

EDUCATION OF PRESCHOOL CHILDREN

Maryambibi Djumaniyazovna Abdullaeva

Teacher of Chirchik State Pedagogical Institute

ABSTRACT

In the history of human learning (as in education) arose from the need to preserve and pass on available experience to the younger generation, preparing it, so for independent living. In recent years, the teaching language is increasingly included the concept of "teaching education"; "Educate training", emphasizes the unity of education and training of personality formation.

Keywords: preschool education, upbringing, training, knowledge system formation, personality formation.

INTRODUCTION

Education is aimed at forming a system of values, ways of social behavior. For training, the priority is the formation of a system of knowledge, skills, methods of cognitive and practical activity.

Since training affects the entire life of the student: it ensures the assimilation of knowledge, abilities, skills, experience of creative activity, an emotional and evaluative attitude to the world, to oneself, it plays the role of a system-forming factor.

Teaching is a teacher's professional activity aimed at transferring knowledge, abilities and skills to students. As we can see, the main goal of training is the transfer of knowledge, skills and abilities. But depending on the educational work, there may be goals for the general development of the child without claims to a programmatic nature (performed in conditions of play, work, individual communication, etc.).

But along with general goals, there are goals that are more specific, directing educational work in a certain direction. It is necessary to improve, for example, the speech development of the child, to expand the orientation in the environment, to develop the child musically. In order for these specific requirements to be fulfilled, children need to be educated through setting goals for solving a specific problem.

From the various relationships between the child and adults, an activity that we will call learning or learning activity can be isolated and formed at this stage. A characteristic of this activity is the child's assimilation of knowledge and skills.

LITERATURE REVIEW AND METHODOLOGY

Learning activity is the first type of learning, directly and directly aimed at mastering knowledge and skills. Learning activity does not follow directly from a variety of children's games and is not a game, but is formed under direct pedagogical influence.

Practice shows that children at preschool age need to be educated so that they can master the information and skills that are important for their correct development at this stage and prepare for school.

Learning is a specially organized interconnected activity of those who teach (teaching) and those who are taught (teaching). In addition to these two components of the learning process, there is a third - learning.

Learning is the result of the learning process, which is expressed in positive changes in the development of the child.

Educational activity requires a special psychological attitude of the child. More than all other activities, it is based on the development of a cognitive attitude towards reality in a preschool child.

Speaking about teaching as a special means of influencing children, we associate the results of its educational influence not only with certain knowledge and skills that children can acquire, but also with the assimilation of the method of acquiring them; not only with the fact that the child will have better developed attention, perception, memory, but also with the fact that all these individual mental qualities will give a more generalized expression of a certain type of activity (educational).

Analysis of educational activities carried out by D.B. Elkonin, V.V. Davydov, showed that it has its own structure, a specific structure, namely:

- educational task;
- educational activities;
- the control;
- assessment.

The central place in the structure of activity belongs to the educational task. A learning task should not be understood as a task that the child must complete in class.

The learning task is the goal. The essence of the goal is to master a generalized way of action, which will help to complete similar tasks, to solve problems of this type. So, the teacher sets a goal - to teach children to draw a deciduous tree. The main attention is paid to the development of the ability to convey the essential features of the subject: trunk, branches, their location. Having mastered the generalized way of

drawing a tree as such, the child will be able to use it when performing any specific task of similar content. Having taught the children a generalized way of compiling a riddle, the teacher varies the tasks, offering different material necessary for human labor, about animals, about garden flowers, etc.

Learning activities that solve learning problems consist of many different operations. In order for children to master educational actions, it is necessary first to perform them with the full development of all operations. At first, operations are carried out either materially - with the help of any objects, or materialized - using images, their iconic substitutes.

Formation of elements of educational activity; conditions necessary for the development of educational activities of a preschooler

The formation of learning activities, even with well-structured learning, is a long process. In preschool age, the prerequisites for educational activity are laid, and its individual elements are formed.

At a younger preschool age, in the classroom, it is necessary to form in children the ability to set goals for their own activities (at a stage from 2-3 years), to teach the development of various ways of activity (at a stage from 3-4 years). After 4 years, the child's activity acquires a clear focus on the final result. The teacher teaches children to listen to explanations, to complete the task without interfering with each other; maintains interest in the content of classes, encourages diligence, activity. All this is very important for the further development of educational activities.

RESULTS AND DISCUSSION

At the senior preschool age, the child forms the following elements of educational activity:

- the ability to determine the goal of the upcoming activity and ways to achieve it, to achieve results;
- self-control, which manifests itself when comparing the result obtained with a sample, a standard;
- the ability to exercise arbitrary control over the course of activities in the process of obtaining intermediate results;
- the ability to plan an activity, focusing on its result.

The activity of a teacher (teaching) is aimed at organizing the process of active assimilation of knowledge, skills, and abilities. Here, preliminary preparation of the

lesson is important (planning, provision of material and object equipment, creation of a favorable emotional environment).

In the lesson, the main thing in the teacher's activity is the organization of educational and cognitive activities of children. He does not abuse the communication of information, but involves children in the course of his reasoning, in the independent acquisition of knowledge, creates a situation of discovery.

The teacher must improve the teaching methodology in order to avoid stereotypes, clichés in the explanation, showing actions. Particular attention should be paid to teaching aids: their condition, artistic design, safety for children. An individual approach to children is important, taking into account their capabilities, development prospects.

Levels of development of educational activities and the degree of readiness of the child for learning and learning

The transition of children from the old type of behavior to the new takes a certain amount of time. New nerve connections arise, develop and consolidate only gradually. Practice shows that children only gradually begin to use the methods of action that the teacher tells them.

Therefore, it is important in the first period to clearly show the children the proposed path to them, as well as the successful completion of the work.

They were conditionally divided into three levels, which characterize different degrees of development.

The first level includes children: who

- 1 listen to directions
- 2 are guided by them in their work
- 3 in case of misunderstanding they ask questions
- 4 correctly evaluate the work of others
- 5 correctly assess their own work
- 6 get the results you want

The second level includes children who:

- 1 listen to instructions, conditionally adhere to them in work
- 2 self-control is unstable, carried out through the work of other children
- 3 tend to imitate other children when doing work
- 4 results are conditional

The third level includes children:

- 1 listen to directions, but do not seem to hear
- 2 are not guided by them in their work

3 k estimates are insensitive

4 results are not achieved.

A younger age is more susceptible to the influence of learning, children of this age quickly master the requirements of learning, are more mobile in developing skills to practice.

Education, begun at the age of three, provides the necessary direction for the development of children, strengthens a certain type of behavior. Under these conditions, children perceive learning immediately.

Principles of teaching preschoolers

By the principles of teaching we mean objective laws, the initial provisions that guide the teacher when selecting content, determining the forms of organization, methods and means of teaching. Principles underlying modern theory of preschool education:

The principle of upbringing education. In this principle, one of the laws of the learning process manifests itself, namely: the teaching activity of the teacher is predominantly always of an educational nature. The younger the children, the more closely teaching and upbringing act. Throughout the entire preschool age, teaching remains upbringing, and upbringing remains teaching.

The principle of developmental learning requires orientation of the educational process to the potential of the child. The principle is based on the regularity according to which learning is the driving force of the integral development of the child's personality, the formation of new qualities of mind, memory and other aspects of the psyche, as well as the formation of abilities, interests, inclinations.

The essence of the scientific principle is that the child assimilates real knowledge that correctly reflects reality. Knowledge can reflect reality with varying depths without losing its scientific character.

The principle of visibility. Full education should be based on the child's sensory experience, on his direct observation of the surrounding reality. The principles of visualization correspond to the basic forms of thinking of the preschooler. Visibility provides a strong memorization. It should be remembered that the overestimation of clarity in teaching can delay the development of verbal - logical thinking.

The principle of systematicity and consistency suggests that the assimilation of educational material goes in a certain order, system. This requires a logical construction of both the content and the learning process.

The principle of accessibility suggests correlating the content, nature and volume of educational material with the level of development, preparedness of children.

The principle of awareness of the learning process is close to the principle of consciousness and activity in learning. It suggests the need for the child to develop a reflective position: how did I know that I did not know, how I thought before, why I was wrong, etc. If a child understands what and why he made a mistake, what is still not possible, he takes the first step on the path to self-education. And the teacher will help him to take the next steps, encouraging, advancing success, and providing concrete assistance.

In the learning process, the joint activity of the teacher and the trainees is carried out in a certain order and in the established mode, in other words, it is clothed in a specific form. Historically, there were 3 forms of training organization: individual, group, (with a subgroup), frontal (with the whole group).

Each of the forms is distinguished by its specificity, which is expressed in the didactic goal, in the degree of independence of children, in the ratio of collective and individual work, in the features of pedagogical leadership.

The individual form of training organization contains many positive factors. The teacher has the ability to determine the task, content, methods and means of teaching according to the level of development of the child, taking into account the pace of assimilation of the material, the characteristics of mental processes, etc.

With each child in the group, the teacher periodically conducts an individual lesson of a control and diagnostic nature in order to identify the level of his exposure, while identifying problems in the assimilation of knowledge and skills. This is necessary to adjust the further education of children.

Group forms of training assumes that classes are conducted with a subgroup of no more than 6 people. The basis for recruiting can be personal sympathies, the commonality of their interests, but in no case coincidence in the levels of development. Each subgroup should have children with different levels of development, then the "strong" will become "beacons" for those who are often referred to as lagging behind. Providing such interaction of children in the educational process is the main function of the group form of education.

Frontal classes are also necessary in a modern preschool environment. Their content can be artistic activities. In these classes, the effect of "emotional influences of empathy" is important, which leads to an increase in mental activity, encourages the child to self-expression.

Teaching children is not limited to classes. Moreover, a child acquires a significant part of knowledge and skills without special training, in everyday communication with adults, peers, in the course of games, observations. Therefore, the teacher's task is to help the child acquire full knowledge outside of class.

CONCLUSION

In modern life, the problem of realizing the responsibility of adults to children is acquiring special relevance. Education is viewed as an integral form of pedagogical activity, including a system of interrelated tasks, content, forms of its organization, as well as the intended results, and the form of its organization determines the stability of the learning process, in which the leading role belongs to the adult. The harmony of the inner and outer world is possible in the conditions of the unity of the world of adults and children, the community of their being. The main task of the teacher is to create conditions that ensure the entry of children into a new world of adults and peers. He needs to be guided by the inner world of the child, which he has already developed. And only on the basis of this experience is harmonization possible, which means their normal development. It should be remembered that there is not only a culture of adults, but also a culture of children. Only by studying and understanding it, it is possible to provide children with a normal life and development.

The significance of the peculiarities of the educational activity of the preschooler, the foundations of the theory of learning, the principles, methods and forms of organizing the learning process, will help the teacher build his work in such a way that it stimulates the development of each child in accordance not only with age, but also with individual capabilities.

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