



ORGANIZATIONAL PEDAGOGICAL CONDITIONS OF SCHOOL EDUCATION SYSTEM

(At the End of the 20th Century in Karakalpakstan)

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ABSTRACT

The article examines the pedagogical practices of preschool educational institutions in Karakalpakstan during the early 20th century. It investigates the principles, growth of the preschool education system, and primary approaches implemented in the field.

KEY WORDS: *preschool education, children, numbers, collections, objects, traditions.*

INTRODUCTION

The works of Al-Khorazmi, Ibn Sina, Al-Farabi, Abu Raykhan Beruni, who have inherited the wisdom of the ancient world and carefully studied the experience of the past generations and contemporaries, have a rich scientific and spiritual heritage that served our nation faithfully. The development of the peoples of the East over the centuries. In their works, the methodology of teaching the growing generation, which corresponds to the laws of general knowledge and is based on a certain system of principles, is revealed for us. The great Ibn Sina, for example, believed that the basis of teaching methods should be based on the logical thinking of students, personal observations and experience. And this wise advice has been repeatedly confirmed by practice. The study showed that the success of children's acquisition of knowledge is largely determined not only by the teacher's ability to choose the right form of work organization, but also by the methods and methods of influencing children. In preschool educational institutions of Karakalpakstan, the teacher shows, calculates, assumes, educates. The curriculum included both educational and educational aspects: teaching and learning, formation of cognitive and mental abilities in children [4]. The peculiarity of preschool education is that the presentation of new knowledge continued in the form of a game, which activated the activity of children.

Due to the increased attention to the issues of preparing children for school, the role of the game form of education has decreased significantly, which was especially evident in the older and preparatory groups, which created the necessary conditions for the transfer of styles and methods of school, education of preschool children, and this, of course, violated the interests of children. Game activity has been moved to the background. Lessons were evaluated according to a certain

structure, which was not allowed to be violated. The structure was as follows:

- organization of time;
- explaining the purpose of the lesson. Communicate knowledge and interest children in the content of the lesson;
- organization of independent practical activities of children;
- analysis of children's activities, quality of assignments in accordance with the didactic purpose [5, 7].

LITERATURE REVIEW

Therefore, if the method is the activity method of the teacher and the child, the method - the structural unit of the method - is the specific intellectual or practical action of the teacher or the child. According to A.I. Vasileva's definition, the method is the didactic "cage" of the method. For example, the method of observation can be fully implemented using the method of showing, asking questions (actions of the teacher) and active distraction, palpation (actions of the child) [10].

According to teachers, the system of traditional methods - excellent, oral, practical - is suitable for the characteristics of preschool children. In the 1970s, special attention was paid to the development of children's mental abilities in the process of learning. In this regard, the question arose about the use of such methods that help to develop independent thinking and critical thinking.

Each type of learning content is associated with a certain method of mastering it. For example, to acquire knowledge about the surrounding world, first of all, sight, hearing and tactile perception are necessary, therefore, it is appropriate to use visual and practical methods together. To understand the material, as a rule, conversations, stories, that is, oral methods are used. The prize is the detail. Receiving does not have an independent task, but is subordinate to the task



performed by this method [11]. For example, in order to create a vivid impression of autumn events in children, the teacher, in addition to observing the event, also uses the technique of reciting poetry, which serves to create a vivid impression in children, that is, to leave a special impression. Therefore, the same techniques can be used in different ways. For example, in the process of drawing autumn events (practical method), it is possible to create a vivid image in children from a poem, but not for the purpose of memorization.

In the practice of Khodzeli kindergartens, methods that activate children's mental activity are often used. Educators set the children the task of remembering and repeating (speech, drawing, dancing) the acquired knowledge. Such training is reduced to the accumulation of knowledge, but does not help to develop mental abilities. With this formula of education, children will listen, remember, and reproduce. However, they cannot always use the acquired knowledge in new situations, which prevents the development of children's self-confidence and creative activity, that is, the training was conducted without taking into account the psychology of preschool children, there was no connection between them.

METHODOLOGY

Researchers G. Nazhimov, M. Utebergenova, N.S. Baribinalar (kindergarten 1 in Nukus) proved that in the example of teaching mathematics to children, if the teacher sets children to mark numbers, sets, objects in height, such examples will not only train the child's mind, but also, awakened his need for knowledge, the desire to apply them in practice, and formed such important qualities as independence, criticality, and ingenuity.

At the end of the 20th century, practical teaching methods were introduced in kindergartens, and now they are given a lot of time in the educational process [12]. Practical methods include exercises, games and play techniques. In each lesson, educators set a practical task for the children, and the children themselves must solve it based on the knowledge they have acquired using visual and verbal methods. As children's experience increases, the proportion of practical methods increases dramatically. Among the practical methods, an important place in educational work with children of preschool age is occupied by exercises that help them to form certain skills. The nature of the exercises depends on the specific content of the training. Thus, in order to develop mathematical images, children in the classroom are engaged in measuring, dividing whole numbers into parts, changing geometric shapes, calculating, constructing and solving simple problems.

In speech development classes, exercises are performed to develop the correct pronunciation of sounds, form word forms, create stories, descriptions, and memorize poetic texts. In physical education and music classes - mastering of movements, exercises for improving motor skills, and other activities are carried out [12]. However, practice shows that the training method is effective if, during the exercise, children learn to compare and correct the result with the given one. It helps to develop self-control in children, which is important in the formation of elements of educational activities. The ones that are varied will do well if they are accessible to children in

terms of size and level of difficulty. A task that is too difficult reduces children's interest and instills a sense of self-doubt.

The transition of the continuous education system to the state standards (1992-1994) required the updating of teaching and upbringing methods, including the content of forms of preschool children [17]. This is related to the need to develop their freedom of thought and creative activity in expressing their feelings of reaction to the surrounding reality. The success of solving the set tasks depends to a large extent on the correct choice of the leadership style in the pedagogical process, the forms of reorganization of work with children to ensure the opportunity to develop their individual characteristics.

DISCUSSION

In recent years, the study of the work situation in preschool educational institutions of the Republic of Karakalpakstan has made it possible to identify various forms of organization of work with children, independence, imagination, fantasy and creative activity, which has created favorable opportunities for increasing their intellectual and speech activity, developing cognitive interests.

The introduction of elements of fun and competition is a good incentive for the formation of the motivation to teach communication culture in children, and it gives strength to mastering the program material by all children, taking into account their psychological and individual characteristics [3].

The uniqueness of non-traditional forms of working with preschool children is manifested in a comprehensive approach to solving children's upbringing and development education, in the use of various means of teaching different types of art, in the integration of various sections of the program, which in turn allows creating the necessary conditions for systematization, and the knowledge acquired by children leads to the formation of ideas and concepts about the world around them. Popular television programs of organizing work with children in the practice of preschool educational institutions in Karakalpakstan – “QVZ” games, “Field of Miracles”, “What? Where? When?”, “Lucky chance”, as well as role-playing and theatrical games, contests of young singers, dancers, painters, sculptors, mathematicians, athletes [5].

The pedagogical value of such activities is that children develop a holistic idea of seasonal events, labor and artistic activities of people. These activities will help children realize that each season is beautiful in its own way. At the same time, they show a selective attitude towards a certain time of the year.

Based on the recommendations of the researcher G. Jumashva, we tried to summarize the experience of pedagogical teams that successfully conducted theatrical games. The following games related to the plot and life of Karakalpak people are of great interest: “The Birthday of Doll Gulzar”, “Welcoming Guests” (Teachers of Kindergarten No. 12 Tsetsura.G.A. and Rakhmatova.R.M.), “Workshop of good deeds” (Kindergarten No. 16), “Home in Askar Agha” (kindergarten 40), where special attention was paid to instilling in children the rules of etiquette in receiving guests, addressing each other, greeting each other, expressing all good wishes in life.



CONCLUSION

Therefore, the children had to observe folk customs and traditions (when inviting to the table, conducting conversations at the table). All this, a lot of preparatory work was carried out so that preschool children not only acquire knowledge and actions according to the algorithm of adults, but also form with them clear ideas about folk customs and traditions and their importance in people's lives. Thus, these forms will soon become traditional. However, their further development and introduction into the practice of all preschool educational institutions requires in-depth research to determine their pedagogical reserves.

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