

**IMPROVING THE EDUCATIONAL PROCESS IN PRESCHOOL
EDUCATION AS A PEDAGOGICAL PROBLEM**

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ABSTRACT

The approach to the learning process in terms of the peculiarities of the organization of the child's brain allows the organization of individual-oriented learning. For this, educators need to know the child's personality in a comprehensive and in-depth way, taking into account its psychophysiological features, as well as its neurological capabilities and aspects. Therefore, another important aspect that should be considered in the teaching of preschool children is to focus this process on taking into account the individuality of the child, the organization of brain activity and the specificity of cognitive mechanisms.

KEYWORDS: *Pedagogical Problem, Individual, Psycho Physiological Feature, Brain Activity, Technology Based On Individualization And Differentiation.*

INTRODUCTION

All conditions are created in the renewed Uzbekistan in order to bring up healthy and harmoniously young generation and for their intellectual, moral, aesthetic, and physical development. To this end, great attention is paid to the provision of preschool educational institutions with modern teaching materials and literature, as well as highly qualified teachers and specialists. The introduction of innovations and implementation of advanced pedagogical technologies in the teaching process shows that the large-scale of work carried out by our government. The issue of education of preschool children is one of the most pressing crucial problems of today. Because "... the most important task of the whole education system is to educate the young generation, to bring them up as physically and spiritually mature people.[1]

The effective implementation of these tasks imposes a huge responsibility on educators, methodologists and psychologists of preschool education institutions. Therefore, all specialists involved in the upbringing of preschool children will need to reconsider their approach to this process.

Modern education of children from preschool age, their active mental, intellectual and social development is one of the problems that need to be addressed in preschool education today.

A number of scientists as (F. R. Kadyrova, L. R. Muminova, G.E. Djanpeisova, Sh.A. Sodikova, G.A. Mardonova, G. Nazirova, N.Sh. Abdullaeva, D.A. Abdurakhimova, M. Abdullaeva, Z.A. Botirova, A.E. Rustamova) are devoted their scientific research paper on the problem of

educating children in preschool institutions. F.R. Kodirova, Sh.K. Toshpulatova, N.M.Kayumova, M.N. Azamova and Sh.A. Sodikova in their scientific researches studied the scientific-theoretical bases of the theory and methodology of preschool education, and the scientific research methods of preschool pedagogy, the stages of biological and social factors affecting children's development, the main stages of mental development of preschool children, didactic principles of education, pedagogical influence on children, forms and methods of organization of preschool education and the theoretical bases of application of pedagogical technologies in preschool education and upbringing are illuminated.[2]

G.E.Djanpeisova studied the problems of formation and development of mathematical thinking in pupils of preschool educational institutions.[3] In her research, the author explores the ways, means and pedagogical conditions for the formation of basic knowledge of arithmetic and geometry in preschool children. She found that the formation and development of mathematical knowledge in children is an important factor in their mental development, self-awareness, socialization. He emphasized the importance of the computer environment in the organization of interactive logic and mathematics education for children. The child's virtual dialogue with the computer through the mediator-characters "animates" the computer and ensures that the child's actions are active and conscious.[4] The problem of improving the pedagogical process in preschool education was studied by GM Nazirova.[5]

The researcher described the specific features and pedagogical-psychological possibilities of a systematic approach to improving pedagogical processes in preschool education organizations and theoretically and empirically substantiated the model of improving these processes based on a systematic approach. The model of improving the pedagogical process is based on integrative-variable programs of interaction of components of educational activity with spheres of development and ensuring reflexive continuity and organizational and pedagogical conditions of development of independent activity. Play has been improved based on the priority given to creativity in group activities. The researcher considers that it is important to take into account the age, specific characteristics and needs of children with specific characteristics in creating a developmental environment in preschool education institutions. The leading activity of preschool children is a game. Properly organized game creates conditions for the development of physical, mental and personal qualities of the child, the formation of readiness for learning activities and ensuring the social success of the preschool child, - she concluded..[6]

H In the dissertation of N.Sh. Abdullaeva on the improvement of preschool education on the basis of a variable approach justified adequate use of technologies based on the individualization and differentiation of education in the educational process, taking into account the age, psychological and intellectual aspects of children in the curriculum to improve the quality of preschool education; the need to develop and implement methodological support aimed at developing children's creative abilities, the formation of independent thinking. She emphasized that the foundations of the variable approach were "variability of educational technologies", "educational trajectory" and "individualization of education". The researcher recommended to develop the competencies of managers and teachers working in preschool educational institutions on implementation of alternative approaches; to develop the special guidelines and recommendations for the effective implementation of educational programs with a varied approach in preschool education, as well as the widespread use of modern information and communication technologies and multimedia.[7]

Z.H.Rahmatova stressed to the study of the linguistic basis of the creation of means of speech development of preschool children, to reform the system of preschool education in the country, to separate preschool education as a key link in continuing education, she also noted that the inclusion of communicative, social and cognitive competencies in the state curriculum of

preschool education on the basis of general important competencies of preschool children increases the demand for speech aids designed for this system as dictionaries, lexical minimums, additional sources of information. The researcher concluded that in the formation and semantization of the vocabulary of preschool children: 1) scientific and logical; 2) educational; 3) present the vocabulary in a convenient form; 4) indicative explanation; 5) general-specific; 6) consistency; 7) nationality; 8) modernity; 9) didactic; 10) comprehensibility; 11) should be based on principles of hierarchy.[8]

According to the results of empirical research of F.F. Ganjiev devoted to the study of the manifestation and development of factors of socio-psychological competence in educators of preschool education, demonstration of socio-psychological competence serving the principles of social development is emphasized that it depends on personality types and factors of socio-psychological competence. As a result of the application of the program for the development of a certain level of socio-psychological competence in educators of preschool education, a certain increase in the indicators of socio-psychological competence of educators was observed, and it was found that educators have achieved positive results in the process of professional activity in the management of human behavior, enrichment of knowledge of role norms and rules, and interaction in the correct targeting of participants in nonverbal reactions. It was concluded as it showed that along with the verbal information related to interpersonal relationships in educators, the ability to understand nonverbal communication movements and influence participants in interpersonal relationships has increased..[9]

Based on the results of the above scientific researches, it can be considered that the issue of improving the educational process in preschool educational institutions has been studied as a pedagogical and psychological problem.. Preschool is not only a stage of preparation for school for children, but at this age the child forms and develops the basics of individuality as a person, creative imagination, figurative thinking, imitation of others (mostly adults), self-management and "social" feelings are formed and developed. The most active point of this development occurs in the period before children reach the age of 5-6 years.

According to D.R. Gulyamov, the approach to the educational process in terms of the peculiarities of the organization of the child's brain allows the organization of individual-oriented education. For this, educators need to know the child's personality in a comprehensive and in-depth way, taking into consideration its psychophysiological features, as well as its neurological capabilities and aspects.[10]

Therefore, another important aspect that should be considered in the teaching of preschool children is to direct this process to take into account the individuality of the child, the organization of brain activity and the specificity of cognitive mechanisms.

Thus, one of the solutions to the problem of improving the educational process in preschool education institutions is, first of all, to implement innovative methods of teaching and education into practice, to use innovative teaching technologies focused on the personality and individuality of the learner in the educational process. For example, preschool educational institutions teaches children the basic concepts of arithmetic using interactive methods forming in them a constant interest in the sciences of mathematics. This, in turn, arouses children's interest in learning arithmetics, in addition to arousing interest, it allows for early detection and targeted development of their various abilities and special talents. Teaching based on interactive didactic games and materials gives an opportunity to organize personality-oriented education of preschool children. Such training arouses great interest in children, develops logical and creative thinking without excessive stress during the game, develops skills of social activism and morality, regulates perceptions of the natural and social environment, and ensures the correct formation of concepts. We consider that an educator in teaching preschool children should teach them to focus on what

they can do with the help and guidance of adults, not independently.

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