

DUTIES OF STATE STUDENTS IN EDUCATION AND EDUCATION OF PRE-SCHOOL CHILDREN (as an example of the law on preschool education and upbringing)

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Anntation: In the article, the goal and function of the state requirements for the organization of training in preschool education organizations were thoroughly analyzed and scientifically and theoretically justified on the example of the law "On preschool education and training".

Key words: Educational game, educational process, educational activity, state requirements, "I" concept.

In the process of preschool education, first of all, it is necessary to carry out activities that ensure the formation of cultural and moral direction, to educate the child's personality in the spirit of patriotism, his activity and independence, the formation of love for the Motherland and international feelings, teamwork and tolerance, moral - formation of rules of normative behavior habits. The formation of cultural characteristics of a moral person is carried out in the process of all educational and educational activities conducted with children. In educational game activities, daily communication, independent games, work, etc. For this reason, it is necessary to inculcate cultural moral qualities and rules of etiquette in all the educational activities conducted in the MTT group, even if it is not planned to educate them. The formation of personality and moral qualities should be ensured by the norms of behavior in society, even if it is not planned, all educational work in the group of children of preschool age. When planning the educational process organized with children, the pedagogy of preschool children should be consistent with the psychological and pedagogical foundations.

A separate plan is drawn up for each age group. The main difference in the plans of different age groups is in the content of the program material, methods of work (number and duration of educational activities, educational methods, etc.). After the teacher plan is discussed and approved by the Pedagogical Council, a single form of writing can be chosen independently.

The principles of planning are the principles of developmental education that are open to preschool children, mainly in the form of games, learning and research activities. It is appropriate to single out the following: - The principle of thematic organization of the educational process. - The principle of unification of educational and developmental tasks (educational tasks are planned not only in organized educational activities, but also in other activities during the day). - Taking into account the duration of the pedagogical process and especially the implementation of various agendas, compliance with health and hygiene requirements. - Taking into account the season and weather conditions. This principle is implemented during walks, exercise and health activities, and environmental education. - Taking into account personal characteristics (character of the child, his interests, strengths and areas in need of development, family culture, educational style, method of involving him in the pedagogical process). - The plan is to successfully replace education and independent activities. - Taking into account the level of development of children (in educational and play areas, in individual activities, working in general groups). - Regularity, consistency and repetition of educational effects (the same game is planned several times. But the tasks change and become more complex: introducing the game, learning the rules of the game, following the rules, child-friendly attitude formation, complicating the rules, strengthening knowledge about the rules of the game, etc.).

It is a person-centered approach to planning various activities that promote the development of each child's potential to the highest level. In this regard, it is necessary to plan the educational process in accordance with the "Ilk Kadam" State curriculum.

In this regard, the following were taken into account when planning the educational process in the section of the "Ilk Kadam" State curriculum for preschool educational organizations: - the educational process is based on the agenda of the group. It replaces daily educational activities, children's games, free time and types of educational activities planned by the pedagogue; - educational activities are carried out in order to meet the child's educational and social needs (health, nutrition and safety) based on the child's age and individual development. Educational activities are combined into a single theme that originates from the child's life and his environment.

The planning of educational activities is based on integration, diversity and flexibility depending on the educational environment. The following types of planning are distinguished in educational activities: - annual themed; -weekly.

Planning includes goals, content of topics and types of activities. When choosing an activity, the general goals of educational activities, as well as the goals of development areas and types of activities are taken into account.

Planning should take into account the agenda. A daily routine sets the rhythm of work and should help the child easily move from one activity to another. It should be remembered that the game is the main activity of preschool children. Daytime sleep, rest time, and walking time are taken into account when creating a daily routine.

In the annual thematic plan, the topics of the month and week are reflected for each age group. In the "Ilk Kadam" State Curriculum, each MTT has the right to develop its own educational program, taking into account the educational direction and climatic, territorial and other characteristics, as well as draw up an annual thematic plan. This thematic plan is approved by the pedagogical council of MTT.

In the development of the annual thematic plan of MTT, it is appropriate to rely on the recommendations of the thematic planning of educational activities in the organization of preschool education developed by the Ministry of Preschool Education of the Republic of Uzbekistan.

There are several important conditions in planning: - distribution of planning goals and tasks for a certain period in the preschool educational organization; -regular and uniform distribution of material within a certain period of time so that children can gradually acquire information in a certain system; -choose appropriate methods, means, methods that help to achieve the goal of obtaining the planned result; - taking into account the specific characteristics of the age group, the conditions of educational activities; - clearly knowing the work results to be achieved at the end of the planning period; -planning of individual work with specific children (after a lesson, game, group work, sometimes there are children who have not fully mastered the material or could not complete the task, so these children are recommended to plan their work individually); -planning of children's activities should ensure that every child is as comfortable at MTT as at home. Nothing should contradict the wishes and needs of children.

It is clear that training is a strictly regulated form of teaching children and is limited by time. The main person is the pedagogue, and the children perform the tasks suggested by the pedagogue. What conditions must be fulfilled for the educational activity to become an "educational game activity"? Of course, it is necessary to be motivated. The plot of the game, the hero of the work, some event in the surrounding reality, problematic situations, ICT can be used. But this is not enough. The main thing is the role of the pedagogue and the child in the educational process.

State requirements apply to the following educational organizations regardless of their organizational and legal form in the territory of the Republic of Uzbekistan: state pre-school educational organizations; non-state preschool educational organizations; "Mehribonlik" houses and "Children's towns" with pre-school age groups.

Secondary special, vocational and higher educational institutions preparing personnel for types of preschool education, organizations that carry out qualification improvement and retraining of pedagogical personnel for types of preschool education, families with children of preschool age are brought up to the state requirements must comply.

The following basic concepts are used in the state requirements: pre-school education - any education that takes into account the interests, talents, individual mental and physical characteristics, cultural needs of pre-school children, as well as the formation of moral standards, acquisition of life and social experience in the child. holistic process aimed at comprehensive development;

development - changes that occur in the structure of the human body, psyche and behavior under the influence of biological processes and the environment;

development area - specific directions in child development;

sub-field — sub-groups of the field. A sub-field of the main areas includes certain aspects of development and indicates their specific direction;

expected result - an indicator of expected knowledge, skills and qualifications of children;

the set of child education - the knowledge, skills and competences and values of a child that are sufficient for purposeful performance of tasks specific to a certain age;

integration - the connection between content components in the child's education and development;

inclusive education is a process that ensures equal education and upbringing, taking into account the special educational needs and individual capabilities of children;

reflexive activity - the process of forming conclusions based on the child's understanding and independent analysis of his own concepts and actions;

The concept of "I" is a system of conscious ideas of the child about himself, a part of his reflexive activity.

The goal of the state requirements is to educate a spiritually mature and intellectually developed person in the preschool education system, taking into account the socio-economic reforms carried out in the country, the advanced experience of foreign countries, scientific achievements and modern information and communication technologies.

In short, the main tasks of the state requirements for education and upbringing of children of preschool age are as follows: - setting requirements for the content and quality of development, education and upbringing of preschool children; - introduction of effective forms and methods of education and development of children based on national, universal and spiritual values; - introduction of pedagogical and modern information and communication technologies into the educational process; - ensuring effective integration of education, science and production for purposeful and high-quality training of personnel.

State requirements are based on the following main principles: - uniqueness of the child; - The active role of the child in creating the concept of "I" and personal education; - the importance of protecting and ensuring the rights of the child; - the main role of adults in child education and development; - due to the existence of individual differences in the development of children, it is flexible for each child, and it is appropriate if it is approached on the basis of individual variability.

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