



# Formation of the Image of "I" of Preschool Children on the Basis of Uzbek Folk Tales and Preparation of the Child for School in the Organization of Preschool Education on the Basis of Requirements of Preschool Education

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**Abstract:** *The article is devoted to the formation of the image of "I" in preschool education based on Uzbek folk tales, as well as the preparation of a child for school in preschool education in accordance with the requirements of preschool education.*

**Key words:** *preschool education, psychological and pedagogical, professional, child, development*

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Man, his harmonious development and well-being in all respects, the creation of conditions and effective mechanisms for the realization of individual interests, the change of outdated thinking and patterns of social behavior are the main goals and driving forces of reforms in the republic. An important condition for the development of Uzbekistan is the formation of a perfect system of training on the basis of the rich intellectual heritage of the people and universal values, the achievements of modern culture, economy, science and technology.

The program, developed in accordance with the provisions of the Law of the Republic of Uzbekistan "On Education", "On Preschool Education" is a comprehensive, socially appropriate, socially-political, legal, psychological creating pedagogical and other conditions, educating citizens who feel responsible to society, the state and the family.

Preschool education ensures the formation of a healthy, well-rounded child, awakens in him a desire to learn, prepares him for regular education. Preschool education is carried out in state and non-state preschool institutions and families until the child reaches 6-7 years of age. Communities, public and charitable organizations, and international foundations are actively involved in the implementation of the goals and objectives of preschool education.

In order to develop pre-school education, it is necessary to do the following:

- priority training of qualified educators and teachers;
- search and introduction of effective psychological and pedagogical methods of preschool education;
- organizational, psychological, pedagogical and methodological support of family upbringing of children;
- Development and production of modern teaching aids, hardware, toys and games;

- Creating conditions for the spiritual and moral upbringing of preschool children on the basis of the rich cultural and historical heritage of the people and universal values;
- selection of different options of programs for different types of preschool education organizations, creation of opportunities for the provision of qualified consulting services on all issues of preschool education;
- Targets the development of a mechanism to support and develop the network of preschool education and health facilities.

Preschool education is carried out in the family until the child reaches the age of 6-7, as well as in state and non-state preschool educational institutions.

The main tasks of preschool education are defined as follows:

- mental and spiritual-moral upbringing of children on the basis of the rich national, cultural and historical heritage of the people and universal values;
- formation of national pride and patriotism in children;
- forming the need for education, aspirations for learning in preschool children and preparing them for the educational process on a regular basis;
- development of children's thinking, the formation of skills of independent and free expression of their ideas.
- aims to ensure the physical and mental health of children.

Children of the same age as well as different ages may be admitted to groups of children of preschool age in preschool educational institutions.

The number of children in the groups is determined as follows:

- From 1 to 2 years - 10 pieces.
- From 2 to 3 years - 15 pieces.
- From 3 to 6-7 years - 20 pieces.
- 15 in different age groups.

Preschool educational institutions are organized taking into account the demographic, socio-economic and other characteristics of the territory, the establishment and termination of preschool educational institutions is carried out in accordance with the law.

Preschool education organizations are divided into the following types according to their areas:

- kindergarten, Kindergarten, Kindergarten, Home Kindergarten (both as an independent institution and as a branch);
- kindergarten school;
- preschool education organization, which develops students in one or more priority areas (language learning, artistic aesthetics, sports and other areas);
- special pre-school education organization, which gives priority to the elimination of deficiencies in the physical and mental development of students;
- health-improving kindergarten, where priority is given to sanitary-hygienic, preventive and health-improving measures and procedures;
- mixed preschool education organization;

The establishment of special preschools or groups for children with intellectual and physical disabilities is also specified in the regulations on preschool education.

As in any field, in the system of pre-school education, individuals with knowledge of pre-school education, professional training and high moral qualities have the right to engage in pedagogical activities.

The state bodies with the authority to manage education provide training, retraining and advanced training of teachers, maintaining the quality of the profession at a competitive level. The educational pedagogical function of the teaching staff of preschool education organizations is determined by the Ministry of Preschool Education based on the state requirements for the type of preschool education. Provides conditions for the introduction of advanced pedagogical and information technologies, new programs recommended by experts, methodological manuals, didactic materials. The interaction of pedagogical staff is based on the pedagogy of cooperation, democracy, respect, recognition of one's self-worth.

The main goals and objectives set out in the Concept of Preschool Education of the Republic of Uzbekistan will be defined until the implementation of the content of new programs written for preschool education.

Based on the psychological and ethnopsychological features of the child's development in preschool education, it is necessary to give priority to aesthetic, musical-artistic, physical education in the education system, not to teach grammar so compulsorily. In this way, tasks and methods are defined and developed on the basis of the goal.

A sense of homeland, patriotism, national pride, the idea of independence and the formation of love and devotion to their territory, country, people in accordance with the age of the child form the basis of spiritual and cultural work in preschool education.

Great emphasis is placed on preschoolers' manners and love of work. From an early age, children are taught the rules of behavior at home, on the street, in the garden, in the guest, the culture of behavior, eating, dressing, tidying up, being polite, hardworking, appreciating the work of others. These habits form the basis of the content of raising a child in a moral and able-bodied manner. Delicate upbringing plays a key role in the spiritual development of children. The ability to enjoy works of fine art, listen to music and enjoy it is developed in children from an early age. The essence of the content of fine education is to feel beautiful pictures, to enjoy them, to know and distinguish the main colors, to use colored pencils, to draw simple things on paper, to make simple shapes out of plasticine or clay, to enjoy listening to music, some national instruments knowledge of instruments, dancing to the tune of music, and singing.

Minimum requirements for the spiritual and cultural maturity of school-age children:

- Briefly tell about Motherland - Uzbekistan;
- Know that December 8 - Constitution Day of Uzbekistan is celebrated as a national holiday;
- To be able to comment on the flag, coat of arms of Uzbekistan;
- To be able to recite the anthem of Uzbekistan;
- Age-appropriate sense of patriotism, patriotism and national pride;
- Formation of feelings of love and devotion to the people, the Motherland;
- To have a first impression of great figures;
- Briefly tell about national holidays;

- Appealing to adults;
- Distinguish between good and evil;
- Assistance to working adults;
- Enjoy the works of fine arts;
- "Labbay", "Okay boladi", "Welcome", "Thank you", "Hello", "Osh bolsin", "Mumkinmi", "Sorry", "Have sweet dreams", "Good go", "Be able to use words and phrases such as "please" in their place;
- Ability to be sweet-spoken and kind;
- Know and follow the rules of nutrition;
- Listening to and enjoying music;

The main tasks of preschool education are to develop children physically, mentally and spiritually, to prepare them for regular education on the basis of national and universal values, taking into account their innate abilities, interests, needs and capabilities.

In the process of communicating with adults, the child develops the first experiences of moral behavior. The need for communication is an important social need, and the adult is the source of that social need. The upbringing of moral feelings and habits is such a necessary basis that without it it is impossible to ensure the more complex characteristics of the child's personality, spiritual maturity, perceptions of the social life of the country and a positive attitude to them.

The foundations of humanism, which are formed in the early stages of preschool childhood, its social orientation, serve as a basis for the gradual formation in children of social characteristics of the individual: behavioral habits, attitudes and perceptions.

First of all, it is necessary to create a proper style of interaction between the adult members of the team in the children's institution. Mutual respect and care, love of work, participation in the political and labor life of the country - all this should provide the necessary style. The style of proper communication between the teaching staff and the parent community is also important. This method is formed as a result of regular work of the kindergarten with parents, learning from the experience of family upbringing.

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