

Methodology for Developing Respect for Cultural Values in Preschool Children Based on An Integrative Approach

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ABSTRACT

This article examines the pedagogical and psychological foundations for developing a sense of respect for cultural values in preschool children, as well as a methodology based on an integrative approach. The main idea of the study is that, in the preschool education process, cultural values should not be taught merely as the subject matter of separate activities or as a means of transmitting information. Instead, they should be introduced in close connection with children's daily activities, play, verbal communication, artistic and aesthetic activities, musical activities, family experiences, interactions with nature, and social cooperation with peers. For this purpose, the article explores the interrelationship among the concepts of "cultural values," "respect for cultural values," "integrative approach," "cultural competence," and "social-emotional development." The study substantiates the potential of such research methods as analysis, comparison, generalization, pedagogical modeling, observation, interviews, examination of children's activity products, and diagnostic approaches. An analysis of international practices demonstrates that recognizing children's family and cultural experiences, valuing their mother tongue, respecting different cultures, learning through play and art, and establishing cooperation with families are important methodological principles in contemporary preschool education. The developmentally appropriate practice principles of the National Association for the Education of Young Children (NAEYC) also identify children's individuality, family, language, cultural background, and social environment as important components of pedagogical decision-making. The article presents a model for developing respect for cultural values consisting of motivational-emotional, cognitive, activity-behavioral, and reflective components. Based on this model, a system of integrative activities is proposed, including "My Family – My Values," "Colors of National Heritage," "Understanding Values through Fairy Tales," "Music and Traditions," and "Different Cultures – Universal Human Values." An important feature of the methodology is that it combines respect for national cultural heritage with a tolerant attitude toward the cultures of other peoples.

Keywords: Preschool education, cultural values, sense of respect, integrative approach, cultural competence, national heritage, cultural diversity, family, play, art, socio-emotional development, pedagogical methodology.

INTRODUCTION

In the context of globalization, the rapid expansion of digital communication, increasing migration processes, and intensified interactions among different cultural groups, developing children's ability to understand their own cultural roots while maintaining a respectful attitude

toward other cultures has become one of the important tasks of modern education. From a pedagogical perspective, it is particularly important to begin this process during the preschool years. This is because early childhood is the period when children actively begin to develop their sense of self, understand their family and

immediate social environment, acquire their language and traditions, and internalize the behaviors and practices of the people around them. The cultural identity of children and their participation in cultural life are also specifically recognized in international legal and educational documents. Article 29 of the United Nations Convention on the Rights of the Child states that education should be directed toward developing respect for the child's own cultural identity, language, and values, as well as for other civilizations. Article 31 of the Convention establishes the child's right to participate freely in cultural and artistic life. These provisions are particularly relevant to preschool education because, for a young child, culture is not an abstract theory but an experience embedded in everyday life. Children acquire cultural experiences through the ways people greet one another in their families, address adults, welcome guests, sing songs, tell stories, prepare food, celebrate holidays, and interact with one another within the family. Therefore, the process of developing cultural values in preschool educational institutions should not be limited merely to "national holidays," "traditional clothing," or "folk tales." Rather, it should be incorporated into the child's entire educational and developmental experience. This perspective is also consistent with contemporary international approaches to early childhood education. The National Association for the Education of Young Children (NAEYC), in its current position on developmentally appropriate practice, emphasizes that, in understanding children's development and learning, it is necessary to consider not only their individual characteristics but also their social, cultural, linguistic, and historical contexts. UNESCO's contemporary approaches to culture and arts education likewise regard culture and the arts as central components of education and recommend beginning the appreciation of cultural diversity in early childhood. UNESCO documents emphasize the need to integrate cultural heritage, local knowledge, home languages, local cultural expressions, and forms of artistic expression into the educational process from the earliest stages of childhood education. In this regard, the concept of an "integrative approach" is of particular methodological importance to the present study. An integrative approach views the child's cultural ensures that children acquire cultural values holistically through various types of activities. For example, within the framework of a single topic, such as "Family Values," a child may create a story, draw a picture of family members, listen to a family song, participate in a role-playing activity, count family members during a mathematical activity, and talk about traditions practiced in their own

family. Thus, integration should not be understood as an increase in the amount of content, but rather as the connection of a single content area with different domains of children's development.

THEORETICAL AND METHODOLOGICAL FOUNDATIONS OF THE PROBLEM

The Pedagogical Meaning of the Concept of Cultural Values Cultural values refer to material and spiritual forms of meaning that have been shaped by society throughout its historical experience and transmitted from one generation to another. They are manifested through language, customs, traditions, art, music, literature, folklore, family relationships, moral norms, historical memory, work culture, attitudes toward nature, and forms of everyday behavior. For preschool children, the content of cultural values should be revealed not through complex theoretical categories, but through concrete images and real-life situations.

For example:

respect for adults – through greeting and helping others; respect for the family – through caring for family members; respect for the mother tongue – through words, proverbs, and songs used within the family; respect for national heritage – through crafts, traditional clothing, music, and fairy tales; respect for nature – through careful and responsible attitudes toward trees, animals, and water; respect for other cultures – through comparing the games, music, and fairy tales of different peoples; peace and friendship – through cooperative play and group activities. Thus, for preschool children, the concept of "value" is internalized more deeply through "feeling," "acting," and "expressing an attitude" than through mere "knowing." Psychological Characteristics of the Sense of Respect A sense of respect does not emerge in children in a fully developed form all at once. It develops through emotional experiences, observation, adult role modeling, social interaction, and repeated participation in activities. During the preschool period, children: observe people who are close to them; imitate their behaviors; develop emotional responses to particular behaviors; understand what is considered "good" and "bad" through adults' reactions; gradually begin to apply behavioral norms independently. Therefore, explanation alone is insufficient for developing respect for cultural values. Educators themselves should demonstrate respect for children's cultural experiences, listen to families, respond positively

to diverse cultural expressions, and refrain from discriminatory stereotypes. The recommendations of the National Association for the Education of Young Children (NAEYC) likewise emphasize that educators should value children's cultural backgrounds, languages, and family experiences in the educational process and avoid language or behaviors that may contribute to stereotyping, discrimination, or exclusion.

THE ESSENCE OF THE INTEGRATIVE APPROACH

An integrative approach in preschool education involves organizing children's developmental domains in an interconnected manner rather than treating them as separate areas. Within the framework of this study, the integrative approach encompasses the unity of the following six areas:

Language and Communication. Children tell stories, listen to proverbs and words of wisdom, and talk about family traditions. Social-Emotional Development. Children recognize the feelings and emotions of others and demonstrate respect and empathy. Artistic and Aesthetic Activities. Children explore national patterns and motifs, music, dance, songs, and examples of traditional folk art. Cognitive Development. Children compare different cultures and identify their similarities and differences. Physical Development. Through traditional games and movement-based games from different cultures, cultural experiences are connected with active physical movement. Collaboration with Families and the Community. Parents, grandparents, community representatives, and cultural practitioners are involved in the educational process. The integration of these areas helps embed cultural values throughout the child's overall developmental system.

INTERNATIONAL EXPERIENCE AND CONTEMPORARY APPROACHES

The issue of cultural diversity and respect for values in preschool education has received increasing attention in international pedagogical research. The National Association for the Education of Young Children (NAEYC), in its position statement "Advancing Equity in Early Childhood Education," emphasizes the need to organize education based on each child's and family's strengths, cultural background, language, abilities, and experiences. It also stresses that children should see their

families and everyday experiences positively reflected in the educational environment. The key pedagogical conclusion of this approach is that it is not sufficient to limit cultural diversity to "special days" or "separate events." Rather, it should become an integral part of the everyday learning environment. According to NAEYC, learning is a social process that is deeply connected with culture, social relationships, and language. The family, in turn, constitutes the child's initial and primary context for development and learning. UNESCO likewise regards culture and the arts as integral components of inclusive, equitable, and quality education. The UNESCO Framework for Culture and Arts Education emphasizes the importance of incorporating cultural diversity, local knowledge, languages, traditions, and cultural expressions into education from early childhood. These international approaches can provide a methodological foundation for developing intercultural respect and tolerance among children in the context of Uzbekistan, alongside the study and appreciation of national cultural values. The underlying principle can be expressed as follows: "Understanding one's own culture is a pathway to respecting other cultures." This principle does not place national identity and universality in opposition to one another. On the contrary, as children develop an understanding of their own family and national culture, they become more prepared to appreciate and accept the cultural experiences of others.

METHODOLOGY

In this article, a methodology for developing a sense of respect for cultural values among preschool children was developed on the basis of theoretical and methodological analysis and pedagogical modeling. The purpose of the study is to identify the pedagogical conditions for developing positive attitudes, respect, interest, and practical behavior toward cultural values among preschool children through an integrative approach.

Research object – the socio-cultural development of children within the preschool education process. Research subject – the methods, tools, and integrative pedagogical conditions for developing a sense of respect for cultural values.

Research objectives: to determine the pedagogical content of the concepts of cultural values and a sense of respect; to analyze the characteristics of studying the cultural experiences of preschool children; to examine international

pedagogical approaches; to develop an integrative methodological model; to identify the necessary pedagogical conditions; to develop criteria for evaluating the results.

The following methods are considered appropriate for use in the study: pedagogical observation; individual and group conversations; analysis of children's activities; interviews with parents; pedagogical experiment; diagnostic tasks; analysis of children's activity products; comparative analysis; pedagogical modeling. An important principle of the research methodology is to view children's cultural experiences not as a "deficit," but as a resource for development. NAEYC likewise recommends integrating children's family backgrounds, languages, and cultural experiences into the educational process.

MODEL FOR DEVELOPING RESPECT FOR CULTURAL VALUES

The proposed model is based on four main components:

Component	Content	Expected Outcome
Motivational-emotional responses	Interest in cultural values and positive emotional responses	Interest in values
Cognitive	Basic knowledge of values, customs, traditions, and symbols	Understanding
Activity-behavioral situations	Demonstrating values in practical situations	Respect-based behavior
Reflective behavior and understanding	Evaluating one's own behavior and understanding the perspectives of others	Conscious attitude

Motivational-Emotional Component

At the first stage, a positive emotional attitude toward cultural values is fostered in the child. For example, the educator activates the child's personal experiences by asking questions such as: "How does your family welcome guests when they visit?" "What kind of fairy tales does your grandmother tell you?" "What song do you like to listen to or sing at home?" Such questions encourage children to recall their personal experiences and connect them with cultural values.

Cognitive Component

At this stage, children are provided with age-appropriate knowledge about cultural phenomena.

For example:

traditional clothing; traditional musical instruments; folk tales; traditional games; family traditions; traditional foods; handicrafts; holidays and celebrations; the mother tongue; local historical monuments.

Activity-Behavioral Component

This is one of the most important stages. Children do not merely talk about values but demonstrate them through their behavior in practical situations.

For example:

greeting others; helping adults; welcoming guests; listening to peers; sharing toys; showing respect for another child's customs and traditions; explaining a tradition practiced in their own family.

Reflective Component

At the preschool age, reflection is carried out in simple and age-appropriate forms.

The educator may ask questions such as: "What did you learn today?" "Which tradition did you like?" "What would you do if your friend's tradition were different from yours?" "How did you feel when you heard a song from another culture?" Such questions encourage children to reflect on their experiences, express their feelings, evaluate their own behavior, and gradually develop an understanding of the perspectives and cultural practices of others.

THE INTEGRATIVE PROGRAM "THE WORLD OF CULTURAL VALUES"

The article proposes a methodological module tentatively entitled "The World of Cultural Values" for children aged 5–7. The program consists of five major thematic modules.

Module 1. "My Family – My Values"

Objective: To develop children's understanding of family, kinship, care, and mutual respect.

Activities:

drawing a picture entitled “My Family”; looking at family photographs; the storytelling activity “In Our Family...”; role-playing; creating a family tree.

Integration:

Language + visual arts + mathematics + social-emotional development.

Module 2. “Colors of National Heritage”

Objective: To develop children's interest in national ornaments, patterns, traditional clothing, and folk art.

Activities:

drawing patterns; observing traditional ornaments; identifying and distinguishing colors; creating simple ornaments; talking about traditional handicrafts.

Integration:

Arts + mathematics + language + cultural knowledge.

Module 3. “Understanding Values through Fairy Tales”

Folk tales are a natural means of communicating moral and cultural meanings to children.

After a fairy tale, the educator may ask questions such as: Why did the character do something good? Whom did the character help? What would you do if you were in the character's place? Which value was demonstrated in the fairy tale?

Integration:

Literature + language + dramatization + social-emotional development.

Module 4. “Music and Traditions”

Children listen to examples of traditional music, perform simple rhythmic movements, and compare musical melodies from different cultures. An important methodological principle is that music from another culture should not be presented as “strange” or “foreign,” but rather as “different yet interesting.”

Module 5. “Different Cultures – Common Values”

This module establishes the international dimension of the methodology.

Through simple examples, children are shown that different peoples share values such as:

family; friendship; affection and care; helping others; peace; work; protecting nature.

SAMPLE INTEGRATIVE ACTIVITY

Topic: “Welcoming Guests – A Cultural Value”

Age group: 5–6 years

Objective: To develop children's understanding of hospitality, respect, politeness, and helping others.

Stage 1. Emotional Introduction

The educator demonstrates that a “guest” has arrived in the group using a puppet.

Question:

“What do we do when a guest comes to visit?” The children's responses are listened to and discussed.

Stage 2. Storytelling

The educator tells a short story:

“One day, Anvar's grandmother came to visit his family. Anvar welcomed his grandmother, greeted her, showed her a place to sit, and helped his mother.”

Stage 3. Discussion

The educator discusses the following topics with the children:

greeting others; respecting adults; helping others; welcoming guests.

Stage 4. Role-Playing Activity

Children take on the roles of “guest,” “host,” “mother,” and “child.”

Stage 5. Artistic Activity

Children draw a picture entitled “The Table Prepared for a Guest.”

Stage 6. Reflection

The educator asks:

“What good thing did we learn to do today?” “What should we say when a guest comes?” “How can we show respect?” Thus, within a single topic, language development, social-emotional development, play, visual arts, and moral education are integrated.

THE ROLE OF THE EDUCATOR

The effectiveness of the integrative methodology largely depends on the educator's professional approach and position.

The educator should:

value children's cultural experiences; listen to families; avoid creating stereotypes about different cultures; avoid comparing children in ways that may lead to discrimination; demonstrate respect for different languages; ensure that every child feels “seen,” included, and valued within the group; provide broad opportunities for play and creative activities. NAEYC's recommendations on equity emphasize that children's and families' languages, cultures, and everyday experiences should be meaningfully reflected in the educational environment, stereotypes about different groups should be addressed, and children and families should be involved in planning learning activities. The educator's communicative approach is also important. For example, the following statements can contribute to a positive pedagogical environment:

“So, this is how it is done in your family. That is very interesting.” “It may be different in other families.” “Knowing about our differences helps us understand one another better.” Such an approach protects children's cultural identities while simultaneously fostering respect for others.

COLLABORATION WITH PARENTS

Cultural values are not only developed within preschool educational institutions but are also reinforced within the

family. Therefore, the “educator–child–parent” triad should be regarded as the main group of participants in the methodology.

The following forms of collaboration with parents are recommended:

“Our Family Tradition”

Project Each family prepares a short story about a unique or meaningful family tradition. “My Grandmother's and Grandfather's Childhood”

The child listens to childhood memories shared by an older family member.

“Family Recipe”

The family tells a story about a dish that is important or meaningful to them.

“My Family's Song”

A song that the family enjoys is shared with the children.

“One Object – One Story”

The family tells the story of an old or meaningful object kept in the family.

Such activities transform the child's family into an active participant in the educational process. NAEYC recommends viewing families as important partners who possess valuable knowledge about children's development and learning and incorporating their cultural knowledge into the curriculum.

CRITERIA FOR ASSESSING CHILDREN'S RESPECT FOR CULTURAL VALUES

A four-level assessment system can be proposed to evaluate the effectiveness of the methodology.

High Level

The child: independently explains certain values related to their family and national culture; treats the cultural experiences of other children with respect; does not evaluate cultural differences negatively; actively participates in culturally oriented activities; independently demonstrates respect and helpfulness through their

behavior.

Intermediate Level

The child: recognizes certain types of cultural values; can explain them with the help of the educator's questions; demonstrates respectful behavior during play; shows interest in other cultures.

Basic Level

The child:

recognizes some cultural symbols or features; requires additional explanation; demonstrates respectful behavior with guidance from adults.

Low Level

The child:

shows little interest in cultural values; may evaluate differences negatively; experiences difficulty accepting the experiences of peers; participates minimally in play and discussions. However, when conducting such an assessment, children's behavior should not be evaluated independently of their family or cultural context. NAEYC also emphasizes that educators should consider how their own cultural assumptions and biases may influence the assessment of children's behavior.

MECHANISM OF THE METHODOLOGY'S EFFECTIVENESS

The effectiveness of the proposed methodology can be explained through the following logical sequence:

Cultural environment → interest → emotional experience → knowledge → activity → social behavior → reflection → stable attitude of respect.

In this process, each component complements the others. If a child only acquires knowledge about cultural values but does not apply this knowledge in practical activities, such knowledge may not develop into a behavioral attitude. Similarly, if a child wears traditional clothing only during celebrations but does not develop the ability to demonstrate respect toward others in everyday life, the goals of cultural education cannot be fully achieved.

Therefore, activity lies at the center of the methodology.

The child:

observes; listens; feels; speaks; plays; creates; compares; cooperates; draws conclusions.

DISCUSSION

In addressing the development of respect for cultural values among preschool children, two major risks can be identified. The first risk is formalism. In this case, cultural education is limited to holidays, traditional clothing, songs, and decorative elements. The second risk is stereotyping. This occurs when children develop a rigid and oversimplified perception that "everyone in a particular culture does things in the same way." The integrative methodology is designed to address both of these problems. For example, when studying traditional clothing, children should not only learn its name but also explore its colors and decorative elements, its connection with traditional craftsmanship, its role in family ceremonies, and its similarities and differences compared with clothing from other cultures. Similarly, when teaching cultural values, it is important to avoid creating an opposition between "us" and "them." Instead, the principle of "different forms – shared human meanings" can be applied. For example, forms of greeting may differ across cultures. However, the function of greeting as an expression of respect and as a way of initiating communication between people may be shared. Likewise, fairy tales from different cultures may differ in their characters, events, and imagery; nevertheless, themes such as kindness, friendship, courage, diligence, and helping others can be found across many cultural traditions. This approach contributes to the development of children's cultural competence. Contemporary UNESCO frameworks for culture and arts education likewise consider appreciation of cultural diversity, creativity, empathy, solidarity, and pluralistic thinking as interconnected educational goals. The United Nations Convention on the Rights of the Child also directs education toward developing respect for the child's own cultural identity as well as for other civilizations. Thus, education for respect for cultural values should be viewed not merely as national or cultural education, but also as an initial foundation for children's future social and intercultural competence.

PRACTICAL RECOMMENDATIONS

The following recommendations have been developed for

preschool educational institutions: Create a culturally enriched learning environment in every group that children can actively use. Integrate elements of national culture into everyday activities. Regularly incorporate children's family experiences into educational activities. Make use of local history, traditional crafts, music, and folklore. Use age-appropriate materials about different cultures. Explain the concept of "different" not as something negative, but as a natural form of diversity. Connect cultural values with play and artistic activities. Involve parents in the educational process. Assess children's cultural behavior through systematic observation. Enhance educators' cultural competence Supporting multilingualism is also an important component of respect for cultural diversity. NAEYC recommends viewing young children's first languages as resources and supporting their continued use and development.

CONCLUSION

Developing a sense of respect for cultural values among preschool children is one of the important tasks of preschool education in the context of contemporary globalization. This process is directly related to the gradual development of a system of personal, family, national, and universal human values in children. The analysis demonstrates that developing respect for cultural values through the transmission of information alone is not sufficiently effective. Preschool children primarily internalize values through their direct experiences, emotional experiences, play, interactions with adults, cooperation with peers, and artistic activities. From this perspective, an integrative approach makes it possible to connect cultural values with different areas of preschool education. Language development, social-emotional development, visual arts, music, physical activity, play, the study of nature, and family collaboration are integrated into a unified pedagogical system. The methodological model proposed in the article consists of four main components: motivational-emotional, cognitive, activity-behavioral, and reflective. The consistent development of these components enables children to progress from simple interest in cultural values to a conscious and practical attitude of respect toward them. An important feature of the methodology is that it does not place national and universal human values in opposition to one another. Children first develop an understanding of their own family, language, traditions, and cultural heritage. At the same time, through exposure to the cultural experiences of other peoples, they learn to perceive diversity as a natural social

phenomenon. International pedagogical approaches support this direction. NAEYC's contemporary developmentally appropriate practice emphasizes consideration of children's social, cultural, and linguistic contexts, collaboration with families, and the creation of equitable and inclusive learning environments for all children. UNESCO promotes the integration of culture and the arts into education from early childhood, appreciation of cultural diversity, and the development of empathy, solidarity, and creativity among children. Thus, cultural education organized on the basis of an integrative methodology contributes not only to developing respect for national cultural values but also to fostering an open, positive, and tolerant attitude toward other people, other cultures, and universal human values. In future empirical studies, it would be appropriate to experimentally test the proposed methodology, conduct a comparative analysis of indicators between control and experimental groups, and determine its differential effectiveness depending on children's age-related and individual characteristics.

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