



# METHODS OF IMPROVING THE REFLECTIVE SKILLS OF PRESCHOOL CHILDREN

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## ANNOTATION

*This article shows the quality preparation of preschool children for school education and the development of their reflexive activities, information about the activity of the educator in the implementation of reflective processes, and game exercises for the development of memory.*

**KEY WORDS:** *reflection, reflective processes, reflective activity, pedagogical skill, social psychologist, corrective exercises, reflexive training.*

In today's rapidly developing education system, pre-school education is also given great attention. The main reason for this is the cultivation of mature, potential, high-quality personnel for preschool education organizations and the development of children's interests and abilities, the use of educational technologies, methods and methods in preparing them for high-quality school education, and at the same time, the use of the experiences of developed foreign countries.

The most important component in the structure of the teacher's innovation activity is reflection. Reflection is considered to be the ability to define and analyze the child's own mind and activity, to look at his thoughts and actions from the outside.

In the literature on pedagogy, it is said that there are two traditions of explaining reflective processes:

- Reflective analysis of consciousness that leads to the interpretation of the essence of objects and their construction;

- Reflection of understanding the meaning of interpersonal communication;

In this regard, pedagogic scientists distinguish the following reflective processes:

- understanding oneself and others;
- evaluate oneself and others;
- Descriptive analysis of oneself and others.

Reflection (Latin reflexio - return) is considered as the process of knowing the subject's own (inner) mental feelings and states. In the literature on philosophy and pedagogy, reflection is written as a process of thinking about changes in a person's own consciousness. The psychological dictionary gives the following explanation: "Reflection is not only the subject's self-knowledge and understanding, but also means that others determine the knowledge and understanding of his personal qualities, feelings and cognitive (cognitive) perceptions.

Classes in preschool educational organizations start at 9:00 a.m., and the duration of one educational activity should not exceed 10-15 minutes in small groups and 25-30 minutes in large and preparatory groups. Refreshing and tiring games are played with children between classes. At the end of the month for each direction, the implementation-control sessions are held with children and the extent to which the children mastered the tasks of the program is analyzed. In "Educational games" (sensory education) included in the 1st subgroup schedule, it is recommended to widely use one of the modern pedagogical technologies - Maria Montessori methodology.

The correct planning of the educational work of the educator must first of all be directed to the organization and improvement of the pedagogical



process according to the types of activities. Based on the state requirements for the development of preschool children: physical development, socio-emotional development of preschool children, preparation for speech, reading and literacy, as well as the process of cognition, acquiring and understanding knowledge about the environment 1st semester (September, October, November, December), 2nd semester (January, February, March), April, May). At the end of each month, the teacher prepares a control exercise. The analysis of the control exercise will be conducted in the last days of this month. A report on the training analysis is written, and tasks are assigned to each educator according to the training results. Twice during the academic year (1st half-year, 2nd half-year) children's development indicators are analyzed based on the state requirements.

Educators of preschool educational organizations (MTT) should prepare for the development of children's reflexive activities, which in turn will expand the scope of the educators' professional interests, that is, from reading literature to theoretical psychological - creates opportunities for pedagogical and fundamental research. Good scientific-pedagogical training ensures the effectiveness of innovative activities. An educator pedagogue actively participating in innovative processes becomes a catalyst for regular self-development and improvement of the pre-school education system, that is, plays an important role in the acceleration of these processes.

In general, objective and subjective factors lead to the organization of innovative activities of educators in MTT. Objective factors include the state's new educational policy, fundamental and applied research in the field of education, and the experiences of educational organizations in the direction of innovative activity. Examples of subjective factors are socio-territorial needs, the development process of MTT activity, the knowledge, skills and qualifications of educators, the development of scientific potential, the growth of the potential of the educational organization, and the change in management characteristics.

In the conditions of the current society, culture and educational development, there was a need for the educator's innovative activity. The effective

implementation of innovative activity of the educator depends on a number of conditions. It includes the appointed communication of the educator, impartial attitude towards opposing opinions, readiness to radiate recognition of the rational situation in various situations.

Because, at the current stage of development of the educational system, rapid changes are taking place in preschool education, which is considered its first link. These changes play an important role in self-activation, creativity, self-awareness and creativity in the activity of a teacher of MTT. This gives an opportunity to form the creativity of the educator. An important condition for innovation is to create a new situation of communication. From the psychological point of view, it is necessary for the teacher of MTT to constantly improve his knowledge. Because this is the main feature of educational work. As the pedagogue is always among people, he should first of all correctly explain the truth, which has been interesting to people for a long time, according to his views. For example, some parents have negative experiences of being in a kindergarten and sometimes feel uncomfortable in the circle of educators. Others believe that educators always know "how it should be" and that there is no need to negotiate with them. Also, caregivers sometimes have a negative experience of interacting with parents who give advice on how to raise children. Such situations can interfere with the establishment of moderate communication. It is necessary to talk with parents about the importance of family information and explain it to them. Being able to listen attentively is an important condition for open communication. "What does the captain like to do at home?" or "What does Madina tell you about kindergarten?" by asking open-ended questions, educators should create an opportunity for parents to tell stories about their children, and when communicating, educators should use language that is understandable and clear for parents and give them the opportunity to ask questions.

Independent knowledge acquisition of a teacher of MTT means that he constantly fills his knowledge with professional and general cultural information and constantly updates his individual social experience on a large scale. Usually, most MTT educators understand the need for independent



knowledge and use it successfully in situations like the above.

The motives for this are usually formed as a result of understanding the problems that arise in front of the educator in the process of communication in pedagogical activities. In many cases, such motives are formed in connection with the latest achievements of the science, the need to improve one's pedagogical skills, in the form of wishes about how to train and educate MTT educators.

This fact should be well understood by all MTT educators, regardless of their age, pedagogical skills, and what kind of training they have. Because the pedagogical process aimed at ensuring comprehensive development of preschool children is complex and diverse. The successful implementation of educational activities depends on the correct organization of the pedagogical process and each type of activity in preschool educational organizations.

It is extremely important for a skilled pedagogue to be in close contact with families regarding children and their behavior in order to successfully operate in preschool education organizations. The MTT and the family are closely related, and the better the relationship between them, the more support the child will receive and the more likely his early learning experience will be successful. It is not always easy to find time for constant contact with the family in a busy work environment, but if the caregivers consider it very important for the child's success, it becomes part of the daily routine.

Each child grows and develops individually, but nevertheless all children go through stages of development in a certain sequence. In each of these stages, characteristics common to children of the same age are observed. Whatever psychological and physiological characteristics a child experiences at any age, they are highly dependent on their family. It is very important that the educators of MTT recognize the priority position of the family as the first educator of the child. A modern MTT educator cannot be a social psychologist. That is why it is necessary to be able to establish mutual relations between students, to know how to use socio-psychological mechanisms in the children's group.

By the time a child starts attending preschool, the family will have learned to enjoy listening to stories while teaching them everything from basic movements to throwing a ball. It is very difficult to adequately assess the importance of the family in the early development of a child. Children are brought up in a family, the events that happen in it have a great impact on them.

Communicating with the family through the child is an important part of the responsibilities of the coaching team. All families are interested in the happiness of their children and want them to study well and enjoy themselves. Therefore, family members want to know about his achievements. Educators should be happy to discuss the child's situation at home and in MTT, his strengths and weaknesses, all aspects of concern in order to deepen their understanding of the child and work as effectively as possible with parents.

A skilled MTT educator adheres to the following principles when communicating with families:

- Finds time, opportunities and supports parents to share their thoughts, joys, concerns and intentions.
- Chooses a place where the conversation can be done face-to-face and always treats information as confidential.
- Families share the most personal information with educators, so it is important to keep it confidential.

Leading psychologists admit that many educators try to use the time when they bring their children to kindergarten or pick them up from kindergarten to communicate with parents. At this time, they can inform the parents about the day's events, the child's progress, remind them about the planned meeting and other things (but not about any problems the child has (if any). It is better not to open it). At the beginning and end of the run, parents can communicate with each other, ask questions to educators, ask about the meeting, play with children, read books to them.

A teacher working on himself and constantly improving his skills can also use letters and diaries. Also, the way of sending letters to parents through the child helps to ensure closeness between families and the team of pedagogues. It can also be a short message about the child's new achievements or a thank you note.



Parents usually read such letters with interest and try to send a reply.

The leading activity of preschool children is play. The question of play activities of children of kindergarten age has attracted the attention of many scientists for centuries. Children of preschool age strive to reflect all aspects of our busy life in their play activities. It is known that as the age of the child grows and the possibility of independent action increases, his worldview of things and events around him expands.

Children's play activities are the only means for their harmonious physical and mental development. Play is such a multifaceted activity in children's lives that adult labor, thinking about various things, imagination, relaxation and cheerfulness are all evident in play. It should also be noted that the game is not only a means of learning about the phenomena of the external environment, but also a powerful means of education. In creative and plot games, children's individual characteristics are formed together with all mental processes.

Another feature of children's play activities is that the child's actions and roles during the game often have a general character. It should be understood in the way that the child in his various games does not only the behavior of a single driver, doctor, policeman, educator, pilot that he knows, but also of drivers, doctors, educators and pilots in general. reflects behavior. Of course, young children (sometimes children of a small group) with a limited range of life experiences and activities only reflect concrete people and their actions in their games. For example, his mother, father, brother, tutor and so on. And in the games of children of middle or senior kindergarten age, such images begin to have a character of generality.

In addition to being a tool for learning about things and events around them, preschool children's games are also of high social importance. In other words, play is a powerful educational tool. Through children's games, it is possible to educate socially useful, that is, high human qualities. If we observe children's game activities from the outside, we will see that all their personal qualities (who is more interested in what, ability, will, temperament) are clearly manifested during

the game. Therefore, children's play activities are a very convenient tool for their individual learning.

Visual art is very important among the creative activities of preschool children. According to the character of the child's imagination, it is possible to evaluate how he perceives the world around him, memory, imagination and thinking. The pictures drawn by older preschool children also reflect their inner experiences, mental states, dreams, hopes and needs, children of this age are extremely interested in drawing. Drawing is a unique form of play activity for children. The child first draws what he sees, and then what he knows, remembers and invents.

Competitions are very important for older preschoolers, and it is in such games that the motivation to achieve success is formed and strengthened. The most enjoyable time for children of this age is the importance of competitive games, where winning and success are also very important.

In older preschool age, building games gradually turn into work. In the game, the child begins to acquire simple labor skills and competencies. He begins to understand the properties of objects, and develops practical patterns of thinking.

The importance of music as an artistic and creative activity in the mental development of 3-7-year-old children is also very great. Through music, children learn to sing and make rhythmic movements in tune with the music. In the period of 3-7 years, the main activities of children take place in the following sequence:

- study subjects;
- Individual object games, team plot-role games;
- Individual and group creativity;
- Competition games;
- Communication games;
- Domestic work.

**Corrective-developmental games with children of preschool age (for children under 3-5 years old)**

**"Xotira o'yini"**

Place some objects on the table. They should not exceed six or seven. Cover the objects while giving the children a few minutes to look at them. Children have to say what objects are on the table after a few seconds.



1. After the children have looked at the objects for a few minutes, close their eyes and take one object and switch the rest. Children will have to say the name of the removed object.

3. Without removing one of the objects on the table, on the contrary, add another object. This game helps children not only to improve their attention, but also to develop their memory. The interesting thing is that not only children, but also adults can check their attention and memory with this game method.

In the evening, when all the family members are gathered together, it will be very interesting for them to check the attention and memory of adults.

#### 1. "Gift" game

At the beginning of the game, the teacher asks: "Children, who likes to receive gifts? What do you like? Today we will play with you an invented game of giving and receiving gifts. Imagine that you you can present any gift you want to your friend. Look at your friend, what would you give him as a present? Let's present gifts to each other through actions in a circle. Received a gift Don't forget to give thanks." After the children have given gifts to each other, you can ask the children which gift was the nicest, whether it is nice to give or receive a gift.

#### "Do it like me"

Children stand in a row. The hand of each child behind is on the shoulder of the child in front. At the first signal of the leader, the first child raises his right hand, at the second signal, the second child raises his hand, and so on.

After all the children have raised their right hands, they are invited to raise their left hands in the same order. With the next gesture, the children first lower their right hands, then their left hands. The game is repeated twice, the second time the speed is increased, the child who made a mistake is out of the game. Exercise increases attention involuntarily.

When determining the indicators of the teacher's readiness to implement a person-oriented approach in preschool education, it is necessary to take into account 3 areas: individual, activity-based and reflexive.

Training as a person is pedagogical thinking (gnostic, i.e. mental abilities - skills to distinguish scientific information, correct application of scientific

knowledge in practical activities, competent solution of pedagogical tasks); setting a pedagogical goal (organizational skills - the skills of creating optimal conditions for teaching and repetition, choosing the necessary forms of training, the correct distribution of time, providing the educational process with the necessary inventory equipment; organizing one's own work planning and holding any events (mornings, literary evenings, etc.); pedagogical orientation (communicative skills: the ability to present information in a general form for a certain category of learners, information depending on the situation correcting the methods and methods of giving information, the ability to convince someone, competently organize professional communication at the levels of "pedagogue-pedagogue", "pedagogue-parent", "pedagogue-manager", "pedagogue-child"; positive in the children's team creating a psychological microclimate, etc.).

Reflexive training: pedagogical reflection (reflexive skills include 3 types of sensitivity: feeling the object: how real reality resonates with children, to what extent children's interests and needs are manifested in it, "to adapt them to the requirements of the pedagogical system special sensitivity of the pedagogue to the coming"; sense of the norm and tact is manifested in a special sensitivity to the degree of changes occurring in the child's personality and activity under the influence of various pedagogical influence tools, what kind of feeling in general changes are taking place, whether they are positive or negative, according to which signs it is possible to talk about them; the feeling of commitment is defined by the sensitivity of the pedagogue's personal activity shortcomings, criticality and responsibility for the educational process).

The above indicates that in the implementation of the person-oriented approach, not the individual development of the child and the pedagogue, but the development of the whole subject of the educational process, the realization of its reflexive activity. Improving the reflexive activities of the preschool child, developing his memory, gives him the opportunity to be active in school education. Comprehensive development of children, quality preparation for school education is the main goal of preschool education.



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