



NON-TRADITIONAL FORMS OF UPBRINGING CHILDREN IN THE PRESCHOOL EDUCATION SYSTEM

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ABSTRACT

In each society the purpose of formation of the person is defined and according to it there should be a pedagogical system. If the goal changes, the existing system will change. The national training program's main goal is making the educators feel responsible to society, the state and the family. Thus, the National Program is a state order in the field of education and upbringing and is an integral part of the ideology.

KEY WORDS: *teaching methods, preschool education, school preparation*

DISCUSSION

Only the social (state) order clearly defines the general goals and objectives of education or guarantees the conditions of existence of the pedagogical system for higher (secondary, secondary special, vocational) education. Pedagogical technology is a systematic method of identifying, creating and applying all means of teaching and learning, taking into account technical means, human potential and their interaction in order to optimize forms of education. Pedagogical technology is the process of intensive formation of personality traits predetermined in them as a product of sequential exposure and reflection. Pedagogical technology is a project of a pedagogical system that a teacher can implement in practice. Three essence of the definition of pedagogical technology given by academician V.P. Bepalko includes the formation of features of social experience in children, realization of "technologicality" of educational process and achievement of the guaranteed result. The concept of educational technology is broader than the concept of teaching methods. The method of education is a method of interaction between educators and children, aimed at solving complex problems of the educational process. The method of teaching represents a system of scientifically based methods, rules and techniques of teaching a particular direction. The essence of pedagogical technology is reflected in the preliminary design of the educational

process, taking into account the didactic purpose, the achievement of the required level of mastery and its implementation. The central problem of pedagogical technology is to ensure the achievement of educational goals through the development of the child's personality.

The rapid increase of information in the developing stage of science and technology and the limited time to use them in the teaching process, as well as the requirements for the perfect preparation of young people for life require the introduction of modern pedagogical technologies in education.

Motivation is an internal driving force, emotion that creates a person's behavior, the educator tries to control it, and to organize the educational process, the educator collects impressive evidence from the experience of the studied activities and learns to overcome embarrassing situations based on knowledge of the basics of the direction. The strong or weak motives that are formed in children depend on the skill of the educator. The implementation of pedagogical technology based on the creation of learning factors and the achievement of its goals depends on the pedagogical skills of the educator, communication culture, fluency of speech, the impact of communicative skills on children, the level of mastery of pedagogical techniques and their effective use. This activity, in turn, should be based on new communicative technology. In this process, the educator participates in a variety of activities. One



similar form of pedagogical activity is the interaction of the educator with the pupils based on communication. The content and methods of preschool education are organized in an environment where the formation of the child's personality, the process of recognition of him as an independent person. Preschool is a period when a child develops motivation, self-expression, construction, self-implementation, desire to do something, aspiration. During this period, the foundation is laid for the development of the child as a person.

Forms of teaching vary according to the quantitative composition of students, the nature of the interaction between students and teachers (level of activity and independence), methods of activity (by what methods and techniques), as well as their position in the whole learning process. This position is determined by the nature of the educational tasks that are addressed in the organization of the educational process in one form or another.

The following set of features are specific to the sessions, which are an organizational form of teaching.

In the classroom, children learn the skills of a particular section of education provided for in the Kindergarten Curriculum.

Classes are held with a permanent composition of children of a certain age group.

Classes are organized and conducted by adults. They define the content and purpose of lessons, choose methods and techniques, direct and organize children's cognitive activity to the acquisition of knowledge, skills and abilities.

In the lessons, the content of the program is mastered by all children, so they are the main form of teaching. Other forms of teaching are used as a means of enriching children's experience and preparation for mastering the content of lessons, or as a separate modification of the process of acquiring knowledge. The causal features bring the lessons closer to the school-to-school form of teaching as a form of teaching, thus ensuring consistency in teaching. The main differences between the lesson and the practice are in the structure and methods used to conduct the teaching work at the level of load intensity. Classes are conducted in the following sections of education: acquaintance with the environment and the development of children's speech, the development of electronic mathematical concepts, visual activities and construction, physical education, music education.

The training program includes:

- a certain amount of knowledge about the properties and qualities of objects, their changes, relationships, modes of action, etc., their initial mastery, expansion,

consolidation, generalization and systematization.

- The amount of practical skills and competencies applied in productive activities.
- The amount of skills and competencies of learning activities, their initial formation or improvement, hand exercises.
- Tasks of developing mental and cognitive process qualities.
- Forming children's attitudes to the knowledge, events and happenings in a particular lesson, establishing relationships between peers to relate to their activities, as well as mastering the rules and norms of behavior in the context of training sessions.

Thus, the content of the lessons is aimed at solving both educational and pedagogical tasks in their unity and interaction.

The amount of learning content in each session will not be too large. It is determined by taking into account the memory and abilities of children of different age groups.

For example, when observing new objects during observation, children in the younger age group are able to remember 2-3 bright signs, children in the middle age group are able to remember 3-4 signs, and children in the older age group are able to remember 5-6 signs.

The structure of classes in kindergartens does not include testing the acquisition of knowledge, skills and abilities. This work is carried out in the analysis of the results of children's activities in the process of monitoring the activities of children in the classroom, as well as in everyday life and in the study of children's achievements using various scientific methods.

Classes are open to all children. This requires special attention to its organization and leadership of children's activities. First of all, hygienic conditions must be created to ensure the overall high working capacity of children. Classes should be held in a clean, well-ventilated room equipped with children's furniture.

For each specific session, the organized situation should be appropriate to the nature of the learning activity in which it is to take place.

Children should be placed in the room in a way that allows them to function very well: children should be able to sit at a table facing the tutor or in a semicircle, sitting or standing around combined tables.

The use of visual and practical methods in the teaching of preschool children is associated with the use of a variety of visual materials, such as objects, drawings. One is used in children's collaborative activities, the others are used as



handouts. The organization of the training involves the rational placement of the material, the consistency of its use, the method of recommendation is determined by the nature of work with it. The educator will be able to teach throughout the day using a variety of forms of organizing children. During the trip there will be a general observation of natural phenomena with children. From time to time in the afternoon, the educator reads to the children the literary works they know, which they love. In all cases, the educational work carried out with children in everyday life using different methods is inextricably linked with its main form - training. This solves two tasks: the pre-accumulation of imagination or movement experience to be used in later lessons, or the development of skills and competencies, and the consolidation of ideas acquired in the lessons.

For this purpose, in the daily pedagogical process, a group form of teaching is used, which covers a small number of children. It uses more auto-didactic games.

Recognition of each child as an individual in the educational process, the formation of knowledge, skills and abilities based on his age, interests and needs is a requirement of today. "We must not forget that the foundation of our future is laid in educational institutions, in other words, the future of our people depends on how our children are educated and brought up today. To do this, every parent, teacher and coach must first of all see the person in the image of each child, - said the First President of the Republic of Uzbekistan Islam Karimov.[1]

Based on this simple requirement, we must accept that the main goal and task of education should be to bring up our children as full-fledged people with independent and broad-minded abilities. This requires a balanced approach to education and upbringing.[1] The content and methods of preschool education are organized in an environment where the formation of the child's personality, the process of recognition of him as an independent person. Preschool is a period when a child develops motivation, self-expression, construction, self-implementation, desire to do something, aspiration. During this period, the foundation is laid for the development of the child as a person. It is in the preschool period that the universal qualities that help a child to be successful in all future activities and in life in general are formed.

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