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SCIENTIFIC METHODS OF PRE-SCHOOL PEDAGOGICS: THE SYSTEM OF PRESCHOOL ORGANIZATION IN UZBEKISTAN

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Annotation:

The article reveals promising directions for improving the preschool education system in terms of children's age characteristics. The possibility of organizing preschool education focusing on children's natural emotionality is considered.

Keywords: Preschool education, young values of preschool children, natural emotionality of children.

Modern living conditions have caused the need to deeply reconsider the values of education, the ideology of its operation, the importance of final results. Not only education and upbringing of children, but also orientation to education confirmed the priority directions of activities of pre-school educational institutions engaged in educational activities. These include enriching the individual worldview of children, supporting their subjective position in various types of activities, personally chosen direction, value attitude to the surrounding world, etc. All this is related to the qualitative growth of the child's personality and his formation as a subject of activity and his own life. In this regard, the importance of any preschool educational organization is determined



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by how carefully the employees of preschool educational institutions treat the nature of childhood, take into account its uniqueness, the internal value of this period of a child's life in general. Focusing on the young values of preschool children, first of all, makes it possible to eliminate the gap between the inner plan of children's psyche and what is given as the content of educational methods and forms. children; secondly, identifying new forms of collaborative activity and joint creation, which serve as a source of joint experiences, while preserving the uniqueness of each cultural subject; thirdly, to organize the educational process taking into account two types of children's activities: the activity determined by the child himself, his needs, desires, and pedagogically determined activity of the child encouraged by adults. The child does not simply adapt to the current situation, but takes a certain internal position in relation to it. If we understand the social situation of development as an educational process, then age values are its main foundation, in which the interaction between adults and children develops. One of the ways to increase the effectiveness of preschool education is to organize preschool educational institutions from the point of view of scientific understanding of the role of each age characteristic in the educational process. An important age characteristic of preschoolers



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is natural emotionality, the emotions of preschoolers. Rapidly developing and growing emotional manifestations give special expressiveness to children's lives in due time. Children of preschool age are distinguished by their spontaneity and obedience to emotions. Although the science of psychology answers a number of fundamental questions for pedagogy, the concepts that reveal the mechanisms of pedagogical management of the emotional sphere, the implementation of the educational process by influencing the emotional sphere of the individual, is the reason why they often have no practical value in preschool educational institutions. Implementation of L. S. Vygotsky's idea that not only gifted thinking, but also feeling is possible, and only the unity of "affect and intellect" can ensure the comprehensive development of children. It is considered as a new perspective of understanding the social significance of preschool educational institutions and the logic of their practical activity. The analysis of the historical aspects of preschool education until now shows that the emotional life of children remains outside the scope of the pedagogical process in many ways. This is due to the fact that for many years, in the education of preschool children, significant attention has been paid to the formation of consciousness, the development of children's cognitive sphere, methods of movement (play, practical, etc.), and behavior. The mentioned facts are grounds for saying that the implementation of the emotional



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development approach in raising children implies timely and high-quality training of employees

of preschool educational institutions. Such training should include the following directions:

development of the ability of preschool educational institutions to apply knowledge about the

content, structure, and methodology of emotional development of preschool children in the

educational process; develop the ability to professionally approach the selection and placement

of methodological tools, methodological materials; helps to overcome sad mood, lack of

confidence, aggressive behavior, etc.". To ensure the success of emotional development of

children aged 3-7 years in 4 areas: emotional response, emotional expression, ideas about

emotions and emotional vocabulary development; enrichment with technologies of interaction

with families in the direction of emotional development of 3-7-year-old children to ensure the

unity of requirements for this aspect of the child's development in the preschool institution and

the family; development of the ability to determine levels selection of diagnostic methods and

diagnostic examination of children through emotional development One of the main values of

preschool age - coordination of education with children's natural emotions allows to achieve

significant positive changes in the personal development of preschool children, the nature of

their self-awareness in activities, and their attitude to the world around them. Focusing on the



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natural feelings of children helps to revise the professional functions of educators, approaches to the organization of the educational process and, in turn, allows to achieve qualitative changes in the activities of preschool educational institutions, their target orientation and activities .

Implementation of L. S. Vygotsky's idea that not only gifted thinking, but also feeling is possible, and only the unity of "affect and intellect" can ensure the comprehensive development of children. It is considered as a new perspective of understanding the social significance of preschool educational institutions and the logic of their practical activity. The analysis of the historical aspects of preschool education until now shows that the emotional life of children remains outside the scope of the pedagogical process in many ways. This is due to the fact that for many years, in the education of preschool children, significant attention has been paid to the formation of consciousness, the development of children's cognitive sphere, methods of movement (play, practical, etc.), and behavior. The mentioned facts are grounds for saying that the implementation of the emotional development approach in raising children implies timely and high-quality training of employees of preschool educational institutions. Such training should include the following directions: development of the ability of preschool educational institutions to apply knowledge about the content, structure, and methodology of emotional



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