

PREPARATION OF PRESCHOOL CHILDREN TO WORK WITH THE MODEL

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ABSTRACT

The purpose of modeling is to ensure the successful development by children of knowledge about the properties of natural objects, the world around them, their structure, the connections and relationships between them. Modeling is based on the principle of replacing real objects with schematically described objects or symbols. The model allows you to create an image of the most important aspects of the object. The article discusses the effectiveness and importance of improving the skills of preschool children to work with the model and through it to develop the child's competence.

KEYWORDS: *Model, Competence, Scheme, Occupation, Educator, Pupil.*

INTRODUCTION

First of all, let's talk about what are model diagrams. A model is a schematic representation of an object or event. Visual models are widely used in adult activities. These are diagrams, drawings, maps, plans and tables. The main thing in the field of thinking development is to master the skills of visual modeling. Modeling is seen as a collaborative activity of educator and children in building, selecting, and designing models. Once children know how to replace characters, the connections between real objects, and their models, it will be possible to involve children in modeling with the teacher, and then in their own modeling. There are three types of models in didactics.

The first type of model is an object model in the form of an object or the physical structure of naturally connected objects. In this case, the object-like model repeats its main parts, design features, proportions and proportions of the parts in space.

The second type of model is the subject-schematic model. Here, the important components identified in the object of cognition and the connections between them are represented using sub-objects and graphical symbols.

LITERATURE ANALYSIS AND METHODOLOGY

The third view of the model is a graphical view of the model - these are graphs, diagrams, and so on. This type of model is mainly used when working with school students. But in the latter period, a team of authors led by L. A. Wenger recommends the use of this type of model in working with preschool children in their study of spatial relationships. The use of this type in working with preschool children develops their ability to move in space, which is important in post-school education. In order for a model to perform its function as a means of visual-practical cognition, it (the model) must meet a number of requirements:

1. Clearly reflect the main feature and relationship that is the object of knowledge;
2. Easy to understand and easy to create and move with;

3. Bright and clear communication of the features and relations to be mastered with its help;
4. Facilitate knowledge.

There are several steps that can be taken to introduce preschoolers to a model.

In the first stage, it is planned to master the model. When working with a model, children learn to replace real-life components with characters. At this stage, an important cognitive task is solved - to divide the integral object into its components, to abstract each of them and to establish a link between performances. In the second stage, the object-schematic model is replaced. Children develop the ability to distract from a particular content and mentally visualize an object with its functional connections and dependencies. In the third stage - the models studied in their work and the methods of working with them are used independently.

To create a comfortable psychological environment in the group, working with children can be based on a model of personality-oriented communication that allows the child to feel connected to others. Time not to lose personal freedom, which allows the child to successfully exercise their abilities in various activities. Throughout the year, different methods and techniques are used to solve the problem of children's ability to work with models, the lesson plays a leading role, in which children learn to work with different models, to use models.

FEEDBACK AND SUGGESTIONS

Typically, the lesson is not a simple, mechanical memorization, but an attempt to prioritize understanding and evaluating what is happening, the teacher's and children's joint practical activities.

For example, a blocked lesson in modeling. The classroom is built in blocks, with about 8 lessons for each block. The course consists of three parts.

Part 1 - conversation (story, observation);

Part 2 - Ecological game;

Part 3 - Experimental work;

As part of the lesson, modeling was introduced from solving lesson problems, viz. or talking to models or playing with models or experimenting with a model. Another important feature is the special place in the diagnosis of the pedagogical process. Diagnosis helps to optimize the development and upbringing process of each child. Diagnostics solves several interrelated problems.

- To what extent the child has mastered the program;

- The level of development of the child's labor skills and ability to care for living things.

Different methods of pedagogical diagnostics are used to solve these problems. Including - conversations with children, pedagogical observations, experiments and more.

Psychological and pedagogical aspects of the use of models are important in the mental development of children.

In modern research on the problem of modeling, scientists, as a rule, distinguish two aspects.

The first is the need to incorporate the concepts of "model" and "modeling" into the content of education. This need is related to the task of forming in the listener a type of scientific-theoretical thinking, which means thinking about reality through specific concrete objects - models of real events and processes, built in the historical process of scientific development.

The second aspect defines modeling as the highest form of visualization to easily identify and

identify important features and relationships of the events being studied, allowing modeling to be used to construct and correct general schemes of actions and operations that students must perform. The process of learning complex abstract concepts. One way to teach preschoolers is to model.

Modeling is a basic concept. We consider this in the generally accepted interpretation - as a process of studying the objects of knowledge according to their models; building models of real-life objects and phenomena of social systems, professional activity processes, and so on. Modeling is a visual and practical method that involves the creation of models and their use to form elementary mathematical images:

- Modeling imitation (Latin *imitatio*) - includes the concepts of imitating someone, something, reproduction and model (French *model*, Latin *modulus* - measurement, pattern).
- A description of an event or process in nature and society in the form of an object in a reduced or enlarged form, diagram, picture, or.

Models can be classified according to different characteristics, for example, what they are made of. On this basis, the models are thematic, symbolic and playful. Scientific-technical, domestic and artistic models differ according to the method of knowledge. The model can be static, i.e. it can show the structure of the original, and it can be dynamic, i.e. it can show the behavior of the original, its performance.

The development of cognitive abilities in preschool children is based on visual modeling efforts. There are three types of such actions. The first involves attempts to replace, replace the world, and become deputies. In the normal version, they are already available for three-year-olds (and sometimes two-year-olds). For example, a child uses a stick instead of a thermometer in a game. However, in the future, not real objects, but ordinary characters, such as circles, squares, lines of different colors and sizes, will play a role. At a younger age (3-4 years) replacement is carried out mainly according to external signs, the substitutes correspond to the color of the person being replaced (instead of a fox - an orange circle, instead of a wolf - gray), or o size (in the fairy tale "Three Bears" Mikhail Potapovich is replaced by the largest circle, NastasyaFilippovna - a smaller circle, and Mishutka - the smallest). Later (at the age of 5-6 years) the substitutes become more conditional, symbolic (black can mean a negative sign, white - a positive sign).

The structure of visual modeling involves the second type of action - the use of models themselves. In this case, the adult gives the model in finished form, and the child's task is to solve the cognitive problem with his help.

CONCLUSION

In this study, the influence of models on the mental development of older preschool children is revealed on the basis of theoretical and practical experiences. In the first chapter, it was found that modeling activities for an older child of preschool age perform the function of mental development; it forms complete mental actions, knowledge and skills. Not only sound education but his alertness and dedication too are most required.

In the context of preschool education, the task of shaping children's mental abilities comes first. It is clear that the assessment of a child's mental qualities involves taking into account his or her age. It is also possible to draw conclusions about the rate of mental development of children only by interrelating the results achieved in a particular activity.

However, in terms of the age-related dynamics of skill development, the transition from one age stage to another also means the transition to qualitatively new characteristics that are not age-dependent. Reduced to a mental level. Not only the increasing level of mental development but also the internal conditions of this development at different age stages can be related to the

formation and growth of abilities. Each period of childhood has its own, unique advantages that are unique to a particular stage of development.

Models are a very common means of understanding the reality that surrounds children. Mastering the ability to work with different types of models, children are introduced to new ideas about objects. Working with models in a variety of activities can keep a child active and stimulate cognitive activity. The use of ready-made models in the classroom is a learning tool that increases the level of mental abilities of children.

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