

Pedagogical Methods of Preschool Education

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Abstract. *The field of pedagogy that studies the laws, principles, tools, forms, methods and techniques of preschool education and the formation of their personality. It is closely connected with child psychology, anatomy and physiology of youth, medicine, hygiene, as well as linguistics, fine arts, and ethics. In the 2nd half of the 19th century a general ped. separated from. This is due, on the one hand, to the development of youth psychology and its emergence as a separate branch of science, and, on the other hand, to the emergence of children's institutions as a result of women's involvement in physics and industry. The English utopian socialist R. Owen was the first to substantiate the idea of social education for children from an early age and opened a preschool for proletarian children. From the same time, the pedagogy of preschool children was formed and developed as a special branch of science. At the beginning of the 20th century, the idea of developing a child's personality in the process of free upbringing became widespread.*

Keywords: preschool, method, education, upbringing, child, teachers, lesson, pedagogy.

Introduction

The main task of the pedagogy of preschool children is to develop the content, form and methods of educating preschool children. The theory of dialectical knowledge of the methodological basis of pedagogy of preschool children and the laws of evolutionary development of the individual, the Law of the Republic of Uzbekistan "On Education" of 1997 and the "National Program of Personnel Training", the spiritual and moral heritage of the Uzbek people and historical experience in child rearing, pedagogical views, pedagogy, psychology, philosophy, ethics, aesthetics, linguistics, medicine, human physiology and hygiene, anthropology. Research in preschool pedagogy and others is carried out through observation, pedagogical experience, interviews, document review, and the presentation of children's products. Based on these methods, research is conducted by researchers and educators in the field. Each observation process is recorded in detail and analyzed scientifically. In pedagogical practice, first of all, the pedagogical conditions created for the development of the child are considered. Only when pedagogical experience is carefully and objectively will it be possible to ensure the objectivity of the results of research. The method of conversation is this or that child, or a group. It allows children to learn better and identifies mistakes made in the educational process. Talking to children helps them identify their interests, their speech, their environment, and their attitudes toward people. It is also important to study the documents, ie the plans and reports of educators in kindergarten and communication, to draw theoretical conclusions. At the same time, these documents provide an opportunity to draw clear conclusions about the organizational work of preschool education. These findings help to explore parenting methods in turn. The method of analyzing the product of children's activities is an important research method of pedagogy of preschool children. The analysis of children's activities gives very half the results in shaping them.

Main part

Issues of pedagogy of preschool children in Uzbekistan Institute of Pedagogical Sciences of Uzbek Sciences, Tashkent ped. flour and other scientific research institutions. In particular, a number of studies conducted by the Uzbek Institute of Pedagogical Sciences in 1996-2000 aimed at updating the content of preschool education, in particular, the creation of basic textbooks such as "State requirements for the level of preparation of preschool children", "Third millennium child". . The most important research in the pedagogy of preschool children and others is the creation of the theoretical foundations of the system of sensory education. Because the main purpose of sensory education is to develop children's sensory abilities through the implementation of various types of activities. Preschool education is the initial stage of the system of continuing education and is organized in accordance with the requirements of the Law of the Republic of Uzbekistan "On Education", "National Training Program". Education creates the necessary organizational, methodological, psychological, pedagogical conditions for the upbringing of healthy adults in all respects, helps parents to prepare children for regular school education. In recent years, special attention has been paid to improving the system of pre-school education, updating the forms, tools and methods of educational content. The state and society have set the task of developing preschool children on the basis of a single requirement. The state requirements for preschool children were approved by the Cabinet of Ministers of the Republic of Uzbekistan on January 5, 1998 No. 5. It is determined in accordance with the "Regulations on State Educational Standards". The state requirements set out the basic requirements for the content of education for preschool children and the mineral requirements for their level of readiness for school, which is recognized as a state document and is mandatory for all educational institutions. The state requirements for the education of preschool children in the Republic of Uzbekistan consist of the following sections:

Soals and objectives of education for preschool children.

The main directions of education. This section is divided into the following sections. 1) physical development of children. 2) develop children's speech and thinking. 3) spiritual and cultural. Requirements for the level of readiness of children for school. The educative and developmental nature of education is a fundamental principle of modern education. It develops interesting work and cognitive processes in children's knowledge. To this end, the knowledge, skills and abilities imparted to children are gradually improved. As a result, children learn to follow the instructions and example of adults, to apply their previous knowledge in new activities, to monitor and evaluate their own behavior, work, and behavior. Children develop a conscious attitude to the task. Listening carefully to the explanations and instructions of the educator, striving for good results in their work, develops the ability to work carefully at a certain speed and consistency, increases the ability to work.

During the training, the educator takes into account the specific characteristics of each child at the level of attention, thinking, memory, knowledge and skills. For example, if the child is not able to tell a story on his own, the tutor will give him a plan on the topic and then assign him to do the work independently. A separate approach activates shy, sluggish children, and makes the task more difficult for children who master the material.

There is a specific aspect to the methods used in the pre-school group. Demonstration techniques are used not only in the movement method, but also to stimulate children's active thinking. For example, in a scenic drawing exercise, a sample demonstration is used to revive a memory, an imaginary image at the beginning of the lesson, and at the end of the lesson to compare what he has done with the pattern to check that he has done the drawing correctly. Oral method is of great importance in the correct combination of practical and game methods with the visual method in order to activate the learning process, so that children can master the knowledge thoroughly. Game methods, especially didactic games, do not lose their relevance. Because educational games, especially didactic games, help children better understand the learning task, which increases their voluntary attention, activates the activity and increases their interest in learning.

It is not enough to know the program well to successfully teach preschool children, but also to know the ways of developing each child's personality, the child's ability to acquire knowledge, skills and abilities. diversity should also be taken into account.

Another need for successful planning of the educator's work is the extensive use of the recommendations received from the methodological manual, the pedagogical council, the methodological association, courses and so on. Educators should periodically analyze children's work. The calendar plan is made for one or two weeks and is a mandatory document of the tutor.

According to the program, all educational activities are carried out through all types of children's activities: play, work, household activities and training. The content of the calendar plan is reflected in all types of children's activities. The calendar plan is developed by the educator according to the agenda. Children's play, work, and daily activities should be part of the educator's daily schedule. The content and form of the calendar plan will be assessed as the children develop into well-rounded individuals. Planning the morning hours. The following is scheduled for the morning:

1. Correction and development of children's oral speech: books, toys, how the child spends the day off, his family members, parents, sisters, brothers and so on. Conducting group and individual conversations, viewing albums, magazines, new books, new works of artists;

- a) repetition of poems;
- b) teaching to pronounce correctly, speech didactic games that form a grammatical structure;
- d) individual adjustment of sounds.

During the years of independence, the national education system has become one of the main priorities of state policy. As a result of the successful implementation of the national training program developed under the direct leadership of the First President of the Republic of Uzbekistan Islam Karimov and widely recognized by the world community, a unique system of continuing education has been established in the country.

Pre-school education is the first link in this system and plays an important role in achieving the main goal of the whole education system - the upbringing of a harmoniously developed generation.

In recent years, a number of systematic measures have been taken to increase the efficiency of preschool education and strengthen the material and technical base. In 2015-2016 alone, 459 preschools were completely renovated and equipped in accordance with modern requirements. At the same time, improving the state requirements for educational programs and curricula of preschool education institutions remains a pressing issue today. The material and technical base of most preschools does not

meet modern requirements. Preschool enrollment remains low. In order to address the existing problems, the President of the Republic of Uzbekistan adopted a resolution "On measures to further improve the system of preschool education in 2017-2021." The program provides for the implementation of a wide range of complex activities:

To create the necessary conditions for the full intellectual, moral, aesthetic and physical development of children, taking into account the best foreign practices; Improving the curriculum and training of teachers for preschool education, taking into account modern pedagogical technologies and methods; Strengthening the material and technical base of 2,200 preschools, including the construction of new preschools in rural areas, providing them with modern inventory, equipment, teaching aids, multimedia resources. A total of 2.2 trillion soums will be allocated for these measures. As a result of the implementation of comprehensive measures set out in the resolution, the following will be achieved: providing high-quality preschool education, radically improving the preparation of children for quality school, the introduction of alternative programs in the educational process; to form 6,100 short-term groups as an alternative form of preparing children for school; To organize the preparation of children aged 3-6, who are not covered by preschool education, for school education by providing their parents with methodological manuals; to expand the network of preschool educational institutions through 50 new constructions and reconstruction of 1167 of existing institutions and overhaul of 983 of them; reduce parental fees by 30% in rural preschools; to increase the coverage of children in preschool education by 1.5 times. The effective implementation of the program will be under the constant control of government agencies through systematic monitoring of the implementation of its indicators.

The implementation of this decision, as one of the main priorities of state policy, will ensure an integral and step-by-step development path to further reform the system of continuing education of the republic.

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