



BASIC PRINCIPLES OF PLANNING THE PROCESS OF TEACHING AND UPBRINGING IN PRESCHOOL EDUCATION

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ANNOTATION

This article describes basic principles of planning the process of teaching and upbringing in preschool education, that it is important to organize regular training courses and trainings for teachers and methodologists of preschool educational institutions in order to improve the quality of the educational process.

KEYWORDS: *teacher, preschool education, principles, training courses, trainings, professional activities.*

INTRODUCTION

Planning is the basis of the content of educational work in a preschool educational organization. The plan of pedagogical work determines specific tasks, content, forms and methods of working with children for a certain period of time. This gives the pedagogical process an organized character, makes the teacher's work purposeful and effective, strengthens the competence of adults in raising a child.

A prerequisite for successful planning is a solid knowledge of the program. But knowledge of the program is not the only condition for successful planning. The teacher must know the children of his group well, study and observe each child in the dynamics of his development.

When drawing up a plan, the teacher, first of all, relies on:

1. State requirements for the development of children of early and preschool age.
2. State curriculum "Ilk adam" for preschool educational institutions.
3. Thematic planning of educational activities in a preschool institution (by age group) [1].

In "Thematic planning of educational activities in a preschool institution" (by age group), the construction of the educational process proceeds from the topic of the month, week. The topic, as communicated knowledge about any field of activity, is presented not only in educational, but also in an emotionally-figurative form. The child "lives" the theme in various types of children's activities (in organized educational activities, in playing, drawing, designing, dramatization, etc.).

The implementation of the topic in a complex of different types of activity forces the adult to a freer position - the position of a partner, not a teacher, that is, in organizing a personality-oriented approach in the educational process. In this situation, the subject of educational activities is very convenient for the teacher to work in the technologies of "Project Activity", "Problem-Based Learning", etc.

MAIN PART

The state curriculum "Ilk Kadam" provides for the organization of educational activities in the following educational areas (Fig.1):

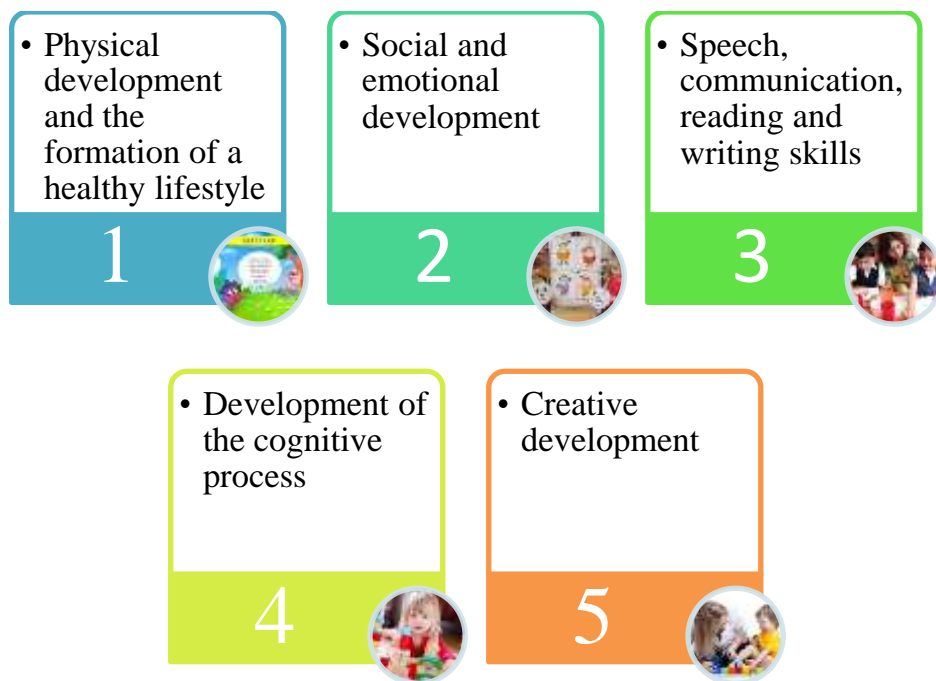


Fig.1. Forms of organizing of educational activities

The content of education and training, forms of organization of children's life, methods and techniques of pedagogical influence are selected and reflected in the plan, based on the goals and objectives of education - the comprehensive, harmonious development of the child.

The weekly plan of educational and upbringing work of a teacher is the main document in working with children, and provides for the planning of all types of activities of children and the corresponding forms of work for every day. The purpose of the document is to help achieve the intended educational and educational tasks. A plan is a project of the pedagogical activity of all participants in the educational process.

Planning Requirements Based on a Person-Centered Approach:

1. The plan should be based on developmental learning and personal

2. oriented approach, the purpose of which is the comfortable and natural development of each child.

3. The plan should be based on the integration of educational areas into

4. in accordance with the age capabilities and other characteristics of the pupils of the group.

5. The plan should ensure the unity of educational, developmental and teaching goals and objectives of the education of pupils, in the process of implementation of which, competencies (knowledge, skills and abilities) are formed.

6. The planned content and forms of organization of children must correspond to the age and psychological and pedagogical foundations of preschool pedagogy.

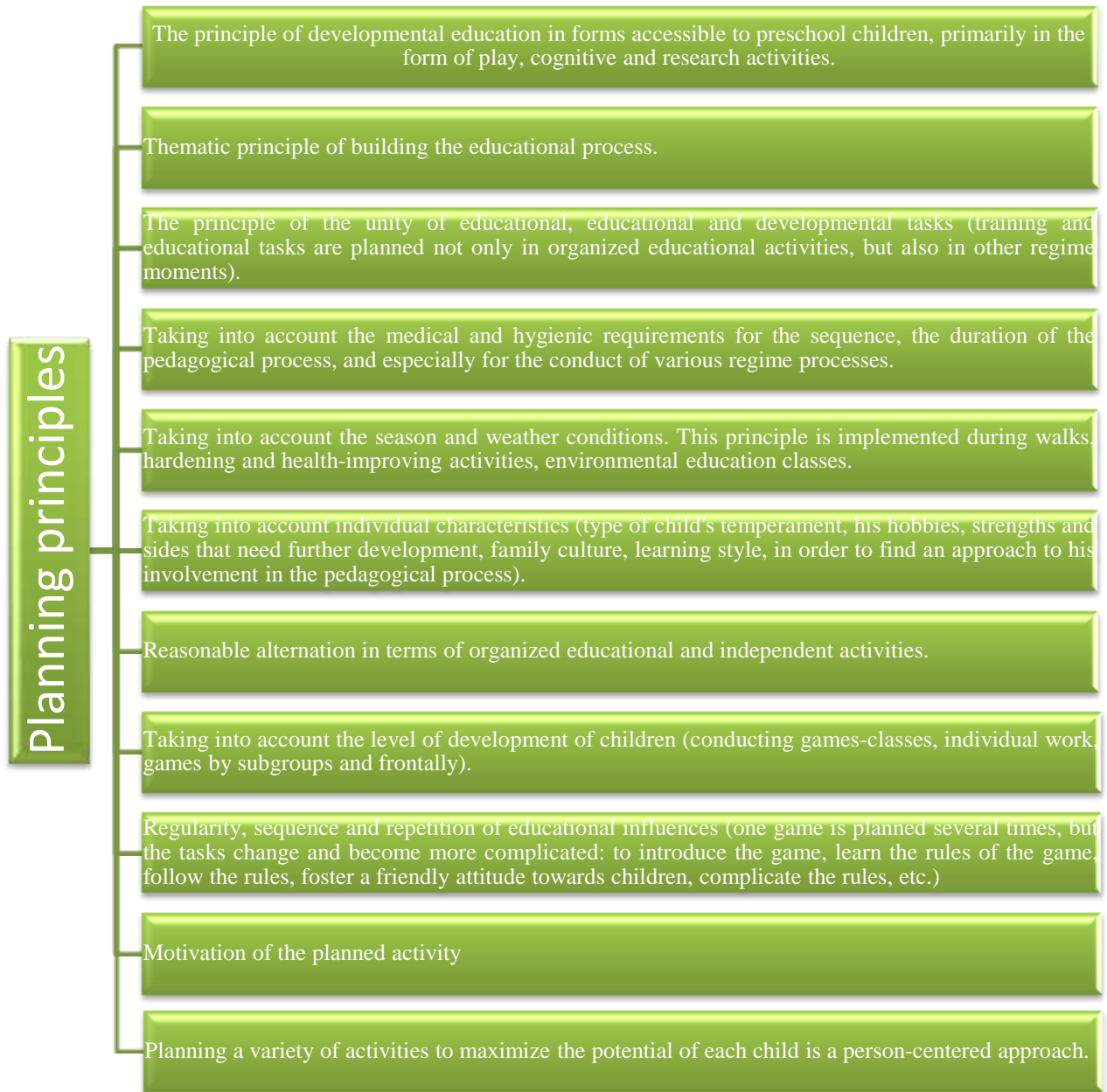


Figure 2. Principles of planning educational activities with preschool children

The organization of play educational activities based on a personality-oriented approach is a departure from educational activities in the classroom, an increase in the status of play as the main activity of preschool children, inclusion in the process of effective forms of work with children: ICT, project activities, play, problem-teaching situations within the integration of educational areas.

Thus, "lesson" as a specially organized form of educational activity in the preschool

educational institution is replaced by another activity. The place of the lesson was occupied by an interesting for children, specially organized by the teacher, a specific children's "play educational activity", implying their activity, business interaction and communication, the accumulation of certain information by children about the world around them, the formation of certain knowledge, skills and abilities. That is, the learning process remains. Teachers continue to "engage" with children,



meanwhile teachers need to understand the difference between "old" teaching and "new".

Now, many teachers, trying to transform the lesson and make it a new educational activity, take the outline of the lesson "the old fashioned way", first include some problematic situation, productive activity, use ICT, and, done! And the essence has not changed!

This happens because teachers do not quite understand the essence of the joint activity of a teacher with children, they do not see how *play educational activity* differs from a *lesson*.

In order to properly organize play educational activity, you need to understand well some issues and identify the difference between "occupation" and "play educational activity".

Lesson is an organized form of teaching and a time period of the learning process, capable of reflecting all its structural components (general pedagogical goal, didactic tasks, content, methods and means of teaching). The main *signs of a lesson* should be highlighted:

- In terms of the time interval, it takes from 10-15 minutes in the younger preschool age, up to 30-35 minutes in the older preschool age);
- The leading role in the lesson belongs to the teacher, who organizes the process of transfer and assimilation of educational material, tracking the level of development of each child;
- Group - the main organizational form of bringing together children in the classroom, all children are of approximately the same age and level of training, the main composition of the groups remains for the entire period of stay in the preschool;
- The group works according to a unified curriculum;
- The lesson is held at predetermined hours of the day.

CONCLUSION

When organizing educational activities, the professional position of the teacher consists in a deliberately respectful attitude to any statement of the child on the content of the topic under discussion. It is necessary to think in advance how to discuss children's "versions": not in a rigidly evaluative form (right or wrong), but in an equal dialogue. Only in this case children will strive to be "heard" by adults. At the same time, throughout the entire activity, the child finds himself in a situation in which he needs to argue, object, make a request and an assessment, enter into other types of communication.

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