

THE ROLE OF STATE EDUCATIONAL REQUIREMENTS IN EDUCATION AND UPBRINGING CHILDREN OF PRESCHOOL AGE

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Abstract: This article provides a comprehensive analysis of the purpose and function of state requirements for organizing classes in preschool educational organizations and provides scientific and theoretical justification.

Keywords: Educational game, Educational process, Educational activity, State requirements, "I" concept.

In the process of preschool education, first of all, it is necessary to carry out work that ensures the formation of a cultural and moral orientation, to educate the child's personality in the spirit of patriotism, his activity and independence, the formation of love for the Motherland and international feelings, team spirit and tolerance, the formation of moral and normative behavioral habits and rules. The formation of the cultural characteristics of a moral personality is carried out in the process of all educational and educational work carried out with children. In educational game activities, in everyday communication, in independent games, in labor, etc. Therefore, it is necessary to instill cultural moral qualities, moral rules in all educational and educational activities carried out in the PEO group, even if the upbringing is not planned. The formation of personality and moral qualities should be ensured by all educational and educational work in the preschool group, even if it is not planned.

When planning the educational process organized with children, it should comply with the psychological and pedagogical foundations of preschool pedagogy.

A separate plan is drawn up for each age group. The main difference in the plans of different age groups is in the content of the program material, in the methods of work (number and duration of educational activities, teaching methods, etc.). After the teachers' plan is discussed and approved by the Pedagogical Council, a single form of writing can be chosen independently.

The principles of planning are the principle of developmental education, which is open to preschool children, mainly in the forms of games, knowledge acquisition and research activities. In this regard, it is appropriate to highlight the following: - The principle of thematic organization of the educational process. - The principle of the unification of educational and developmental tasks

(educational and developmental tasks are planned not only in organized educational activities, but also in other activities during the day). - Taking into account the duration of the pedagogical process, and especially the compliance with health and hygiene requirements for conducting various daily routines. -Taking into account the season and weather conditions. This principle is implemented when conducting walks, recreational and health activities, and environmental education classes. -Taking into account personal characteristics (the child's character, his interests, strengths and areas in need of development, family culture, teaching style, methods of involving him in the pedagogical process). - Successful alternation of training and independent activity in the plan. -Taking into account the level of development of children (in educational and game areas, in individual activities, in general groups). -Regularity, consistency and repetition of educational influences (one game is planned several times. But the tasks change and become more complicated: introducing the game, learning the rules of the game, following the rules, forming a friendly attitude towards children, complicating the rules, consolidating knowledge of the rules of the game, etc.).

It is a person-centered approach to planning various activities that promote the highest potential of each child. In this regard, it is necessary to plan the educational process in accordance with the "Ilk Kadam" State curriculum.

In this regard, the following were taken into account when planning the educational process in the section of the "Ilk Kadam" State curriculum for preschool educational organizations: - the educational process is based on the agenda of the group. It replaces daily educational activities, children's games, free time and types of educational activities planned by the pedagogue; -educational activities are carried out in order to meet the child's educational and social needs (health, nutrition and safety) based on the child's age and individual development. Educational activities are combined into a single theme that originates from the child's life and environment.

The planning of educational activities is based on integration, diversity and flexibility depending on the educational environment. The following types of planning are distinguished in educational activities: - annual themed; -weekly.

Planning includes goals, content of topics and types of activities. When choosing an activity, the general goals of educational activities, as well as the goals of development areas and types of activities are taken into account.

Planning should take into account the agenda. The routine sets the rhythm of the work and should help the child easily move from one activity to another. It should be remembered that the game is the main activity of preschool children. Daytime sleep, rest time, and walking time are taken into account when creating a daily schedule.

In the annual thematic plan, the topics of the month and week are reflected for each age group. In the "Ilk Kadam" State Curriculum, each PEO has the right to develop its own educational program, taking into account the educational direction and climatic, territorial and other characteristics, as well as draw up an annual thematic plan. This thematic plan is approved by the pedagogical council of PEO.

In the development of the annual thematic plan of PEO, it is appropriate to rely on the recommendations of the thematic planning of educational activities in the organization of preschool education developed by the Ministry of Preschool Education of the Republic of Uzbekistan.

There are several important conditions in planning: - distribution of planning goals and tasks for a certain period in the preschool educational organization; -regular and uniform distribution of material within a certain period of time so that children can gradually acquire information in a certain system; -choose appropriate methods, means, methods that help to achieve the goal of obtaining the planned result; - taking into account the specific characteristics of the age group, the conditions of educational activities; - clearly knowing the work results to be achieved at the end of the planning period; -planning of individual work with specific children (after a lesson, game, group work, sometimes there are children who have not fully mastered the material or could not complete the task, so it is recommended to plan their work individually); -planning of children's activities should ensure that every child is as comfortable at PEO as at home. Nothing should contradict the wishes and needs of children.

It is clear that the lesson is a strictly regulated form of teaching children, limited in time. The main person is the teacher, and the children perform the tasks proposed by the teacher. What conditions must be met for the educational activity to turn into an “educational game activity”? Of course, there must be a motive. This can be a game plot, a hero of a work, some incident from the surrounding reality, problem situations, the use of ICT. However, this is not enough. The main thing is the role of the teacher and the child in the educational process.

State requirements apply to the following educational organizations in the Republic of Uzbekistan, regardless of their organizational and legal form: state preschool educational organizations; non-state preschool educational organizations; “Mehribonlik” houses and “Children's Towns” with preschool age groups.

Secondary specialized, vocational and higher educational institutions that train personnel for preschool education, organizations that provide advanced training and retraining of pedagogical personnel in preschool education, and families raising preschool children must comply with state requirements.

The following basic concepts are used in state requirements: preschool education is a holistic process aimed at comprehensive development of preschool children, taking into account their interests, talents, individual mental and physical characteristics, cultural needs, and providing for the formation of moral norms in the child, the acquisition of life and social experience;

development is a set of changes in the structure of the human body, psyche and behavior under the influence of biological processes and the environment;

area of development is a specific direction in the development of a child;

sub-area is a subgroup of the area. A sub-area of the main areas covers certain aspects of development and indicates their specific direction;

expected result - an indicator of the knowledge, skills and competencies expected of children;

the complex of child education - the knowledge, skills and competencies of a child, as well as values, sufficient for the purposeful performance of tasks specific to a certain age period;

integration - the relationship between the components of the content of a child's education and development;

inclusive education - a process that ensures equal access to education and upbringing, taking into account the individual educational needs and individual capabilities of children;

reflexive activity - the process of forming conclusions in a child based on understanding and independent analysis of his own concepts and actions;

The concept of "I" - a system of conscious ideas of a child about himself, part of his reflexive activity.

The goal of state requirements is to educate a spiritually mature and intellectually developed person in the preschool education system, taking into account the socio-economic reforms being carried out in the country, the advanced experience of foreign countries, as well as scientific achievements and modern information and communication technologies.

In conclusion, the main tasks of the State Requirements for the education of preschool children are: - to establish requirements for the development, content and quality of education of preschool children; - to introduce effective forms and methods of education and development of children based on national, universal and spiritual values; - to introduce pedagogical and modern information and communication technologies into the educational process; - to ensure the effective integration of education, science and production for targeted and high-quality training of personnel.

State Requirements are based on the following basic principles: - the uniqueness of the child; - the active role of the child in creating the concept of "I" and personal education; - the importance of protecting and ensuring the rights of the child; - the main role of adults in the education and development of the child; - due to the existence of individual differences in the development of children, it is advisable to approach each child flexibly and on the basis of individual variability.

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