови для формування у них культури поведінки, легкого засвоєння знань і вмінь. Регулярне проведення дидактичних ігор спортивного спрямування у заняттях фізичною культурою супроводжується демонстрацією дітьми засвоєних правил поведінки на тлі старших, однолітків і молодших, закріплюється їх поведінка. Разом з цим ефективності роботи служить регулярна організація вихователями-педагогами та батьками роботи в напрямку систематичної організації розвитку культури поведінки дітей за поведінковими компонентами та проведення їх у рамках взаємної співпраці.

Ключові слова: дошкільний навчальний заклад; заняття фізичною культурою; культура поведінки; критерій; вихователь-учитель; дитина; батькові; взаємне співробітництво; розвиток; група; інтеграція; дидактична гра спортивного спрямування; інтерактивний; напрями розвитку; співробітництво.

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