



THE MAIN PROBLEMS IN THE ORGANIZATION OF THE EDUCATIONAL AND UPBRINGING PROCESS IN PRESCHOOL EDUCATIONAL ORGANIZATIONS OF THE REPUBLIC OF UZBEKISTAN

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Basic concepts: preschool education, educational organization, pedagogical process, pedagogical potential, professional skills, innovation, pedagogical technology, material and technical base, teaching methods

ANNOTATION

This article contains analytical information on the problems that arise in the organization of the educational process in preschool education institutions of the Republic of Uzbekistan on the basis of the state curriculum "First Step", the causes and solutions found

Looking back over the past five years on the development of our country, we are struck by the process of rapid improvement and quality modernization in the field of preschool education. We recognize this by the reforms being carried out under the leadership of the President in the field of preschool education, the conditions created to improve the quality of the educational process, creating modern curriculum based on studying the best practices of foreign countries and improving the pedagogical processes based on this curriculum, to use innovative methods on the basis of measures taken to raise the level of education of the child, taking into account his personality and individual characteristics. But just as every process of improvement has its advantages, so does the process of improvement and modernization have problematical sides. Implementation of the State Curriculum "First Step", which is currently used in the field of preschool education and serve as guide to action in the educational process on the basis of the "State Standard of Preschool Education and upbringing" and regulatory documents in the field of preschool education. There are a number of problems that hinder the effective work of teachers in the implementation of the State Curriculum "First Step" and other normative documents of preschool education. In order to determine the causes and composition of their origin, a survey was conducted among a number of specialists working in the field of preschool education, and their results were analyzed. During the analysis, the questionnaires of 102 respondents working in the field of preschool education, such as the head of the city department of preschool education, director of preschool education organization, methodologist, speech

therapist, educator, were studied. As a result of the study, 35% of participants did not understand the essence of the ongoing reforms and regulations in the field of preschool education, 32% of participants have low skills in the use of innovative pedagogical technologies and ICT in the organization of the educational process, 21% of participants were critical of the effectiveness of the process of formation of competencies provided for in the State Requirements during the types of children's activities organized in the development centers, while the problem of the formation of According to 10% of respondents, parents are poorly involved in the life of the preschool education organization. 2% of teachers surveyed mentioned other problems. During the analysis of the questionnaires, in order to supplement the views of the participants, their opinions on the causes of the problems and ways to overcome them were studied, and were formed the following problems:

1. Normative and legal documents in the field of preschool education, in particular, the state curriculum "First Step" and the Republic of Uzbekistan "State requirements for the development of primary and preschool children" by teachers of preschool education organizations the essence of is not fully understood;

2. Insufficient level of skills in the implementation of innovative pedagogical technologies in the organization of the educational process of preschool children on the basis of the State Curriculum "First Step";

3. On the correct organization of the implementation of the tasks of the development areas outlined in the "State requirements for the development of primary and preschool



children" of the Republic of Uzbekistan on the basis of integrative education in order to increase the effectiveness of the educational process theoretical and practical skills are not formed at the required level;

4. Presentation of new knowledge and improvement of existing skills to children during the organization of educational activities in the development centers provided for in the State Curriculum "First Step", the formation of technical skills in the field of visual activities during this process, lack of manuals for these activities, including methodological recommendations for the proper equipment of development centers;

5. Low level of ICT skills and computer literacy required in the organization of the educational process of teachers of preschool education organization on the basis of the State Curriculum "First Step";

6. Significant inactivity of parents in the life of the preschool education organization and the organization of the educational process of kindergartener on the basis of the State Curriculum "First Step".

The above-mentioned problems have a negative impact on the effectiveness of reforms in the field of preschool education, as well as a huge obstacle to the formation of the younger generation as a full-fledged adult. It should be noted that the leadership of the state and officials in charge of preschool education have developed a system of appropriate measures based on the results of a step-by-step study of the activities of preschool education organizations and research of teachers is being done. For example, the Resolution of the President of the Republic of Uzbekistan No 3261 dated September 9, 2017 "On measures to radically improve the system of preschool education" and the development of preschool education in the Republic of Uzbekistan. Approval of the Roadmap for further improvement of the education system of the Republic of Uzbekistan, approved by the President of the Republic of Uzbekistan on May 8, 2019 No. 4312. It is expedient to consider the set of measures and tasks provided for in the resolution. Among the measures envisaged in these documents are the shortage of management staff in the preschool education system and their low qualifications, insufficient knowledge of parents about the positive aspects and benefits of preschool education in the formation of the child's personality, modern teaching materials and a lack of visual aids. According to them, the priorities for the development of the preschool education system are:

□ further improvement of the regulatory framework in the field of preschool education;

□ creation of conditions for comprehensive intellectual, moral, aesthetic and physical development of preschool children;

□ Increasing the coverage of children with quality preschool education, ensuring equal access to it, developing public-private partnerships in this area;

□ Introduction of innovations, advanced pedagogical, information and communication technologies in the preschool education system;

□ Improving the management system of preschool education, ensuring transparency and efficiency in the financing of preschool education;

□ Introduce completely new approaches to the training, retraining, advanced training, selection and development of staff in the preschool education system;

The exact similarity of the structure of priorities in the above-mentioned normative documents and the problems formed as a result of public opinion polls aimed at studying the problems in the organization of the educational process in the field of preschool education confirms the compatibility of social and government orders. Therefore, it is expedient to find a solution to the existing problems in the field of preschool education and to carry out large-scale work to eliminate them. If we take a closer look at each of the problems mentioned earlier, we can suggest the following solutions.

Problem 1: Normative and legal documents in the field of preschool education, in particular, the State Curriculum "First Step" and the State of the Republic of Uzbekistan "On the development of primary and preschool children" were developed by teachers of preschool education. The essence of the "requirements" is not fully understood. The intended solution to the problem:

□ Organization of the knowledge of teachers of preschool education on this basis during the methodological activities within and outside the preschool education organization on the basis of practical and theoretical knowledge in this area, control over the organization of the educational process of the covered knowledge on the basis of normative legal acts and bleaching this process. Implementation of the control process with the involvement of highly qualified pedagogical staff in order to introduce an analytical approach to the process and quality assurance.

□ Pay special attention to the process of working with regulations and implementing reforms in the practice of preschool education organization during the training of teachers of preschool education. The organization of foreign experience in the field of professional development of teachers, taking into account the level of development and specific features of the system of preschool education of the Republic of Uzbekistan serves as a tool.

□ Creation of a national online platform for the exchange of experience in working with regulatory documents and the creation of the necessary conditions for the use of this platform in preschool education organization. High-quality work in this area is a topical issue today, it is a step forward in the improvement of areas based on digital technologies, and serves to improve the skills of teachers of preschool education organization in the use of digital technologies.

Problem 2: Inadequate methodological knowledge and skills of preschool education organization educators in the organization of activities at the center and their lack of confidence in the quality of this type of education. The following propositions can be suggested as a solution to the problem:

□ It consists of guidelines and specific recommendations developed by researchers working in the field of preschool education, tested on experimental sites during the research, the educational process in preschool education organization developed on the basis of the State Curriculum "First Step" Creating existing manuals



□ Bringing the exchange of experience and dissemination of best practices in this area to the Republic, encouraging high-potential and leading employees in the proper organization of activities in the centers. Present these processes to the public for active use of media services.

□ Orientation of the activities of methodological associations at the regional level on this topic and the organization of the activities of methodological associations using the above-mentioned media materials.

□ Improving the skills of teachers in the effective organization of educational time through the active use of integrative education in the organization of the educational process and the implementation of integrative education

As an example, consider ways to work as a large group in the State Curriculum "First Step" on the formation of the first mathematical concepts of preschool children and the organization of activities in the centers on the basis of integrative education. If we go out in order to strengthen the understanding of middle-aged children about the shape of a square, children are asked to connect points using pencils or draw a square using a stencil ensures the simultaneous development of skills and speech. In addition, in the "Art Center" in the process of proposing to make images of this shape from counting sticks or plasticine, it is possible to teach in depth that the square has 4 sides, 4 corners and 4 edges, and the sides are the same length. At the "Language and Speech Center", children's vocabulary and spatial knowledge are strengthened as they find and describe square objects around them. During the grouping of square objects on the basis of the theme of the week in the "Science and Nature Center" will be enriched knowledge of the names and functions of these objects, their structure and application. The preparation of fairy-tale characters from square shapes for theatrical activities and the use of square-shaped equipment during the action play also form the ability of children to apply the knowledge acquired during educational activities in play activities. This activity can be further enriched by the teacher's skill and creativity in implementing integrative education in the educational process.

Problem 3: Lack of a set of materials recommended by Ministry of preschool education of the Republic of Uzbekistan and methodological guidelines for working with them, ready to equip development centers with visual, practical and handouts on the topic. The following can be suggested as a solution to the problem:

□ Modeling of development centers envisaged in the State Curriculum "First Step" at preschool education organization based on the best practices and organization of model training and experimental sites in each region. Organization of master classes with the participation of high-potential personnel on these training sites.

□ Based on the thematic planning presented in the State Curriculum "First Step", taking into account the pedagogical, physiological and psychological characteristics of preschool age groups, consists of equipment for the organization of visual aids, handouts and educational games in accordance with state standards Development of the content of the collection, supplementing these collections with practical recommendations for independent use by teachers.

□ Study of foreign best practices, on the basis of this experience to carry out modernization practices taking into account the level of development of preschool education in the country and the establishment of development centers in each preschool education organization that meet international standards.

□ Organization of national competitions and projects aimed at creating an integrated development environment in MFIs on the basis of the State Curriculum "First Step".

Problem 4: Insufficient theoretical and practical knowledge of the interactive form of education at the level of modern requirements, innovative pedagogical technologies and methods and techniques of application of information and communication technologies in the educational process organized in the centers. The following can be suggested as a solution to the problem:

□ Orientation of methodological events at the regional level to the introduction of methods of using innovative pedagogical technologies in an interactive form.

□ Exchange of experience on the application of innovative pedagogical technologies in the work process and the use of media services for the dissemination of best practices

□ Development of guidelines consisting of guidelines and recommendations tested on experimental sites to work with innovative pedagogical technologies and interactive methods with children

□ Active use of interactive pedagogical technologies in the organization of the educational process

Problem 5: Parents knowledge of the types of educational activities provided for in the State Curriculum "First Step" is not formed, their participation in the educational process and cooperation with preschool education organization is significantly weak. The following can be suggested as a solution to the problem:

□ Organize methodological activities for parents, covering the activities of the center in cooperation with preschool education organization.

□ Creation of literature and manuals for parents, covering the main essence and objectives of preschool education in accordance with state standards.

□ To acquaint parents with the educational process of preschool education organization online through social networks

□ Regularly cover in the media the activities of NGOs on cooperation with parents in the implementation of the "State Standards of Preschool Education" and present them to the public for discussion in order to improve their quality.

In conclusion, it can be said that the basis of the reforms carried out by the leadership of the state in the system of preschool education is to study the existing problems in preschool education and to put into practice the ideas that have emerged as a result of this research. A special aspect of this process is that every employee working in the field of preschool education - regardless of the direction in which he works - performs his duties responsibly and constantly improves his professional skills. It is a necessity at the level of state importance. Therefore, the main task of preschool education, which is the starting point of continuing education, is to prepare students for school education in a quality manner,



taking into account the individual characteristics and abilities of kindergartener. It is the sacred duty of the staff of the preschool education system to carry out pedagogical work on the formation of a person who fully understands his rights and duties, with the help of all participants in the educational process, overcoming the problems and difficulties.

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