

## PRE-SCHOOL EDUCATION FOR CHILDREN

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### ABSTRACT

*The article is devoted to the issues of building a model of preschool education at the present stage. Analyzing the changes taking place in the socio-cultural situation, in the child himself, the author sets out his view on preschool education in the interests of childhood.*

**KEYWORDS:** *Childhood, Children, Preschool Education, Standard.*

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### INTRODUCTION

Currently, the topic of childhood is being studied from the standpoint of a variety of sciences: psychological, pedagogical, historical, philosophical. Investments in the field of preschool education are recognized in the world as the most effective in terms of improving the quality of subsequent education, leveling the starting opportunities for children. Many developed countries have made preschool education compulsory or are striving to maximize the coverage of children with these programs. [1]

Interest in the problem of childhood is due not only to increased attention to childhood and children in the world community, but above all to the desire to create preschool education in the interests of childhood. As the most important task of preschool education, the task of revealing the abilities of each child, educating him as a person ready for life in the modern world is put forward. [2]

The creation of preschool education in the interests of childhood is impossible without taking into account the qualitative mental, psycho physiological, personal changes of the modern child. The strengthening of children's orientation towards consumption, the separation of the child from the cultural traditions of society and its history, unequal access to educational resources in the metropolis and the provinces have led to changes in value orientations, in the cognitive and emotional-personal spheres. [3]

The rapid growth of cities, the increase in the urban population, and, as a result, the strengthening of the negative impact of people on nature, which by now has acquired a planetary character, have an impact on the processes of assimilation of ecological culture by a child. In a preschool educational institution, the natural and social environment is being replaced by a toy one. In it, the child feels confident, however, getting into a real environment outside the preschool educational institution, he feels discomfort and behaves inadequately. [4]

New regulations governing the activities of preschool educational institutions introduce additional restrictions on the organization of the interaction of children with nature. [5]

An objective reality has become the fact that many children live in an almost artificial environment, do not have the opportunity to communicate with natural objects. They are surrounded by monotonous buildings, asphalt, cars, artificial flowers. Nature is perceived by children as something very abstract and distant. There is a replacement of the real nature of the virtual one. The child spends more and more time on computer games, VCR, TV.

We are talking about cultural deprivation, that is, restriction, deprivation of access to spiritual resources and opportunities necessary to meet the basic needs of life for children, for the full formation of a personality, the sources of development of which are in the field of cultural experience of mankind. [6]

Decreased cognitive development of preschool children, children's energy, desire to act actively, appropriation of patterns of behavior alien to our culture, narrowing of the level of development of the role-playing game of preschool children, underdevelopment of the motivational-need sphere of the child, will and arbitrariness, reduced level of children's curiosity and imagination, underdevelopment of the fine hand motor skills of older preschoolers, insufficient social competence, inability to resolve the simplest conflicts, lack of interests, hyperactivity, increased absent-mindedness, low level of communicative competence - this is a far from complete list of dangerous trends in the development of preschool children that are noted in modern research.

Childhood is a valuable period in a person's life, when the foundation of personality traits is laid, the basis of personal culture is formed, which in the future allows the child to successfully develop in the future. [7]

The determining factors in the formation of the child's world are: "adult" culture, the conductors of which are parents and other educators, the efforts of the child himself, manifested in various types of his activities and children's subculture, the traditions of which are passed down from generation to generation of children and are extremely important, significant for understanding by the child how to master the world around. Each of these factors plays a huge role in early childhood education.

When a child is born, he inherits from his parents a natural, psychophysical organization, and he acquires a social organization in society. "The more a society develops and becomes more diverse, the more attention it pays to the growing generation, and the more socially significant it becomes.

Today, adults have ceased to be the main sources of information. The Internet, television have become new tools that open the boundaries of a new socio-cultural space, with their own ways of learning, suggestion, preferences. The intense onslaught of information flows has a huge impact on the physical, mental, including intellectual and emotional development of children. It is important to teach children how to use it for good, because we are already feeling their negative impact. The problems associated with creating a comfortable and safe information environment for children's lives remain acute and far from a final solution.

New approaches to the upbringing and education of preschool children have emerged with the release of state requirements for the structure of the main general educational program of

preschool education, which defines the main directions and educational areas in which the program of preschool education should be built. Each direction corresponds to certain educational areas: the cognitive-speech direction - "Cognition", "Communication", "Reading fiction"; social and personal direction "Safety", "Socialization", "Labor"; artistic and aesthetic direction - "Artistic creativity", "Music"; physical direction - "Physical culture", "Health". Each educational area (with the exception of Health, Safety) is aimed at the development of children's activities. [8]

In preschool education, three main models for constructing the educational process are implemented: educational, subject-environmental, complex-thematic. In the educational model, the educational process is based on learning, "leading" the upbringing and development of children. Accordingly, educational activity is actually considered as the leading activity of preschool children, which is realized in the form of classes in various "subjects". However, the essential characteristics of this model are in conflict with the main provisions of the domestic scientific school, according to which: educational activity is not only the leading, and even adequate activity of preschool children, and the subject principle of building the educational process does not correspond to the age characteristics of preschoolers, and the organization of special classes in subjects is not identical to the organization of different types of children's activities. [9]

The subject-environmental model of building the educational process involves the selection of didactic material, the action with which automatically develops the child. Accordingly, the adult is given a secondary role. One of the main forms of organizing the educational process is the independent activity of children. Independent activity is understood as the free activity of pupils in the conditions of a subject-developing environment created by teachers, which ensures that each child chooses an activity according to his interests and allows him to interact with peers or act individually.

The model of building the educational process on a complex - thematic principle - is designed to make the life of children interesting, to connect it with the surrounding reality. It is based on the integration of both the content and the organization of the educational process. It is important that the topics that are offered to children be significant for the family and society and arouse the interest of children, give new vivid impressions, ideas and concepts. The implementation of a complex-thematic model makes the life of children interesting and exciting. [10]

The main models of education for preschool children are: joint activities of adults and children and independent activities of children. The joint activity of adults and children is distinguished by the presence of a partner (equal) position of an adult and a partner form of communication (the possibility of free accommodation, movement and communication of children in the process of educational activities). [11]

Pre-school education in the interests of childhood is the use of age-appropriate forms of work with children: games; observations; conversations, problem situations; experimentation; collectibles. Play remains the main form of work with preschool children and the leading activity for preschool children. Motor activity is realized in outdoor games with rules, outdoor didactic games, game exercises, competitions. Game: in story games, in theatrical games. Productive is realized in workshops for the manufacture of products of children's creativity, in the implementation of projects. Reading fiction is realized through the following forms: reading,

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discussion, learning. Cognitive research activity - through observation, solving problem situations, experimenting, collecting, modeling, project implementation. One of the main forms of work with children should be the situation: “educational”, “educational”, “pedagogical”, “communication situation”, “ethically significant situation”, “life situation”, “game situation”, “problem situation”, "moral choice situation".[12]

Thus, in preschool education in the interests of childhood, the educational block (but not the learning process) should be excluded, the volume of the block of joint activities of an adult and children should be increased, which includes not only educational activities carried out during regime moments, but also directly educational activity; the content of the concept of “joint activity of an adult and children” has been changed, taking into account its essential (rather than formal) features. [13]

A feature of preschool education is the results of children mastering the main general educational program of preschool education, which should describe not the volume and content of knowledge acquired by children, but the integrative qualities of the child: physically developed, inquisitive, active, emotionally responsive, mastered the means of communication and ways of interacting with adults and peers who is able to manage his behavior and plan his actions on the basis of primary value ideas, who observes elementary generally accepted norms and rules of behavior, who is able to solve intellectual and personal problems, who has primary ideas about himself, family, society, the state, the world and nature, who has mastered the universal prerequisites for educational activities - the ability to work according to the rule and according to the model, listen to an adult and follow his instructions, having mastered the necessary skills and abilities. [14]

Building pre-school education in the interests of childhood is impossible without changes in teacher training. The educator remains a key figure in a rapidly changing open world. The main professional quality that a teacher of preschool education must constantly demonstrate to his pupils is the ability to play. Readiness for change, mobility, ability for non-standard work activities, responsibility and independence in decision-making - all these characteristics of the activity of a successful professional fully apply to the teacher of preschool education. The acquisition of these valuable qualities is impossible without expanding the space of pedagogical creativity. The work of a teacher should be freed from petty regulation, freed from total control. [15]

Thus, the construction of preschool education in the interests of childhood is associated with the development of the child's personality, with the search for effective ways for the child to master different aspects of reality, including nature, with the organization of children's activities. Preschool education in the interests of childhood is focused on the development of variable forms of accompanying the early development of children; increasing the flexibility and diversity of forms of providing services to the preschool education system; providing support and better use of the educational potential of families; ensuring universal accessibility of preschool education for all categories of children; increasing the flexibility and diversity of forms of providing preschool services based on the implementation of existing (basic) and new (additional) forms of their financing and organization; organizing the education and upbringing of children studying in educational institutions in accordance with the requirements of new state educational standards; development of the material and technical base of educational institutions,

including the use of modern information and computer technologies; development of all forms of preschool education, such as family kindergarten, early intervention service, lekoteka, child play support centers and others, including the non-state sector; expanding the variability of programs designed for children with different levels, types and forms of manifestation of abilities, including individualized development programs (for children with special gifts).

As noted by A.G. Asmolov, “childhood is not limited to the system of preschool institutions, where a child can receive this or that support. Childhood is provided - and this is the main thing - with the support of the family as a key institution for the development and socialization of the child. More than ever, we need to create such a doctrine for the development of preschool childhood, in which together, “in one team”, there would be the state, the family, workers in the education system, those who create products to support childhood - books, games, magazines; people who act as protectors of childhood. And “not the child should prepare for school, but the school should prepare for the child. And we must translate this strategy of state policy into a standard that will become an understandable and necessary document for parents, a navigator in the world of childhood, guided by which, parents and educators will help each child to join the culture. The key line of preschool childhood is familiarization with the values of culture, and not teaching him to write, count and read. And this initiation occurs through the game.

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