

USE OF INNOVATIVE PEDAGOGICAL TECHNOLOGIES IN PHYSICAL EDUCATION OF PRESCHOOL CHILDREN

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Annotation

The use of innovative pedagogical technologies in the physical education of children in preschool education and its advantages.

Keywords: Preschool education, cognitive processes, psychological and pedagogical, neoplasm, motivational plan.

Equalization of primary opportunities for preschool children is a necessary condition for their successful education in primary school (and later stages of education). It is one of the priorities of state policy in the field of education. In this regard, the organization of the preparation of children for school, the development of content and methodological support as a key, basic document that allows to systematize the work on equalization of primary opportunities of preschool children is very relevant today, because in kindergartens, schools, cultural -As a result of the development of changing forms of preschool education in educational centers and additional education centers (libraries, museums, clubs, children's art houses, etc.), short-term stay groups began to prepare children for school. Preparing children for school is also done by parents or caregivers at home, in families at risk - by social workers, which helps to prepare the child for school in a more comprehensive and effective way. school education - humanization, democratization, the progressive nature of education, the trend towards continuity - is not possible without a significant modernization of the level of primary education.



At the same time, the logic of improving primary school is not only to increase the scope of school subjects (for example, to make the study of foreign languages and information technology compulsory in primary school), to introduce schools to new programs, textbooks, innovative forms of education. in testing, as well as in the priority tasks of child development, in its core competencies, to meet the renewed cultural and educational needs of different strata and groups of the population, all of which strengthen the requirements for preschool education. prepares first-graders, matures in school, prepares children for school transition, and prepares them for systematic education. Before entering school, by the end of preschool, children should reach a certain level of development of cognitive processes and the emotional-volitional sphere, they should form the appropriate personal qualities. The priority goal at this age should be the actual development and socialization of the child, the formation of youth culture and erudition, mental and personal neoplasms. The main result of this process should be the formation of intellectual, emotional, communicative training in children. The lack of such training has a negative impact on the child's educational success, ease of being in the classroom. public figures, in the logic of ensuring the continuity of preschool education and taking into account the consistent development of the child. Thus, it is clear that the problem of preschool education should be divided into independent preschool education, which has the most effective impact on the primary school education, in fact, preliminary analysis showed that today the preparation of children for school is based on the following organizational forms. will be increased: preschool educational institutions in the traditional forms for Russia (kindergartens); new forms of preschool education are based on groups of short-term stay of the child in kindergarten; "School - Kindergarten" complexes; the introduction of so-called "zero" classes in school; family forms of schooling children; other forms of training aimed at providing paid services to the population, mainly clubs. diagnosing children's psychological readiness for school is faced by practical psychologists working in public education institutions, e.g., L. VA. Wenger, A.L. Wenger, V.V. Kholmovskaya, Ya. Yes. Kolominskiy, E.A. Pashko et al. A. Anastasi interprets the concept of school maturity as "the acquisition of skills, knowledge, abilities, motivation, and other behavioral characteristics necessary for an acceptable level of mastery of the school curriculum".



Schwanzara briefly describes school maturity as the achievement of such a level of development if the child is “able to participate in the school learning process”. Schwanzar identifies the mental, social, and emotional parts as components of school readiness. In the 1960s, Bozovich argued that school readiness was shaped by a certain level of development of mental activity, cognitive interests, self-regulation of one’s cognitive activities, and readiness of the student for social status. Similar views were expressed by A.V. Zaporozhets school readiness "is an integral system of interrelated qualities of the child's personality, including the characteristics of his motivation, level of development of knowledge, analytical and synthetic activities, actions, etc. Thus, the trends in modernization of education in the Russian Federation. a number of contradictions can be distinguished that significantly inhibit the development of a sufficiently responsive preschool education system: between the objective conditional increase in demand for preschool education. first graders and children not ready for school catastrophic increase in the number of; education for the lack of continuity and conjugation between preschool and primary school education systems in terms of requirements, content, technology

Objective: To consider variable forms of preparation school Topic: variable forms

Object: Variable forms of school readiness

Hypothesis: There is a link between the skills and abilities acquired by preschool children and their readiness for school:

1. Give the concept of “preparing preschool children for school”. "as a psychological-pedagogical component.
2. Explain the nature and characteristics of the development of preschool children.
3. Consider the need to develop and implement variability in children
4. Forms of school preparation. Choose psychological and pedagogical methods of studying the preparation of children for school in the preschool stage, analyze the results and draw conclusions
5. Learn the features of the work of preparatory groups on the basis of the 6th kindergarten and school of the south-western administrative district of Moscow.



Conduct a statistical analysis on the number of kindergartens and groups that prepare children for school on the basis of schools in the south-western administrative district of Moscow.

Methods: testing, survey, measurement and scales, methods of processing research materials (alternative and correlation analysis). the data obtained are related to the development of theoretical problems of preparing children for school, make a certain contribution to the study of the general laws of development of preschool children, which helps to prepare them more effectively. Practical significance: the results of this study can help parents and teachers in organizing educational work with preschool children in order to effectively prepare them for school.

Theoretical bases of preparation of preschool children for school
The concept of "Preparation of preschool children for school" as a psychological and pedagogical component
Criteria of readiness of the child for school. Developmental psychology experts believe that a child's readiness for school should be assessed according to new formation characteristics that generally reflect the characteristics of his or her psyche and that emerge in his or her play activities but prepare for transition to learning. Vygotsky describes age as an integral dynamic structure, which is not the sum of individual parts, but has a central neoform that determines all the mental characteristics of a child between the ages of six and seven. This transition period in young psychology is considered critical. The central psychological neoplasm of this century, L.S. Vygotsky, "generalization of experience" - "intellectualization of affect." A child who goes through this period will have a fundamentally new type of behavior. Until this period, his behavior was determined by the situation he perceived. Now he is able to not be in this situation, he builds his behavior according to certain rules and social norms. If a child enters school without this quality in preschool play activities, correctional work is necessary. Correction should be done using the child's play activities. E.E. research conducted by. Kravtsova pointed out the need to fulfill a number of conditions for the development of the will in the child during the correctional work. In particular, it is necessary to combine individual and group forms of activity, rules of use of games, etc., appropriate to the age of the child. Studies have shown that first graders with a low level of randomness are characterized by low levels of play activities.



After playing special games with them, their level of play activity increased significantly. As a result, there have been positive changes in their voluntary behavior. This neoplasm plays a central role in determining a child's readiness for school. Being ready for school involves several important neoplasms as well as volunteering. It should be noted that different authors focus on each other. Thus, D.B. Elkonin emphasizes two more: the degree of mastery of symbolic and symbolic means in the first place, as well as the ability to take into account the position of the other person. The importance of the ability to use symbolic means in action has been emphasized by many experts. The song. Salmina believes that before a child enters school, he or she should form a substitute for symbolic activity (the use of substitutes that perform the same function as the substitute subject). Thus, in the game, the child replaces the horse with a stick and rides on it.) Coding is the second type of symbolic activity. Its essence depends on the phenomenon, the ability to represent the event in a certain alphabet, according to certain rules. Schematic and finally modeling. A number of authors include a certain level of communication of the child in the preparation (MI Lisina, NG Salmina, EE Kravtsova). Of course, this is an important indicator of a child's readiness for school. It is in communication that the child's ability to obey rules and control social norms is formed. M.I. Lysina readiness indicator is the level of formation of the child's personal connection outside the situation. This type of communication is characterized by the child's empathy and desire for mutual understanding .. Finally, E.E. Kravtsova believes that the imagination is a central psychological neoplasm that provides readiness for school education, no doubt all of these neoplasms are important for learning. Thus, symbolic activity is constantly used in school. Each science has its own set of signs and symbols. With their help, the student encodes the learned information (e.g. uses mathematical symbols) and then decodes it, identifying the symbols used with reality. (See, for example, the equality of two values behind the symbol "\ u003d"). The model plays an important role in the educational activities of a young student. This is a necessary part of the study. There are several types of education modeling. L.I. Aydarova developed several types of models that have been successfully used in the study of the Russian language: 1) models of certain events in the form of dramatization (representation in the role), used as message models



2) schematic representation of the word known in its characteristic features of a grammatical category, etc. Modeling is widely used in solving mathematical problems. For example, L.M. Friedman writes that the word problem is a “verbal model of a given situation,” and that the problem-solving process is the process of changing a model. The key is to be able to move from oral speech to a mathematical model. However, the student must build a number of auxiliary models - diagrams, tables, etc., the solution of the problem continues in the process of transition from one model to another: from a textual model to auxiliary models (tables, diagrams)); from them - to mathematicians, on whom the problem is solved. Hence, it is logical to conclude that children need to take into account their level of readiness to use the models. Studies have shown that modeling techniques for preschoolers already exist. L.A. Hungarian and his colleagues found that preschool children successfully work with three types of models: a) reflect the structure of an individual object; b) reflect the structure of the class of objects; c) conditionally reflects a symbolic, non-visual relationship, similarly, without a certain level of development of communication, the student can not define and accept the educational task, does not engage in joint activities and realize his position and position in it can not increase. partner vs The problem of psychological preparation for school is not new to psychology. In foreign studies, it is reflected in works that study children’s maturity in school. Traditionally, there are three aspects of school maturity: intellectual, emotional, and social. Intellectual maturity refers to differentiated perception (perceptual maturity), including the choice of background; concentration; analytical thinking, expressed in the ability to understand the basic connections between events; the ability to memorize logically; the ability to reproduce the pattern, as well as to develop fine hand movements and sensorimotor coordination. We can say that intellectual maturity, understood in this way, mainly reflects the functional maturity of brain structures. Social maturity includes a child’s need to communicate with peers and the ability to subordinate their behavior to the laws of children’s groups, as well as the ability to play the role of a learner in a school setting. Tests are created based on the selected parameters. determine the maturity of the school. American researchers are mainly interested in the intellectual potential of children in this problem in a broad sense. This is reflected in the tests of the batteries they use, which show the development of the child in the field of thinking, memory, cognition and other mental functions.



There is an in-depth theoretical study of the problem of psychological preparation for school based on the works of LS in the works of local psychologists. Vygotsky, therefore, L.I. Bozovich identifies a number of parameters of a child's mental development that significantly affect school success. These include a certain level of motivational development of the child, including cognitive and social motives of education, sufficient development of voluntary behavior in the intellectual sphere. He recognized the motivational plan as the most important in a child's psychological preparation for school. Two groups of learning motives were identified: 1) broad social motives of learning or motives "related to the child's needs in communicating with other people, their evaluation and approval, and the student's desire to occupy a certain place in the social system". the relationships that exist for it "; 2) motives or" knowledge that are directly related to educational activities; children's interests, the need for intellectual activity, and the acquisition of new skills, abilities, and knowledge. "A child who is ready for school also wants to learn because he wants to take a certain position in human society, i.e. a position that opens access to the adult world and he has a need for knowledge that he cannot satisfy at home. The combination of these two needs helps the child develop a new attitude towards the environment, which L.I. Bozovich's "Internal Position of the Student" (1968). This neoplasm was found in L.I. Bozovich attached great importance, believing that the "inner position of the student" could act as a criterion for readiness for school.

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