



Pedagogical-Psychological Significance of Organizing Education in Pre-School Educational Institutions

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Abstract: *In this article, the pedagogical -psychological significance of the organization of education in preschool educational institutions, on the basis of the educational process, taking into account age and individual characteristics - raising a mature generation, forming the free thinking of the child and preparing him for social life, and increasing their activity in the educational process, were purposefully analyzed.*

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Along with socio-economic developments in our country, modernizing the education system, restructuring it structurally, developing educational programs taking into account the modern achievements of education, science, technology and technology, economy and culture at the world level. intends to change and update.

Today, it is necessary for the teacher of the educational institution to be in constant search for innovation, to think, to change his attitude to his profession according to the situation, and also to act based on the formation of innovative ideas in others.

Teachers should be specially prepared for such activities, which in turn will expand the scope of teachers' professional interests, i.e. from reading literature to theoretical psychological-pedagogical and fundamental research. also creates opportunities to go. Good scientific-pedagogical training ensures the effectiveness of innovative activities. Teachers actively participating in innovative processes regularly become catalysts for self-development and improvement of the educational system, that is, they play an important role in the acceleration of these processes.

In general, the organization of innovative activities of teachers in an educational institution is caused by objective and subjective factors. Objective factors include the state's new educational policy, fundamental and practical research in the field of education, and the experiences of the educational institution in the direction of innovative activity.

Examples of subjective factors include socio-territorial needs, the development process of the educational institution, the knowledge, skills and qualifications of teachers, the development of scientific potential, the growth of the potential of the educational institution, and changes in management characteristics.

In the implementation of the Uzbek model, which is our main goal, in the implementation of reforms in economic, political, social and cultural, educational directions, in the implementation of reforms in the democratic, civil, society, the free personality that forms the components of our society, the education of a healthy and mature generation, its forming independent thinking from the first stages of continuous education is one of the main requirements of civil society.

It is on the basis of the level of children's acquisition of educational content through educational activities, that is, within the framework of the DTS adopted in our republic, a person's worldview and thinking are formed, and their conscious attitude to the social system is formed. Therefore, we consider deep mastering of educational content as a factor that forms independent thinking. From this point of view, organization of educational activities on the basis of new pedagogical technology not only increases the efficiency of the educational process, but also serves as a forming factor of the active participant of the democratic, civil society based on the demand of social necessity.

Therefore, taking into account age and individual characteristics on the basis of the educational process - raising a mature generation, forming a child's independent thinking and preparing for social life, increasing their activity in the educational process should be in the attention of every pedagogue.

Our ancestors although they did not study this problem consistently and comprehensively, in a certain direction, based on a certain concept, they expressed valuable opinions about the reflection, manifestation, development and changes of these situations in the works of scholars. These are found in four different sources. One of them is folk art; narratives, proverbs, sayings and proverbs; the second - advice and stories written by special creative people (even rulers) dedicated to a specific person, the third - encyclopedic, scientific-theoretical views of Central Asian thinkers; the fourth is the products of poets and writers who created in different periods, i.e. works of art.

Abu Nasr Farabi's moral-philosophical observations about man and his uniqueness are described in a number of works such as "Opinions of the inhabitants of an ideal city", "The essence of issues", "Philosophical questions and their answers", "On the meanings of the mind". done Abu Rayhan Beruni in his book " Relics of the Past " provides various information about human life. Among them, the opinions expressed by scientists about the physical structure of human beings and the length and brevity of human life are noteworthy. Beruni attributes the reason for human longevity to biological and genetic factors. In this regard, his works "India", "Mineralogy", correspondence with Ibn Sina are of special importance.

Ibn Sina's 5-volume "Laws of Medicine" contains very important information about human psychological processes related to the structure of the body, its nerves and nerve pathways, psychological processes related to physiological processes. His treatise "On Etiquette" is also a serious work on the formation of human personality.

The information in Yusuf Khos Khajib's work "Kutadgu Bilig" has not lost its value until now.

American psychologist Dj. Bruner (1915) said that there is a two-way relationship between the formation of a person and education, and he said that if a person's striving for perfection increases the efficiency of acquiring knowledge, the improvement of education accelerates the process of his socialization.

In this way, the view of young characteristics has passed through several stages of development and reached its current level. Central Asian scholars, Russian and foreign psychologists and pedagogues contributed to its development.

As we know, there are a number of independent theories on the classification of age periods in the science of psychology , they approach the study of human personality from different points of view,

and the essence of the problem is highlighted in different ways. They can include biogenetic, sociogenetic, psychogenetic, cognitivist, psychoanalytic, and behaviorist theories.

We will consider the principles of age classification represented by these theories and some of their manifestations.

In the biogenetic theory, the biological maturity of a person is taken as the main factor, the development of other processes is optional and interrelated with this factor. According to this theory, the main goal of development is focused on biological determinants and socio-psychological characteristics are derived from them.

The development process itself is first interpreted as a biologically universal stage. The biogenetic law was discovered by F. Müller and E. Haeckel. Biogenetic law played a historical role in promoting the theory of organ development and fighting anti-Darwinists. However, gross mistakes were made in explaining the relationship between individual and historical development of the body. In particular, according to biogenetic laws, the **individual development of a person's psychology** (ontogeny) briefly repeats the main stages of the historical development of the entire human race (phylogeny).

According to the German psychologist W. Shteri, a baby (a newborn child) is not yet considered a person, but only a mammal; after six months of age, he is only equal to the level of ape in terms of mental development, at the age of two he becomes an ordinary human, at the age of five he reaches the level of a primitive gala man, he experiences a primitive period from the time he enters school, at the age of junior school his mind is at the level of a medieval person, and finally maturity reaches the spiritual level of modern people only in the age of 16-18 years.

S. Hall considers the "law of recapitulation" (briefly repeating the phylogeny) to be the main law of psychological growth. According to him, ontogeny repeats important stages of phylogeny. According to the scientist, infancy is nothing more than a stage of development characteristic of animals. And childhood corresponds exactly to the time of ancient people, whose main occupation was hunting and fishing. The period of growth at the age of 8-12 years begins with the end of wildness and the beginning of civilization (ages 12-13) and lasts until the age of maturity (ages 22-25), equivalent to romanticism. According to S. Hall's interpretation, these periods consist of "storms and pressures", internal and external conflicts (conflicts), and a "sense of individuality" arises in a person. This type of classification of age periods in turn serves as a source of critical comments, because the stages of development in the human race do not and cannot exactly repeat phylogeny.

Another type of biogenetic concept was developed by representatives of German "constitutional psychology" (a theory based on the structure of the human body). E. Krehmer includes a number of biological factors (for example, the type of body structure, etc.) in the basis of the personality (psychology) typology and assumes that there is an integral connection between the physical type of a person and the nature of his growth. E. Krehmer divides people into two big categories: (cycloid (quick-tempered, extremely unstable) and schizoid (humane, difficult to relate to, limited in emotion). applying it to periods and characteristics, he emphasizes that adolescents have cycloid characteristics, and adolescents have schizoid characteristics. does not fall.

One of the most important theories of the West is the theory of roles. According to this theory, society creates a set of stable ways of behavior called status (rights) for each of its members. The special roles that a person has to perform in the social environment leave a significant mark on his behavior and relationship with others.

In the United States, the theory of individual experience and knowledge acquisition (habituation) is widespread. According to this theory, a person's life and attitude to reality, acquisition of skills, and acquisition of knowledge depend on the stability of the stimulus.

The theory of "spatial necessity field" recommended by K. Levin gained importance in its time. According to the theory of K. Levin, a person's behavior (behavior) is controlled by passion (aspiration), goal (intention), which acts as a psychological force. .

Each of the above-mentioned theories explains the social behavior of a person based on the characteristics of a closed and secret environment for others, in which it is necessary to adapt (get used to) this environment, regardless of whether a person wants it or not. does.

There is also a psychological approach in psychology, which does not reduce the value of biogenic and sociogenic factors, but considers the development of mental processes to be of primary importance. This approach can be analyzed in three independent directions, and these directions differ sharply in terms of their essence, course and product.

Psychodynamics is a theory that analyzes a person's behavior with the help of irrational (other than mental cognitive processes) components of the psyche: emotions, inclinations. One of the major representatives of this theory is the American psychologist E. Erikson. He divides the human life into 8 periods with unique characteristics.

The first period - an unconscious feeling of "trust" in the outside world arises in infancy. The main reason for this is the love, care and enthusiasm of parents. If the foundation of trust does not appear in a baby, the feeling of distrust in existence, the feeling of being a creature in adults is born, then there is no doubt that in adults, the creature and despair will arise.

The second period - early childhood, a sense of semi-independence and personal dignity is formed, or, on the contrary, their opposite - a feeling of shame and doubt. The growth of independence in a child creates a wide opportunity for him to manage his own body, and prepares the ground for the formation of discipline, responsibility, responsibility, and respect among the characteristics of the future personality.

The third period is called the age of play, and it includes children aged 5-7 years. During this period, a sense of initiative, a desire to do something, is formed. Therefore, if the path to the realization of the child's desire is blocked, he considers himself to be guilty for it. In this period, it is important to engage in circle, that is , group games, communication with peers: it allows the child to play different roles and develop his imagination. At the same time, the child begins to develop a sense of justice, a desire to understand it.

The fourth period - school age is characterized by the main changes in the child: the desire to achieve the desired goal, stubbornness and difficulty.

Its most important value is efficiency and productivity. There are also negative aspects (disadvantages) of this young age, which are insufficient positive qualities, inability to cover all aspects of consciousness, life, low level of intelligence in solving problems, backwardness in acquiring knowledge, etc. At the same time, a person's attitude to work begins to form.

The fifth period - adolescence is characterized by its unique character, originality, sharp difference from other people. Also, uncertainty as a person during adolescence has negative qualities, such as inability to fulfill a certain role, indecisiveness. The most important feature of this period is the change of "deferral role". The scope of the roles he plays in social life will expand, but he will not have the opportunity to take all of them seriously, and he will be limited to trying himself in the roles. Erikson analyzes in detail the psychological mechanisms of self-awareness in adolescents, in

which he describes the new perception of time, psychosexual interest, pathogenic (disease-causing) processes and their various manifestations.

The sixth period - youth is characterized by the emergence of the ability and need for psychological intimacy with the opposite sex. In this, sexual orientation has a special place. In addition, youth is distinguished by such unpleasant characteristics as liking for solitude and sociability.

The seventh period - in the period of maturity, the feeling of productivity in all spheres of life activity (in work, creativity, care, leaving flowers, transfer of experience, etc.) is a constant companion and acts as a motivation for the realization of good intentions. Also, in this period, a sense of stagnation can prevail as a negative feature in some aspects.

The eighth period, that is, old age, is characterized by feelings of satisfaction from having fulfilled one's duty as a human being and from the comprehensiveness of life. As a negative feature, we can say feelings of hopelessness and depression from life activities. Wisdom, purity, freedom from sins, looking at every situation from a personal and general point of view are the most important aspects characteristic of people of this age.

E. Spranger in his work entitled "Psychology of Adolescence" recommends including girls aged 13-19 and boys aged 14-22 in this period. According to him, the main changes that occur during this age are: a) discovery of personal "I"; b) increase in reflection; c) awareness of one's individuality and recognition of personal characteristics; g) emergence of good life plans; d) striving to consciously build one's personal life, etc. The crisis that occurs at the age of 14-17 consists in the emergence of a feeling of getting rid of the childish attitude of adults towards them. Another characteristic of 17-21-year-olds is the emergence of a crisis of "separation" from peers and a desire for solitude. This situation arises from historical conditions.

E. Spranger, K. Buller, A. Maslow and others are considered to be the great proponents of personological theory.

Among the founders of the cognitive direction are J. Piaget, Dj. Can include Kelly et al.

J. Piaget's theory of intelligence includes the doctrine of intelligence functions and its periods. The main functions of intelligence are organization and adaptation, habituation, and it is called functional invariance of intelligence.

The author divides intelligence into the following developmental periods: 1) sensorimotor intelligence (from birth to 1 year); 2) preoperative thinking period (from 2 to 7 years); 3) the period of concrete operations (from 7-8 to 11-12 years old); 4) period of formal (official) operations.

A group of psychologists who continued J. Piaget's ideas can be added to cognitive-genetic theorists. Representatives of this direction are L. Kolberg, D. Bromley, Dj. It consists of Birrer, A. Vallon, G. Grimm and others.

According to A. Vallon (France), age periods are divided into the following: 1) the period of the fetus in the mother's womb; 2) period of impulsive action - from birth to 6 months; 3) emotional (feeling) period - from 6 months to 1 year; 4) sensorimotor (coordination of perception and movement) period - from 1 to 3 years; 5) the period of personology (becoming a person) - from 3 to 5 years; 6) differentiation period - from 6 to 11 years; 7) puberty and adolescence - from 12 to 18 years.

The problem of stratification of age periods in Russian psychology was initially reflected in the works of great psychologists such as LSVygotsky, PPBlonsky, BGAnan'ev. Later, the number of those who deal with this problem expanded, therefore, classification differs sharply from the point of view of its origin, scientific source, approach to development processes. Now, when thinking

about the classification of age periods, it is appropriate to divide the scientific views of scientists into certain groups and reveal their essence.

The purpose of pre-school education is to prepare children for studying at school, to make the child a healthy, developed, independent person, to reveal his abilities, to educate his passion for reading and systematic education. As a type of educational institutions, preschool educational institutions, undoubtedly, each of them has common features related to the good orientation to the upbringing, education, development and health of children. At the same time, according to the age characteristics of the children being educated, the activities of the preschool educational institution are significantly different from the processes that take place in other educational institutions. Based on this, it can be said that the general theoretical ways of managing the quality of education cannot be mechanically transferred to the practice of preschool education. They should be filled with new content that matches the peculiarities of preschool educational institutions.

Today's child entering school needs clear knowledge, thinking skills, readiness to acquire new knowledge, ability to adapt to the objective world, independent analysis of events, as well as a personal, voluntary, spiritual attitude to school education. , intellectual, socio-psychological preparation is required.

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