

# EDUCATION, TRAINING AND DEVELOPMENT OF PRESCHOOL CHILDREN ACCORDING TO THE STATE CURRICULUM “ILK KADAM”

Eshchanova Gavhar Otajonovna<sup>1</sup>, Abdullayeva Shahnoza Kadamboevna<sup>2</sup>, Turebekova Guljahan Adilbekovna<sup>3</sup>, Ergalieva Janar Aitkaliyeva<sup>4</sup>

<sup>1</sup>Associate professor of Department of "Methodology of preschool education", Urganch State University.

<sup>2</sup>Independent researcher of Department of "Methodology of preschool education", Urganch State University.

<sup>3</sup>Independent researcher of Nukus State Pedagogical Institute named after Ajiniyaza Department of "Preschool Education".

<sup>4</sup>Independent researcher of Nukus State Pedagogical Institute named after Ajiniyaza Department of "Preschool Education".

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## Abstract

Preschool education is the basis of the lifelong learning system. Until 2017, this area was not given due attention. Today, everything has changed dramatically. Thus, in order to develop and implement a unified state policy in the field of preschool education, phased full coverage of children with preschool education, the Presidential Decree “On measures to radically improve the management of the preschool education system” dated September 30, 2017 created the Ministry of Preschool Education of the Republic of Uzbekistan.

**Keywords:** Pre-school education, school education, child, student, upbringing, education, pedagogy.

## Introduction

The main task of MDO at the time of its formation was the creation of favorable conditions for the comprehensive development of the younger generation, the full realization of their creative potential. Now, taking into account world experience, conditions are being created for the intellectual, moral, aesthetic and physical development of children. In turn, by creating a healthy competitive environment among state and non-state preschools in the republic, a phased coverage of all children with preschool education is carried out, tax benefits and preferences are provided, subsidies are allocated from the budget for rational forms of education and upbringing.

Education is the purposeful formation of personality, a process that helps the child prepare for interaction in society. This is the transfer of accumulated experience, the development of certain qualities and skills in the child. As a rule, in any upbringing, three main methods are used - punishment, encouragement and personal example. Moreover, the latter method is considered almost the most effective, since children tend to repeat after adults, copy their habits and behavior. This does not mean that the "carrot and stick" method does not work, just remember that everything is good in moderation. With excessive punishment, you can stifle initiative in a child, create psychological trauma - especially if he does not understand what he is being punished for. With excessive encouragement, one can spoil or encourage the development of a communication format called “blackmail”, when the child agrees to fulfill his duties only in return for providing any benefits and pleasures.

So, ideally, always be mindful of the example you are setting for your child. If you are not involved in sports, then it will be difficult to get your child interested in exercise. If you do not read books and spend a lot of time on the Internet, then do not be surprised why your baby is not interested in literature.

Children from one to three years old are faced with the task of comprehending the vast world around them and acquiring the most necessary skills. By the age of two, they make a sharp breakthrough in intellectual development, the first skills of abstract thinking are formed, imagination is enriched, and memory begins to develop. At this age, development can be stimulated in a playful way: it is useful to read, sing, engage in joint creativity, play games.

Child psychologists call the third year in a child's life a crisis, it becomes a turning point in terms of self-awareness as a person. During this period, in order to avoid the formation of complexes in the future, it is extremely important to properly build communication with the child, respecting the characteristics of his personality.

An important aspect is the development of speech, which is now a full-fledged means of communication for the baby: speech function is trained, vocabulary is enriched. The main activity for children of this age is the game, but now games are moving from the category of abstract to story.

From the moment of birth until entering school, the child goes through a rather difficult, but interesting path of the first knowledge of the world. What is possible and what is not, what it tastes like, smells, feels, he takes his first steps and says his first words, learns to use the potty and perform simple tasks. The school becomes a new stage of development, on the readiness for which, however, the success of its passage depends. Does the child have a thirst for knowledge and discoveries, does he want to learn or is it difficult to interest him in anything, does he know how to read and is he physically well prepared for his age, how does he communicate with other people - with peers and adults, does he have his own principles and understanding of good and evil, some moral issues? All this will directly affect the interest in learning and the ability to adapt to the team. Comprehensive educational programs are capable of successfully preparing a child for school.

Ways and means of raising children. Education is called the purposeful formation of personality, a process that helps the child prepare for interaction in society. This is the transfer of accumulated experience, the development of certain qualities and skills in the child. As a rule, in any upbringing, three main methods are used - punishment, encouragement and personal example. Moreover, the latter method is considered almost the most effective, since children tend to repeat after adults, copy their habits and behavior. This does not mean that the "carrot and stick" method does not work, just remember that everything is good in moderation. With excessive encouragement, one can spoil or encourage the development of a communication format called "blackmail", when the child agrees to fulfill his duties only in return for providing any benefits and pleasures.

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Education of children up to 3 years. Early development programs will help in an easy game form to master basic skills and knowledge.

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In the first three years, the child's basic feelings are formed, the emotional component of the personality is determined, as well as its character. During this period, motor skills are also actively improved, mental operations become more complicated. By the age of four, role-playing becomes the main form of play. From the age of 4, the child enters the preschool period, so most parents shift the main focus on education, training and further development of the psyche. However, one should not forget about physical development.

The first 6-7 years are the most important for physical education, because it is during these years that general endurance and working capacity are formed, and there is an intensive growth. This is the time when children are most active, it is easy and natural for them to move a lot, so it is worth taking advantage of this natural opportunity and paying special attention to physical development. By the way, this will also help strengthen the immune system, increase resistance to various diseases, and develop the habit of a healthy lifestyle.

What can you do at this time:

- Improve health. For example, to engage in hardening, to form the correct posture, to prevent flat feet;
- To form vital motor skills (for example, learn to swim, run, climb);

Develop agility, endurance, speed, coordination.

What can parents do? If the parents themselves lead a healthy and active lifestyle, then it will be enough to introduce the child to joint activities (exercises, dousing, jogging or swimming). If space and space allow, you can buy simple sports equipment at home - install a wall bars or a horizontal bar, buy a fitball, a jump rope.

What to do if parents do not have enough time and energy to control the child's physical activity?

If you doubt that you have enough time and energy to control the physical activity of the child, you can send him to the sports section, circle or special classes in children's fitness. The latter option is even more preferable, since here the child is not prepared for sports records and competitions, but classes are held in an interesting and exciting way to help strengthen the muscular corset, improve coordination, etc. Moreover, the range of such activities is quite wide - from yoga to swimming and dancing.

Mental education

If physical education is the foundation for your child's health and well-being, then mental education can make school a lot easier. The development of curiosity and cognitive interest, memory and attention, speech and thinking, creative perception of the world and imagination can be attributed to mental education.

Here is a far from complete list of what a child of 6-7 years old should know and be able to do before the first grade:

Copy exactly the pattern or movement; be able to find up to six differences between different objects, complete one task for 15 minutes without being distracted. The speed and independence of the performance of these tasks indicate the level of attention in the child.

Draw, hatch pictures without going beyond the borders. Pencil and brush skills and the ability to see the line and stay within it will help your child develop fine motor skills, which in turn will make it easier to learn to write.

Read short poems by heart, retell the plot of a book, story, read, remember 3-4 sentences and 8-10 pictures. All these skills indicate what kind of memory a preschooler has.

Mathematical skills are also important: to know the numbers (in direct and reverse order), to add and subtract, to correlate the number and the number of objects, to be able to determine the time, to know the shapes of objects (circle, square, triangle).

And finally, the child must know the full name (his own and his parents), as well as in which city / country / region he lives. Have an idea about the seasons, months, days of the week and time of day, animals and birds, flowers and trees. All this relates to familiarity with the outside world.

It turns out that in the process of preschool education, it is worth paying attention to sensory perception (development of the sense organs), mental activity, the formation of speech, the education of curiosity (i.e. "teach the child to learn"), the formation of a general elementary idea of the world around.

What can parents do? Study at home using various educational games. Today, there are a huge number of different systems that help to form certain knowledge and skills in a child. Just talk more, read, talk. For example, while walking, you can count houses, birds in trees, cats, look only for red or blue cars, determine house numbers, etc. Send the child to special classes, to groups, specialized preschool educational institutions, where professionals will work with the preschooler to help prepare for the first grade.

Moral and spiritual education. And, finally, another important aspect is the formation of moral principles, that is, the moral and spiritual education of the child. Children do not yet have the ability to analyze the consequences of their actions, so they behave in the way that, in their opinion, adults who are authority for them would behave. Therefore, a lot in this matter depends on the parents.

It is important that by the time the child enters the first grade, ideas about justice, care, kindness, and politeness have been formed. All this knowledge must be supported by appropriate actions and behavior. In addition, it is worth paying attention to the development of independence, responsibility, perseverance, organization - that is, such qualities that will also help the child to study successfully at school.

Moral education also includes the formation of taste, interest in art, etc. To do this, it is good to attend exhibitions that are interesting to the child, children's performances, and read more books. You can also help a child in moral development by working with a psychologist who will guide and correct the behavior and development of the baby in time. In some specialized preschool educational institutions there are corresponding courses.

The current rhythm of life greatly complicates the task of modern parents to ensure the full-fledged comprehensive development of the child - as a rule, there is not enough time and opportunity to implement all the necessary planned activities on their own, most of the specific goals require a systematic approach, which further complicates the situation, especially when the family has two or more children of different ages. One of the optimal solutions is modern children's education and development centers aimed at facilitating and speeding up the processes of education and upbringing, making them more diverse, exciting and effective.

Child development in preschool educational organizations under the state educational program "Ilk Kadam".

The state educational program "Ilk Kadam" was developed for teachers and educators of preschool educational organizations and is intended for the comprehensive education and development of children from three to seven years old. The state educational program "Ilk Kadam" presents options and examples for working in development centers, taking into account the uneven-age stay of children and the functioning of a group for preparing for school for children 5-7 years old.

There are no more than eight children in preschool groups, which allows creating a favorable atmosphere and paying enough attention to each child. Experienced psychologists and teachers conduct classes in a fun and playful way. Each lesson consists of three or four blocks.

Among the main tasks of preschool education is not only teaching children basic skills, literacy and numeracy, but also the correct interaction with peers and adults, the ability to independently resolve difficult situations, and easily adapt to new conditions. Therefore, for the full preparation of the child for school, the participation of a psychologist is important.

It is very important not just to involve children in various types of children's and educational activities, but to take into account their interests. So, there are several differentiated groups of pupils:

- for children from the first differentiated group (about 40%), the consciousness of interest, the ease of its occurrence are characteristic; the presence of a pronounced motivational basis, an understanding of why they are engaged in this activity, the stability and duration of interest - moreover, participating in various forms of organizing activities, they show the breadth of their interests and high achievement motivation. Basically, this combines the cognitive and emotional interests of preschoolers.

Further, they are reflected in the interest in the pursuit of experimentation and design;

- children from the second differentiated group of children (33%) are characterized by an average level of awareness of interest; the presence of a motivational basis, manifested through interest in activities and activity, but their interest is relatively stable. They are characterized by the emotional attractiveness of the process of the activity itself, its fascination, but the motivation to achieve the results of the activity is low.

Common interest does not always become the basis for the development of differentiated interests. Basically, this happens through the union of cognitive and subject-practical interests. However, at the same time, the direct interest in games-activities strongly depends on the success of the child in the peer group and the relationship with the teacher. May be supported by play and productive activities for children as it pairs well with them;

- for children from the third differentiated group (27%), it is typical that interest does not arise immediately, with difficulty: they do not realize why they are engaged in this activity. Most of all, interest is shown in physical activity and employment. Manifestations of cognitive interest are characterized by superficiality, its involuntary and narrowness. Interest in games is situational and unstable. Children do not have the desire to overcome difficulties, there is a lack of confidence in their abilities.

Taking into account differentiated groups of children, the teacher creates situations for involving inactive children with unstable and unexpressed interests in joint activities with an adult or peers. There is an effect of "infection with social emotions", especially if the educator uses the technique of anticipatory approval of the actions of children, comments on the consequences of their actions and activities, presenting the result as already accomplished. It is very important to identify children - the emotional leaders of the group, who are immediately involved in the activity themselves and involve their peers in it by their example. These pupils usually have well-marked signs of subjective activity. They unconsciously broadcast it as a value to a group of children.

The educator should, in addition, have worked out the methods of forming subjectivity in various types of children's activities. M. N. Polyakova refers to them as methods of setting the goal of an activity and implementing what was conceived through determining the sequence and methods for performing tasks for an adult. At the same time, she points out the need for each child to coordinate his actions with the intention of other children, and also to evaluate the result.

Conversations on everyday topics concern those phenomena of everyday life that children observe and in which they themselves participate. In conversations, children report with whom they live at home, what are the names of family members, and where they work, what they do at home, how they relax; talk about their games, activities and entertainment at home, about all possible assistance to adults; compares the situation at home and the situation in the kindergarten. Conversations about the work of adults in kindergarten help children understand the meaning of the activities of kindergarten staff, creating convenience and well-being for all children.

Conversations on topics of public life clarify children's ideas about their hometown, about preparing for the holidays in kindergarten, in the family, on the streets.

Conversations on natural history topics clarify and reinforce children's ideas about the seasons, about animals, plants, and about the work of people.

In conversations about favorite fairy tales and books, children recall their content and express their attitude towards the characters. In conversations about household and labor items, for example, furniture, utensils, clothes, toys, some tools, vehicles on land, water and air, it is discussed what objects are for, what and how they are made, what are the characteristic features (color, shape, size), who made these items and where, how to protect the item so that they can be used longer.

Talking with children about the school, as well as where their older brothers and sisters, parents study, the teacher reinforces the children's desire to learn, interest in school, books.

When selecting program material for conversations, it is necessary to take into account the personal experience of the children of the group, the stock of their ideas and knowledge, because children can take an active part in the conversation when they have some more or less clear and varied ideas about the subject of the conversation. "A child should not be allowed to describe something, to judge about what, he does not have sufficient, completely and clearly assimilated data," wrote E. I. Tikheeva.

The personal experience of the child, acquired through observations, in activities or through fiction, serves as the material on which to build a conversation and communicate new knowledge to children.

During the conversation, the teacher's questions, which are the main methodological technique in this lesson, reveal the content of the intended topic and, guiding the children's thoughts, teach them to answer correctly. The teacher must think over the content and wording of his questions so that they are understandable to all children. With his questions, the educator should direct the thoughts of the children to the essential, characteristic signs and phenomena.

When conducting a conversation, depending on the answers of the children, sometimes it becomes necessary to ask additional questions, but one should not move away from the content of the main topic of the conversation.

To clarify the ideas of children or in order to give a visual image of an object unknown to them, it is necessary to use visual material: a picture, a toy, a model, an object in kind. Visual material arouses great interest and speech activity in children. Their statements in this case are directly based on sensations and perceptions.

At the end of the session, it is useful to consolidate the content of the conversation or deepen its emotional impact on children. This can be done in different ways, namely: the educator sets out the content of the conversation in a short concluding story.

When conducting a conversation, the teacher should strive to ensure that all children are active participants in it. To do this, the following rules must be observed: pose a question to the whole group, then call one child to answer. You can not ask the children in the order in which they sit. This leads to the fact that some of the children stop working: it is not interesting to wait in line when you know that you are still far away.

It is unacceptable to ask the same children (the most lively ones). If the teacher talks to one child for a long time, then the rest of the children cease to participate in the conversation. The same thing happens when the educator himself, during the conversation, talks a lot about what the children already know well, or without any need repeats everything that the children say. Do not interrupt the answering child. The children's answers during the conversation are in the nature of short or more or less detailed remarks; One-word answers are also acceptable, if the content of the question does not require more.

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