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22.	HOW TO FIND OUT RIGHT OR LEFT Avezmurodovich Rustambek Qoldoshev, Farhodqizi Gulruh Yodgorova	154-163	10.5958/2278-4853.2021.00015.X
23.	IMPACT OF PROMOTIONAL ACTIVITIES ON SALES OF AGROCHEMICALS IN NALGONDA DISTRICT OF MIRYALAGUDA REGION J.Karunasagar Reddy, Manoj P.Samuel, Seema	164-167	10.5958/2278-4853.2021.00004.5
24.	METHODS OF TEACHING 1ST GRADE STUDENTS TO USE WRITING TOOLS EFFECTIVELY Roziqulovich Alijon Hamroyev, Avezmurodovich Rustambek Qoldoshev, Asrorqizi Mohinabonu Hasanova	168-174	10.5958/2278-4853.2021.00016.1
25.	TO DEVELOP STUDENTS' SKILLS OF NATURE CONSERVATION AND RESPECT FOR HUMAN LABOR BY TEACHING THEM TO SOLVE ENVIRONMENTAL PROBLEMS Muhammadovich Fayzullo Qosimov, Abdulloyevich Asror Kasimov, Muhamadovna Mavlyuda Qosimova, Fayzulloyech Firdavs Kasimov, Alisher Idiyev	175-181	10.5958/2278-4853.2021.00017.3
26.	IMPROVING THE PRESCHOOL EDUCATION SYSTEM FROM THE PERSPECTIVE OF THE AGE VALUES OF CHILDREN Nigmatova Mavjuda Mahmudovna	182-185	10.5958/2278-4853.2021.00018.5
27.	THE IMPACT OF SECULAR AND RELIGIOUS KNOWLEDGE COMBINATION ON STUDENTS' EDUCATION Atakulova Nargizakhon Alijonovna	186-191	10.5958/2278-4853.2021.00035.5
28.	THE ROLE OF DIDACTIC GAMES IN THE INTELLECTUAL DEVELOPMENT OF STUDENTS BASED ON AN INDIVIDUAL APPROACH IN THE EDUCATIONAL PROCESS Kalandarova Mehribon Kamilovna, Mahmudalieva Madina Baurjanovna	192-195	10.5958/2278-4853.2021.00034.3
29.	PEDAGOGICAL BASES OF THE NEGATIVE IMPACT OF FAMILY DIVORCES ON CHILD UPBRINGING Karimova Dildora Salimovna	196-201	10.5958/2278-4853.2021.00033.1
30.	AN EMPERICAL STUDY ON EFFECTIVENESS OF ONLINE TRAINING AND DEVELOPMENT WITH REFERENCE TO PUBLIC SECTOR EMPLOYEES Mr. Brijesh Singh, Dr.N.Babitha Thimmaiah	202-208	10.5958/2278-4853.2021.00002.1
31.	PIRLS INTERNATIONAL ASSESSMENT SYSTEM IS AN EFFECTIVE TOOL FOR DEVELOPING CRITICAL THINKING SKILLS IN PRIMARY SCHOOL STUDENTS Khamroeva Nargiza Shavkatovna	209-215	10.5958/2278-4853.2021.00032.X



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IMPROVING THE PRESCHOOL EDUCATION SYSTEM FROM THE PERSPECTIVE OF THE AGE VALUES OF CHILDREN

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ABSTRACT

The article reveals promising directions for improving the preschool education system from the perspective of the age values of children. The possibility of organizing preschool education with a focus on the natural emotionality of children is being considered.

KEYWORDS: *Preschool Education, Age Values Of Preschoolers, Natural Emotionality Of Children.*

INTRODUCTION

Modern conditions of life have caused the need for a thorough rethinking of the values of education, the ideology of its functioning, the significance of the final results.

Orientation towards education, and not just the education and upbringing of children, has approved the priority areas of work of preschool organizations that carry out educational activities. These include the enrichment of the individual worldview of children, support of their subject position in various types of activity, personal selective focus, value attitude to the world around them, etc.

All that is associated with qualitative increments in the personality of the child and with the formation of him as a subject of activity and his own life. The significance and value of any preschool educational organization, in this regard, is determined by how attentively preschool workers are to the very nature of childhood, take into account its unique originality, the intrinsic value of this period of the child's life as a whole.

Focusing on the age values of preschoolers allows, firstly, to bridge the gap between the inner plan of the psyche of children and what is given as the content of methods, forms of education for children;

secondly, to define new forms of co-activity, co-creativity, serving as a source of joint experiences, preserving the individuality of each subject of culture;

thirdly, to build the educational process taking into account two types of children's activity: the child's own activity, completely determined by himself, his needs, desires and the child's pedagogically determined activity, stimulated by adults.

The nature of the manifestation of age values, as noted by V.S.Mukhina, Ya. Z. Neverovich, and others, is largely associated with the lifestyle of children. The child does not just adapt to the current situation, but takes a certain internal position in relation to it. If we understand the process of education by the social situation of development, then age values are its basic foundations on which the pedagogical interaction of an adult and a child (children) unfolds.

The meaningful basis of the concept of "values of preschool age" is formed by the psychophysiological characteristics of children, which find practical reflection and their life meaning in the organization and implementation of the educational process, projective practical activities to create models of developing preschool education, as well as various manifestations of children's subculture.

Each age value of preschool childhood (naivety and immediacy of preschoolers, fabulous and mythical worldview, increased physical activity, emotionality, etc.) has its own significance in the development of the child's personality spheres, its own specific manifestation. Hence, their aggregate understanding in educational work with children cannot bring an optimal developmental effect, and is insignificant in terms of education as the end result of pedagogical work.

One of the ways to increase the efficiency of preschool education is the implementation of the research-necessary reflection of its organization in the aspect of scientific understanding of the role of each age value in the educational process of preschool organizations. It is in this that the prospects for further theoretical developments in the field of preschool pedagogy are seen.

An important age value of preschoolers is the natural emotionality and emotions of preschoolers. Emotions color communication, the process of cognition, the child's attitude to the world around him. Vivid, rapidly growing emotional manifestations give a special expressiveness to children's life.

Preschoolers are characterized by an immediacy of submission to emotions and feelings. Zenkovsky V. V. wrote: "The power of moods, random, impatient, fast, puts the stamp of immediacy on all children's activity - in this sense, childhood can be called the golden time of emotional activity" [2]. And although psychological science provides answers to a number of fundamental questions for pedagogy (about the essence of emotions, age patterns of their development, about the individual and typical in the emotional sphere), the lack of concepts that reveal the mechanisms of pedagogical management of the emotional sphere, the implementation of the educational process through the influence on the emotional sphere of the personality is the reason that in preschool educational organizations, they often do not find practical implementation of the thought of L.S. ... This is a new perspective on the perception of the social significance of preschool organizations and the logic of their practical functioning.

An analysis of the historical aspects of preschool education up to the present time shows that the emotional life of children in many manifestations remains outside the framework of the pedagogical process. This is largely due to the fact that for many years in the education of

preschoolers, important attention was paid to the formation of consciousness, the development of the cognitive sphere of children, methods of action (play, practical, etc.), and behavioral habits.

To a large extent, it is due to the weak scientific development of the very theory of pedagogical management of emotions.

An experimental study of the problem shows that children's emotions are perceived by teachers of preschool educational organizations as a secondary, background side of education.

Practitioners do not have complete and holistic ideas about the directions, technologies for managing the emotional sphere of the child's personality, and the value attitude towards this side of educational work is not traced. For the sake of persuasiveness, we present the answers to some questions of the questionnaire, illustrating the validity of the conclusions drawn. A survey of 230 practitioners of preschool educational organizations showed that 59% have difficulties in planning work in the field of emotional development of children, management of the emotional sphere of preschool children.

Examples of answers: "We do not plan such work specifically", "We fix the tasks in the field of emotional development in the plans when we describe the surprise moments, work on expressiveness of speech, staging of theatrical games, etc."

36% - identify emotional development with entertaining, leisure activities, as well as pedagogical simulation, including the use of surprise and competitive moments.

Examples of answers: "It is necessary to develop the emotions of children through colorful and exciting activities: holidays, theatrical performances, etc.", "To develop emotions, you need to use surprise moments, games", "The emotional development of children is successfully carried out during team competitions"; 56% - associate emotional development with the emotional well-being of children in the aspect of the prevalence of a calm, balanced, or joyful state. Here are some examples "The emotional development of children is influenced by the atmosphere in the group, it is necessary to ensure positive relationships between children", "The emotional development of children is associated with his position in the peer group, his emotional state depends on this", "The emotional development of children is the creation of conditions in the group peers for the stay of children in a calm, balanced state, as well as the manifestation of joy, pleasure during games "; 84% - emphasize the need to develop empathy as an important means of socialization of the individual, the formation of humane relationships. Examples of answers: "In the emotional development of children, an important place is occupied by the manifestation of empathy and compassion in relation to children, adults, toys, etc.", "It is very important that the child is sensitive, shows compassion", "Emotional development should be aimed at showing responsiveness "; 62% - found it difficult to identify areas included in the process of emotional development of preschoolers. Typical answers were "I don't know", "I am not sure, so I will not answer this question"; 82% - found it difficult to allocate funds, methods, forms of pedagogical work aimed at the emotional development of children. Examples of answers "The means of pedagogical work include works of art, didactic games. I find it difficult to single out the methods and forms of pedagogical work ", " I cannot single out special means, methods, forms of pedagogical work aimed at the emotional development of children. " 12% - noted the impossibility of influencing the emotional sphere by pedagogical means, with the exception of calming, comforting actions. Examples of answers: "I believe that it is impossible to achieve an increase in the level of children's emotional development by pedagogical means", "Emotional

development is hardly carried out by pedagogical means, an educator can only help children overcome sad mood, insecurity, aggressive behavior, etc."

The noted facts give reason to say that the implementation of an emotionally developing approach to the education of children presupposes timely and high-quality training of preschool workers.

Such training should include the following areas: development of the ability to apply knowledge about the content, structure, methods of emotional development of preschoolers in the educational process of preschool organizations; development of the ability to professionally approach the choice and arrangement of methodological tools, methodological material, ensuring the success of the emotional development of children 3-7 years old in 4 directions: development of emotional response, emotional expression, ideas about emotions and the dictionary of emotional vocabulary; enrichment with technologies of interaction with families in the direction of the emotional development of children 3-7 years old in order to ensure the unity of requirements for that side of the child's development in the preschool organization and the family; development of the ability to identify the levels of emotional development through the selection of diagnostic techniques and diagnostic examination of children.

Coordination of education with one of the basic values of preschool age - the natural emotionality of children, makes it possible to achieve significant positive changes in the personal development of preschoolers, the nature of their self-realization in activities, and their attitude to the world around them as a whole.

Orientation to the natural emotionality of children contributes to the rethinking of the professional functions of teachers, approaches to the organization of the educational process and, in turn, allows to achieve qualitative changes in the functioning of preschool educational organizations, their target orientation and performance.

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