

# TEACHING AND ORGANIZATION OF PRESCHOOL EDUCATION SYSTEM

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***Resume:** Preschool education is an integral part and the first link in a unified system of continuous education, where the foundations of the personality are being formed. In accordance with the generally accepted age periodization of human development, preschool childhood covers the period from birth to 6 years old, when the child's motor, sensory and intellectual spheres are actively formed, his speech and basic mental processes, abilities and socially significant qualities develop.*

***Key words:** preschool education, pedagogical tools, organization of preschool education, human development*

A teaching tool is a material or ideal object that is used by the teacher and students to assimilate new knowledge (P.I. Pidkasisty). Material teaching aids:

- ✚ natural objects: objects of flora and fauna, real objects (objects);
- ✚ visual clarity (volumetric images): stuffed birds, animals, dummies of vegetables, fruits, etc.;
- ✚ toys: plot (figurative) toys: dolls, figurines depicting people and animals, vehicles, dishes, furniture, etc.;
- ✚ didactic toys: folk toys (nesting dolls, pyramids, barrels, etc.), mosaics, board and printed games;
- ✚ fun toys: funny figures of people, animals, fun toys with mechanical, electrical and electronic devices; sets of tricks;
- ✚ sports toys: aimed at strengthening the muscles of the hand, forearm, the development of coordination of movements (tops, circles, balls, hoops); promoting the development of running, jumping skills, strengthening the

muscles of the legs, trunk (wheelchairs, bicycles, scooters, skates, rollers, jump ropes);

- ✚ intended for collective games (table basketball, hockey, ping-pong);
- ✚ musical toys: musical instruments imitating in shape and sound (children's balalaikas, metallophones, xylophones, accordions, drums, pipes, music boxes, etc.);
- ✚ plot toys with a musical device (piano, grand piano);
- ✚ sets of bells, bells, game devices for listening to music records;
- ✚ theatrical toys: dolls - theatrical characters, puppet puppets;
- ✚ sets of plot figures, costumes and costume elements, attributes, decoration elements, masks, props, large inflatable toys (fairy-tale characters, animals), etc.;
- ✚ technical toys: cameras, binoculars, telescopes, flying models, kaleidoscopes, children's sewing machines, etc.;
- ✚ building and construction materials: sets of building materials, construction sets, incl. new generation constructors: "Lego", "Quadro", "Aquaplay", etc., light modular material;
- ✚ homemade toys made of different materials: unformed (paper, cardboard, threads, fabric, wool, foil, polystyrene), semi-shaped (boxes, corks, spools, plastic bottles, buttons), natural (cones, acorns, branches, straw, clay);
- ✚ equipment for experiments, play equipment, etc.;
- ✚ educational and play aids: "Logic-baby", etc.;
- ✚ didactic material (handouts).

The high intensity of the process of personality formation during preschool childhood makes it possible to especially effectively carry out pedagogical interaction with the child and solve the problems of his development, education and training. It is this position that gives grounds to consider the problems of purposeful teaching of preschool children in accordance with their specific age characteristics as the most

relevant for the modern stage of development of both general and preschool didactics.

The formation of preschool didactics as a science and practice of the initial education of children was inextricably linked with the problem of mental education and development, which was considered as the most important direction, starting from the 1920s and 1930s. XX century, in the works of famous teachers and psychologists, such as P.P. Blonsky, P.F. Kapterev, N.K. Krupskaya, J.I. Krasnogorskaya, A.M. Leushina, S.S. Molozhavy, E.I. Tikheeva, A.P. Usova and others. These studies were based on the pedagogical ideas of Western European thinkers - Ya.A. Komensky, I.G. Pestalozzi, F. Frebel, A. Disterweg, D. Dewey, M. Montessori and many others, developing and supplementing them in the traditions of Russian pedagogical culture.

The basis of the child's intellectual development before school was considered to be the improvement of sensory culture, the development of speech, the expansion of his horizons and the accumulation of knowledge about the phenomena of nature and social life. At the same time, it has been repeatedly emphasized that the arming of preschool children with knowledge is one of the conditions for the development of mental processes and various types of activity. Thus, it was supposed to focus on the priority of the knowledge component in the general development of the child and the process of his purposeful learning.

In modern preschool pedagogy, the problem of organizing educational work in preschool institutions occupies a special place. This is due to the fact that today the question of the need to design upbringing and educational work, focused on the principles of humanity, non-violence, subjectivity, integrity and integrativity, arises with all the urgency. It is the humane attitude towards the child as a subject of the educational process and the need to develop his inner potential with the aim of a more successful and less painful passage of active socialization are considered as the leading trends at the present stage of development of preschool education and upbringing. Preschool didactics is based on the assumption that the full development of a child should be carried out in an interesting, meaningful activity for him.

Therefore, the teacher who constructs the educational process, it is necessary to present to the child all the variety of his inherent types of activity, pedagogically competently coordinating and integrating them with each other [1, p. 72].

The modern educational strategy orients preschool workers towards purposeful design and building of education based on the unity of the processes of socialization and individualization of the developing personality. The main requirement for the organization of educational work is the confirmation of the child's subjective position in the system of his life. In this regard, in the theory of preschool education, as well as in the practice of modern preschool institutions, it is a priori recognized that the process of teaching preschoolers is one of the most undeveloped and laborious in educational work.

The development of the second conceptual position was associated with the research of L.S. Vygotsky (1896-1934), who revealed the ability of preschool children to establish cause-and-effect relationships and acquire systemic knowledge. The logical development of scientific research was the birth of a modern research direction - research and the formation of a systematic knowledge of preschoolers (V.I. Loginova, St. Petersburg). On the basis of this approach in the textbook "Preschool Pedagogy" (1988), published under the editorship of P.G. Samorukova and V.I. Loginova, the principle of the consistency of knowledge is proposed, which is interpreted by modern teachers in two directions: first, as the systematization of knowledge, and secondly, as the construction of systemic knowledge.

An analysis of the modern upbringing and educational process in kindergartens shows that until now it remains too regulated and "overorganized", which significantly reduces the interest of preschoolers in learning and their cognitive activity. In this regard, according to D.B. Elkonin, one of the most interesting and significant for preschool education is the issue of the integration of play and child labor as the leading types of activities of preschoolers and as the basis for their "social practice". The theoretical substantiation of this problem and the creation of an

appropriate pedagogical technology make it possible to realize the idea of organizing a personality-oriented, holistic educational process in a modern kindergarten [11, p. 63].

The expediency of combining play and work activities in the educational process of a kindergarten is of particular importance for the development of a preschooler in connection with the special importance of play in the spiritual development of preschool children and the originality of the work activity of preschoolers, the isolation of which from play occurs gradually and is the result of the natural development of the play activity of children ... In this case, the main attention, according to the research of L.S. Vygotsky, A.V. Zaporozhets, A.N. Leontiev, N.N. Poddyakov et al., is assigned to play, which is the leading activity for preschool children that satisfies the most significant social needs of the child. It is play that provides children with a state of emotional comfort, a sense of freedom in the implementation of their activity, and the manifestation of individuality. In the context of play as a leading activity, mental neoplasms specific for a given age stage arise, which are of paramount importance for the entire subsequent development of the child.

Thus, having analyzed the approaches to the organization of the educational process within the framework of traditional and innovative systems that have developed in domestic preschool didactics, it can be concluded that the teaching of preschool children is guided by general didactic positions, and also has its own specificity associated with the psychological characteristics of children of this age groups.

The teacher carries out planning of his activities by drawing up calendar-thematic and lesson plans. Approximate calendar-thematic plans are published by the relevant methodological journals, and the teacher has to make only some adjustments in them arising from the characteristics of the school and class. The development of lesson plans can be helped by special manuals on teaching methods of the relevant

subject. These manuals give advice on the nature of the problems to be solved during the lesson, highlight the most important and difficult elements of the content, recommend the most valuable demonstrations, experiments, exercises for consolidation, review and homework. The constant use of such teaching aids by the teacher significantly saves him time when planning lessons, allows him to choose from a number of possible options the most suitable for a given class.

Modern educational psychology believes that for each age period there is its own, most characteristic type of method of development and learning: in preschool - play, in primary school - learning, in middle school age - an expanded socially useful technique in all its variants (educational, labor, social-organizational, artistic, sports, etc.). During this period, students actively master various forms of education. At senior school age, a special form of educational activity becomes the leading one, which is already more vocational guidance and colored by independent moral judgments and assessments.

From all of the above, it follows that regardless of the child's age (he goes to kindergarten, school, higher educational institution), the construction of the educational process plan (for the educator, teacher, teacher) is based on the chosen teaching method. The only difference in methods for preschool children, school children, etc. institutions is that as the child grows up, the degree of emotional and mental stress increases.

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