



Improving the System of Preschool Education from the Perspective of the Age Values of Children

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Annotation: The article reveals promising directions for improving the system of preschool education from the standpoint of the age values of children. The possibility of organizing preschool education with a focus on the natural emotionality of children is considered.

Keywords: preschool education, age of the value of preschool, the natural emotion of children.

Modern living conditions have caused the need for a thorough rethinking of the values of education, the ideology of its functioning, the significance of the final results. The orientation towards education, and not just the training and upbringing of children, has approved the priority areas for the work of preschool organizations that carry out educational activities. These include the enrichment of the individual worldview of children, the support of their subjective position in various types of activities, personal selective focus, value attitude to the world around them, etc. All that is connected with qualitative increments to the personality of the child and with his formation as a subject of activity and his own life. The significance and value of any preschool educational organization, in this regard, is determined by how carefully preschool workers treat the very nature of childhood, take into account its unique originality, the intrinsic value of this period of a child's life as a whole.

Focusing on the age values of preschoolers makes it possible, firstly, to bridge the gap between the internal plan of the psyche of children and what is given as the content of methods and forms of children's education; secondly, to determine new forms of co-activity, co-creation, serving as a source of joint experiences, preserving the individuality of each subject of culture; thirdly, to build the educational process taking into account two types of children's activity: the child's own activity, completely determined by himself, his needs, desires, and the pedagogically determined activity of the child, stimulated by adults.

The nature of the manifestation of age values, as noted by V. S. Mukhina, Ya. Z. Neverovich, and others, is largely related to the way of life of children. The child does not simply adapt to the present situation, but takes a certain internal position in relation to it. If we understand the social situation of development as the process of education, then age values are its basic foundations, on which the pedagogical interaction of an adult and a child (children) unfolds.

The content basis of the concept of "values of preschool age" is the psychophysiological characteristics of children, which find practical reflection and their life meaning in the organization and implementation of the educational process, projective practical activities to create models of developing preschool education, as well as various manifestations of children's subculture.

Each age value of preschool childhood (naivety and spontaneity of preschoolers, fabulously mythical worldview, increased motor activity, emotionality, etc.) has its own significance in the



development of the child's personal spheres, its own specific manifestation. Hence, their cumulative comprehension in educational work with children cannot bring an optimal developmental effect, it is also insignificant in terms of education as the end result of pedagogical work. One of the ways to improve the efficiency of preschool education is to carry out the necessary research reflection of its organization in the aspect of scientific understanding of the role of each age value in the educational process of preschool organizations. It is in this that the prospects for further theoretical developments in the field of pedagogy of preschool childhood are seen.

An important age value of preschoolers is natural emotionality, emotions of preschoolers. Emotions color communication, the process of cognition, the child's attitude to the world around him. Bright, rapidly growing emotional manifestations in time give special expressiveness to children's lives. Preschoolers are characterized by spontaneity, subservience to emotions and feelings. Zenkovsky V.V. wrote: "The power of moods, random, impatient, fast, puts the stamp of spontaneity on all children's activity - in this sense, childhood can be called the golden time of emotional activity" [2, p. 40].

And although psychological science provides answers to a number of cardinal questions for pedagogy (about the essence of emotions, age-related patterns of their development, about individual and typical in the emotional sphere), the lack of concepts that reveal the mechanisms of pedagogical control of the emotional sphere, the implementation of the educational process through the influence on the emotional sphere of the individual is the reason that in preschool educational organizations, they often do not find practical implementation of L. S. Vygotsky's idea that one can not only think talentedly, but also feel and that only the unity of "affect and intellect" can ensure the full, diverse development of children . This is seen as a new perspective on the perception of the social significance of preschool organizations and the logic of their practical functioning.

An analysis of the historical aspects of preschool education up to the present time shows that the emotional life of children in many manifestations remains outside the framework of the pedagogical process. This is largely due to the fact that for many years in the education of preschoolers, important attention was paid to the formation of consciousness, the development of the cognitive sphere of children, methods of action (playing, practical, etc.), behavioral habits. To a large extent, it is also due to the weak scientific development of the theory of pedagogical control of emotions. An experimental study of the problem shows that children's emotions are perceived by teachers of preschool educational organizations as a secondary, background side of education. Practitioners do not have complete and holistic ideas about the directions, technologies for managing the emotional sphere of the child's personality, and there is no value attitude to this side of educational work. For persuasiveness, we will present the answers to some questions of the questionnaire, illustrating the legitimacy of the conclusions drawn.

The noted facts give grounds to say that the implementation of an emotional developmental approach to the education of children involves the timely and high-quality training of preschool workers. Such training should include the following areas: development of the ability to apply knowledge about the content, structure, methods of emotional development of preschoolers in the educational process of preschool organizations; development of the ability to professionally approach the choice and layout of methodological tools, methodological material, ensuring the success of the emotional development of children 3-7 years old in 4 directions: the development of emotional response, emotional expression, ideas about emotions and a dictionary of emotional vocabulary; enrichment with technologies of interaction with families in the direction of the emotional development of children aged 3-7 in order to ensure the unity of requirements for that side of the development of the child in the preschool organization and the family; development of



the ability to identify levels of emotional development through the selection of diagnostic techniques and the conduct of a diagnostic examination of children.

Coordination of education with one of the main values of preschool age - the natural emotionality of children, allows achieving significant positive changes in the personal development of preschoolers, the nature of their self-realization in activities, and their attitude to the world around them as a whole. Orientation to the natural emotionality of children contributes to the rethinking of the professional functions of teachers, approaches to the organization of the educational process and, in turn, allows you to achieve qualitative changes in the functioning of preschool educational organizations, their target orientation and performance.

An opportunity for the development of education in a preschool organization is the introduction of innovative technologies into pedagogical practice, which are aimed at designing a strategy for updating the management of a preschool institution, as well as organizing innovative methodological work with teaching staff.

In general, there are grounds to assert that the development of innovative activity is one of the strategic directions in preschool education. Currently, there are a number of social trends that can lead to the birth of innovations:

- ✓ requirements for the humanization of the educational process.
- ✓ high level to the quality of education and development of children.
- ✓ orientation to cultural and moral values.
- ✓ competitive relations between educational organizations.
- ✓ active response to the diversity of interests and needs of children and their parents
- ✓ great potential opportunities, expressed in the innovative educational initiative of teachers.

Innovative development currently encounters a number of difficulties. These include an increase in the complexity of work, an expansion of the range of duties, insufficient resource provision for the introduction of innovative technologies, weak material and moral incentives, and educational overload for children. But along with the difficulties, there are also positive factors. For the teacher - the growth of professional skills, the formation of the ability for professional reflection, the ability to carry out research activities, for children - the improvement of the quality of learning [2, p.19].

Despite the fact that the problems of innovative pedagogical technologies have widely and firmly entered the life of preschool educational organizations, normative and instructive and managerial support for the processes of updating management activities and methodological work in preschool educational institutions, increasing their effectiveness in the context of implementing innovations is clearly not enough. Existing approaches to the organization of methodological work are not focused on the process of updating preschool education. That is, the system of methodological work today is inadequate to those innovative technologies in which preschool teachers are involved. The practice of innovation requires the transfer of management activities and methodological work of the ECE to its new state - the innovation space.

Thus, the system for introducing innovative pedagogical technologies will help the preschool educational organization move to a new level:

The first stage is the initial one. Analysis of the age and qualification structure of employees, analysis of its potential. Selection - the principle must work, "a new employee is a fresh head in the team." Everyone has different selection methods, depending on the criteria, capabilities and interest of the manager.



If at the first stage the responsibility lies entirely with the leader, then at the second stage there are manifestations of the team and the employee himself.

Second phase. Motivation and stimulation of teaching staff for innovative activities; research, creative, reflective activities of teachers; the content of educational activities. The team adapts to innovative pedagogical technology. There is a mutual test of "strength". Career guidance - mentoring is important here, observation should be from afar, exchange of experience.

The third stage is creative development. It is entirely dependent on the desires and interest in the improvement of the employee himself. The main task of the head is to provide such conditions that will become the development for innovative pedagogical technology and the creativity of the teacher. It is quite important to recognize and evaluate the work of an employee so that he experiences his own importance and need in a preschool educational organization.

The fourth stage is the conclusion. Development of presentation materials; generalization of work experience at the city, Russian levels. The teaching staff has successfully introduced innovative pedagogical technology. The introduction of innovative technologies leads to the renewal of the preschool educational organization, which acquires an innovative character. [3, p.12]

Thus, innovative pedagogical technologies are a regularity in the development of a preschool educational organization and refer to such changes in the work of the institution, which are accompanied by changes in the way of activity and style of thinking of its employees, introduce new stable elements (innovations) into the implementation environment, causing the transition of the system from one states to another.

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