

PSYCHOLOGICAL FEATURES OF THE ORGANIZATION OF PEDAGOGICAL PROCESSES IN PRESCHOOL EDUCATIONAL INSTITUTIONS

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Annotation: *the article reflects on foreign experiences and their features in the field of organizing pedagogical processes in preschool educational institutions in our society today.*

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In most countries of the world, preschool education is an early link in the unified educational system. Attention is paid to this system by local authorities, industrial and agricultural enterprises, religious and public organizations, individuals. Typically, most states operate stationary and seasonal flat, MTM with different duration of working hours, in primary classes-preschool departments, mother's schools, squares. The purpose of educational work is the harmonious development of children, the formation of social life skills in them, these works are carried out on the basis of educational and educational programs. In all states there is a system of training pedagogical personnel (courses, secondary special, higher educational institutions). Each national system of preschool education has its own unique experiences.

In this respect, the experiences of the preschool education system established in foreign countries were studied and analyzed within the framework of the study.

The state preschool system in Bulgaria had been formed after World War II. It includes Mtms (part-time, annual, seasonal, daily), flat, day and half-day flat-Gardens (Mtms under schools). There is a state program for raising children of preschool age, almost all children are involved in Mtms. In preschool institutions, special attention is paid to physical education (sports holidays, swimming, conditioning).

The following are characteristic of the preschool education system of the Bulgarian state:

wide branches of preschool institutions, the presence of special standards for projects and construction work in them;

the presence of a system of training of state preschool education and pedagogical personnel;

part of the public education system of preschool education, recognized as its initial link;

such as the operation of the state program for raising children in preschool educational institutions.

At the modern stage, the entire system of public education and including reforms of public preschool institutions continues.

For a long time, government-controlled institutions operated in the United Kingdom for the children of low-income families.

Currently, as modern preschool institutions, they provide a differentiated approach to children's education. Formation and development of the preschool system M.Montessori, G.Steiner, J.Piaje, Dj.Bruner was influenced by his ideas.

Preschool institutions are not enough to prepare all children in the country for school education, which is accepted from 5 years old. Their main types are public and private yasli, yasli schools, yasli classes, play clubs, mother and child clubs, "opportunities" groups. According to the content of the work, they can be combined into three groups:

daytime flats that provide child care;

flat classes and schools as institutions for the mental development of children, preparation for school;

game groups, mother and child clubs, "opportunities" groups.

Regional day flats are opened by local authorities for children from several months to 4-5 years of age. They work year-round from 8 a.m. to 6 p.m. and are designed for low-income parent children.

Private day yasli are organized by various individuals, organizations, charitable societies, religious organizations, etc. These are Church-Community Day lentils; lentils opened by factories, companies, corporations, banks for the children of their workers; commercial lentils; cooperative lentils; lentils in the psychological and pedagogical area under research centers. Their goal is to provide a few hours of free time a day for mothers with small children.

There are many private caregivers in the country who work with children from birth to 5 years of age during the working day at the discretion of the parents.

Especially for children aged 3-5 years, free regional flat schools and classes are widely popular. YAsli Centers, United Day and yasli schools in a unique style, have their advantages, but their number is small. In elementary schools, yasli centers are often established, which are engaged in the formation of mental, physical, spiritual, aesthetic development of children, their individuality. These yasli-centers are organized by parents. Usually, flat centers provide children with a high level of comprehensive harmonious development.

Playgroups are the most common type of pre-school, merging in the pre-school playgroup Association. They are funded in part from the state budget, by the charity, as well as by the parents of more children. In them, up to 70% of children between the ages

of 2-3 are raised. In groups, from 6 to 40 children are raised, these groups work for 2-3 hours up to 2-5 Days a week. Leaders of gaming groups are obliged to have special psychological and pedagogical training (most often these will be the mothers of Group educators).

Hospital play groups are designed for the upbringing of children who are on treatment. "Opportunity groups" are created with the aim of raising children with special needs in development. These groups operate like playgroups, but the number of children in the groups is a minority. Special playful and educational materials are used in training.

In mothers and children's clubs, it implies the need for mothers to definitely participate in the time of raising children in the group, and the work of groups is practically indistinguishable from the work of gaming groups.

Because the English public education system allows primary schools to admit children between the ages of three and four, the education authorities form preparatory classes (groups) for five-year-olds as well.

The variety of preschool institutions and programs reflects the uniqueness of the UK concept of preschool education: a child is an active subject who perceives the environment. Therefore, the purpose of upbringing is to educate the individuality of the child, to ensure his independence in the acquisition of various types of activities. Children's educational programs are aimed at being able to comprehensively visualize the personality of the child, and are aimed at using motivational factors for education, developing initiative. In preschool institutions, there are no more than 3 infants per adult and up to 5 children between the ages of 3-5. In order to facilitate the adaptation of the child to the preschool educational institution, in the first days the child will be together with his mother.

The work schedule of pedagogical workers is organized on the basis of the work of all caregivers and nannies with children during the day. The sale of military-inspired toys was prohibited. Great importance is attached to the holding of holidays in educational work: UN day, Finnish Independence Day, Father's day, Mother's day, Christmas, Finnish, "Kalevali" day (karelsk – Finnish national epic). Educational activities are allowed to persons with special Higher Education.

The general goal of preschool education is the development of physical, social, behavioral and mental skills, which are considered important in the formation of the qualifications necessary for living in modern society. Great importance is attached not only to gain knowledge, but also to develop children's initiative, to educate social competence.

The activities of preschool institutions are aimed at involving the child in public life, developing various types of activities, striving for knowledge, establishing relationships with other children.

Preschool children should acquire the appropriate skills, qualifications, achieve a certain level of mental and speech development, master drawing and other types of visual

arts. The role of the educator is in the direction of development, the creation of a developing environment, the study of children's behavior and psychology, the organization of their free time. The purpose of the upbringing of young children is the development of playful activities, sensory organs, motor skills. When working with children from 4-5 years old, sensory training is complicated, for which various types of manual labor are used (painting on gauze, glass, making decorations for the scene, etc.). Most of the time in the training schedule is allocated to physical education, music. Children over 5 years old are prepared for school education in classes in reading, writing, graphics, mathematics, which are mandatory for them, but the procedure for their conduct is determined on the basis of the child's free choice.

The process of raising children is built on the close cooperation of educators and parents. Parents 'Sports days, observation days receive messages from their children, educators and parents' interesting thoughts about the child's development are recorded together, and parent meetings are traditional. In their work, many preschools rely on the experience of the famous Japanese violinist and pedagogue Sudzuki, who believes that talent is the maximum level of development of a child's abilities, and 6 youth – the period when his fate is decided (“talent education system”). The premature development of speech and musical abilities gradually develops into a system of holistic development of personality, while music and native language-are its main tools. From the popularity of Sudzuki Mtms, parents can testify to the fact that they make an application for the adoption of a child 3-4 years before the birth of their children. These institutions are accepted by the child without any qualifications being checked. Caregivers work with groups of children (up to 60 children) with different age periods (ages 3.5 to 5). Their roles consist in creating an environment for the independent development of the child's personality.

It involves the development of memory, perception (vision, hearing, tactile), complex types of children's pictorial activities. The child is taught to play the violin from the age of two, for which the company “Sudzuki” produces small violins equal to 1/32 of their full size. The process of upbringing in these Mtms has a humanitarian content (nature, beauty of art) and a form (they do not force the child to anything, but create a developing pedagogical environment for him).

Not only educators and parents are interested in the problems of developing children's talents. The activities of the system of preschool institutions are influenced by the Early Development Association, the organization “gifted education” at a sensory level. The first three youth, in which the structure of the child's brain actively develops, brought up in the famous works of Masari Ibuki, founder of the firm” Soni”, the personal experience of his perception is considered the basis for the development of mental abilities, no child is born a genius or backward, every child can read well – all humane, the author's thoughts about the dependence on the method of Education, which takes into account the

capabilities, inclinations and interests of the child, clearly and vividly express the peculiarities of the Japanese system of preschool education and upbringing.

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