



Methods of Improving the Reflective Abilities of Preschool Children

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Abstract: *This article analyzes issues such as the development of mature, potential, quality staff for preschool education and the development of children's interests and abilities, the use of educational technologies, methods and techniques in preparing them for quality school education, as well as the use of experience of developed countries. made.*

Keywords: *organization of preschool education, work with children, methods, interactive technologies.*

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INTRODUCTION

In today's fast-growing education system, pre-school education is also given a lot of attention. The main reason for this is the development of mature, potential, high-quality staff for preschool education and the development of children's interests and abilities, the use of educational technologies, methods and techniques in preparing them for quality school education, as well as the experience of developed countries.

Classes in preschools should start at 9.30 in the morning and last for 10-15 minutes in small groups, and no more than 25-30 minutes in large and preparatory groups. In between classes, there will be refreshing, tiring games with children. At the end of the month, each child will be given a follow-up session to analyze the extent to which the children have mastered the program tasks. In the "Educational game-exercises" (sensory education) included in the schedule of small group 1, it is recommended to widely use one of the modern pedagogical technologies - the method of Maria Montessori.

Proper planning of educational work of the educator should be aimed primarily at the organization and improvement of the pedagogical process by type of activity.

METHODS

Based on the state requirements for the development of preschool children: physical development, socio-emotional development of preschool children, speech, reading and literacy, as well as the process of learning, knowledge and understanding of the environment Determining the knowledge, skills and abilities to be acquired in the following areas: 1st semester (September, October, November, December), 2nd semester (January, February, March) , April, May).

- The educator prepares a follow-up session at the end of each month. The analysis of the control session will be conducted in the last days of the current month. A protocol is written on the analysis of the lesson, and each educator is given tasks based on the results of the lesson.
- Twice during the school year (1st semester, 2nd semester) children's development indicators are analyzed in accordance with state requirements.

Educators of preschool education institutions (PEEs) need to be specially prepared for the development of children's reflexive activities, which in turn expands the scope of professional interests of educators, that is, from reading their literature to theoretical psychological - creates opportunities for pedagogical and fundamental research. Good scientific and pedagogical training ensures the effectiveness of innovative activities. An educator who actively participates in innovative processes becomes a catalyst for regular self-development and improvement of the preschool education system, which plays an important role in accelerating these processes.

In general, the organization of innovative activities of educators in PEO is caused by objective and subjective factors. Objective factors include the new state education policy, fundamental and applied research in the field of education, the experience of the educational institution in the field of innovative activities. Examples of subjective factors are socio-territorial needs, the development process of PEO, the knowledge, skills and abilities of educators, the development of scientific potential, the growth of the potential of the educational institution, changes in management characteristics.

In today's society, culture and education, there is a need for innovative educational activities. The effective implementation of the educator's innovative activities depends on a number of conditions. It includes the educator's purposeful communication, his or her neutral attitude toward opposing views, and his or her willingness to encourage the recognition of a rational situation in different situations.

This is because at the current stage of development of the education system, there are rapid changes in preschool education, which is its first link. These changes play an important role in the activities of the PEO educator in self-activation, self-creativity, self-knowledge and creativity. This allows the educator to shape the individual's creativity. An important condition for innovation is to create a new situation of communication.

From a psychological point of view, an PEO educator needs to be constantly engaged in improving their knowledge. Because this is the main feature of educational work. While the educator is always among the people, he must, first of all, correctly explain from his own point of view the truth which has long intrigued people. For example, some parents have their own negative experiences of being in kindergarten and sometimes feel uncomfortable in the circle of educators. Others believe that educators always know "how it should be" and that there is no need to negotiate with them. Educators also sometimes have a negative experience of interacting with parents who give advice on how to raise children. Such situations may interfere with normal communication. It is important to talk to parents from the beginning about the importance of information from the family and explain it to them. Listening attentively is an important condition for open communication. "What does the captain like to do at home?" or "What does Madina tell you about kindergarten?" by asking open-ended questions such as, the educator should allow parents to tell stories about their children, and as they engage in communication, educators should use language that is understandable to parents and give them the opportunity to ask questions.

RESULTS

The independent acquisition of knowledge by an PEO educator means that he or she is constantly updating his or her individual social experience on a large scale, constantly replenishing his or her

knowledge with professional and cross-cultural information. Typically, most PEO educators understand the need for independent learning and use it successfully in situations like the above.

Motives for this are usually formed as a result of understanding the problems that the educator faces in the process of communication in pedagogical activities. In many cases, such motives are formed in the context of the desire to know how to teach and educate PEO educators, the recent achievements of science, the need to improve their pedagogical skills.

This fact should be well known to all PEO educators, regardless of their age, pedagogical skills, and the type of training they conduct. Because the pedagogical process aimed at ensuring the full development of preschool children is complex and diverse. Successful implementation of educational work depends on the correct organization of the pedagogical process in preschool education, each type of activity.

In order to be successful in preschool education, it is important for a skilled educator to have a sincere relationship with families about children and their behavior. The PEO and the family are inextricably linked, and the better the relationship between them, the more support the child will receive and the more likely his or her initial learning experience will be successful. It's not always easy to find time for constant contact with the family in a busy work environment, but when educators see it as crucial to a child's success, it becomes part of their daily routine.

Each child grows and develops individually, but nonetheless, all children go through stages of development in a certain sequence. In each of these stages, features common to children of the same age are observed. No matter at what age a child experiences psychological and physiological characteristics, they will be overly dependent on their family,

It is important that PEO educators recognize the family's priority position as the child's first educator. A modern PEO educator cannot be a social psychologist. Therefore, it is necessary to be able to establish interactions between students, to know the use of socio-psychological mechanisms in the children's community.

By the time a child begins attending preschool, the family will have developed the ability to enjoy listening to fairy tales, teaching him or her everything from elementary movements to throwing a ball. It is very difficult to adequately assess the importance of the family in a child's early development. Children are brought up in a family in which the events that take place have a great impact on them.

Communicating with the family through the child is an important part of the responsibilities of the coaching team. All families are interested in the happiness of their children and want them to study well and with pleasure. That's why family members want to be aware of his accomplishments. Educators should gladly discuss with parents the child's situation at home and in the PEO, its strengths and weaknesses, all aspects of concern, in order to deepen their understanding of the child and work as effectively as possible.

DISCUSSION

A skilled PEO educator follows the following principles when communicating with families:

- Finds time, provides opportunities, and encourages parents to share their thoughts, joys, concerns, and intentions.
- Chooses a place where face-to-face conversations are possible and always treats information as a secret.
- Families share the most personal information with caregivers, so it's important to keep them confidential.

Leading psychologists admit that many educators try to use the time they bring their children to or from kindergarten to communicate with parents. At this time, they can inform the parents about the events of the day, the child's successes, the planned meeting, and so on (but not about the child's problems (if any). 'z is better not to open). At the beginning and end of the run, parents can communicate with each other, ask tutors questions, ask about the meeting, play with the children, read them a book.

An educator who works on himself and constantly improves his skills can also use letters and diaries. Also, the way children send letters to parents helps to ensure intimacy between families and the teaching staff. It could also be a brief message or a thank you note about the child's new accomplishments. Usually parents read such letters with interest and try to send a reply.

The leading activity of preschool children is play. The issue of play activities for children of kindergarten age has been attracting the attention of many scientists for centuries.

Kindergarten-age children strive to reflect all aspects of our meaningful lives as they move forward in their play activities.

It is known that as a child grows older and has the opportunity to act independently, his worldview on things and events around him expands.

Children's play activities are the only means for them to develop harmoniously physically and mentally. Play is such a multifaceted activity in children's lives that both the work of adults and the processes of thinking about different things, imagining, relaxing and having fun are all evident in play activities. It should also be noted that play is not only a means of knowing events in the external environment, but also a powerful educational tool, in creative and plot games, along with all the mental processes of children, their individual qualities are formed.

Another feature of children's play activities is that the behaviors and roles that a child performs and plays in the play process are often of a general nature. It should be understood that the child in his various games is not only the behavior of a single driver, doctor, policeman, educator, pilot, but also of drivers, doctors, educators and pilots in general. reflects their behavior. Of course, young children (sometimes even small group children) with limited life experiences and activities only reflect specific people and their actions in their play. For example, his mother, father, brother, tutor, and so on. In the games of children of middle or older kindergarten age, such images begin to have a general character.

While preschoolers' games are a tool for learning about things and events around them, they also have a high social significance. In other words, the game is a powerful educational tool. Through children's games, it is possible to cultivate in them socially useful, that is, high human qualities. If we observe children's play activities from the outside, we see that in the process of play, all their personal qualities (who are more interested in what, ability, will, temperament) are clearly reflected. Therefore, children's play activities are a very convenient tool for their individual learning.

Among the creative activities of preschool children, the visual arts are also very important. Depending on the child's imaginative nature, it is possible to assess how he perceives life around him, the characteristics of memory, imagination and thinking. Pictures drawn by older kindergarten age children also reflect their inner experiences, moods, dreams, hopes and needs, which children of this age are extremely interested in drawing.

CONCLUSION

In conclusion, there are specific nuances to working with children. When working with children, it is necessary to take into account their age and interests. It is advisable to organize trainings mainly in the form of games.

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