

ORGANIZATION OF THE EDUCATIONAL PROCESS IN THE PRESCHOOL EDUCATIONAL ORGANIZATION

*Abdukhamidova Madinaxan Aslonbek kizi - is a 1st-level
master's degree in preschool education at Ferghana State University*

*Scientific leader **Khallakova Maqsudaxan**
Fergana State University Phd*

Annotation: This article provides information about the work carried out in preschool educational organizations, educational processes, determination and development of positive qualities in students.

Key words: preschool education, teacher, student, education, games, pedagogical technologies, innovations, innovative technologies.

In the preschool educational organization, education, especially training, is mainly conducted in the form of various games. That is why it is important to monitor and analyze the performance of the game by the director. This is due to the fact that this type of game occupies a special place in the formation of the personality of a preschool age child, the variety of types of games and their ability to determine and develop positive qualities in children. It requires the director to have a good knowledge of the specific features of all games, a deep analysis of the game process, and timely assistance to educators. As mentioned, children's games are distinguished by their variety. They change and improve according to their content, organization, the character of the educator's activity and ability to manifest, and the effect they have on the children during the entire period of the child's stay in the preschool organization.

During the past period, effective preschool education aimed at bringing up the young generation growing up in our country healthy and mature in all aspects, introducing effective forms and methods into the educational process, and promoting innovative ideas system organization is one of our important tasks. At the same time, the analysis carried out, ensuring coverage of children with preschool education, filling organizations with educational and methodological materials and fiction, attracting qualified pedagogues and management personnel to the field, introducing innovative technologies in the educational process shows the need to solve the issues of.

The effective implementation of these tasks places a great responsibility on educators, methodologists and psychologists working in preschool educational organizations. A number of scientists have devoted scientific research work to the problem of educating children in preschool educational organizations. For example, F.R. Kadirova, Sh.Q.Toshpol'atova, N.M.Qayumova, M.N.A'zamova and Sh.A.Sodikova [4] in their scientific research, the scientific-theoretical foundations of

the theory and methodology of preschool education were studied. scientific research methods, stages of pedagogy, biological and social factors affecting children's development, the main stages of mental development of preschool children, didactic principles of education, pedagogical influence on children, forms and methods of organizing preschool education and the theoretical foundations of the use of pedagogical technologies in preschool education and upbringing. is a normative-legal document developed in accordance with the requirements, in which the goals and tasks of the preschool educational institution, the main ideas of educational activities are expressed, as well as the main competencies of the child in the transition to the next stage of education are defined.

Educational activities are carried out on the basis of "State requirements for the development of children of primary and school age of the Republic of Uzbekistan". Educators of pre-school educational institutions should be specially prepared for such activities, which, in turn, will help to expand the scope of professional interests of educators, that is, from reading literature to theoretical psychological-pedagogical and provides opportunities for fundamental research. Good scientific-pedagogical training ensures the effectiveness of innovative activities. An educator pedagogue actively participating in innovative processes becomes a catalyst for regular self-development and improvement of the pre-school education system, that is, plays an important role in the acceleration of these processes.

Based on the results of the above analysis, it can be concluded as follows:

1. Objective and subjective factors lead to the organization of innovative activities of educators in Preschool educational organizations . 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.

2. Examples of subjective factors are socio-territorial needs, the development process of Preschool educational organizations activities, the knowledge, skills and qualifications of educators, the development of scientific potential, the growth of the potential of the educational institution, and changes in management characteristics.

Thus, one of the solutions to the problem of improving the educational process in preschool educational organizations is, first of all, the implementation of innovative methods of teaching and training - the introduction of innovative technologies of training focused on the personality of the student in the educational process. It is used in the educational process. Teaching children in preschool educational organizations on the basis of interactive didactic games and materials makes it possible to organize education focused on the child's personality. Such educational activities arouse great interest in children, logical and creative thinking develops without excessive stress during the game, the skills of social activity and compliance with moral norms are

cultivated, the natural and social environment is right. perceptions about it are regulated and the correct formation of concepts is ensured. For this, the educator should pay attention to what they can do with the help and guidance of adults, and not independently when teaching preschool children.

Conclusion:

In 2022-2026, in order to improve the quality of education in preschool educational organizations, it is envisaged that the director of the preschool educational organization will carry out the following strategic activities:

1. Laws and decrees of the President of the Republic of Uzbekistan on the system of preschool education at the pedagogical council of the preschool education organization, the general production meeting, the general meeting of parents. Delivering to the general public the essence of the decisions of the Cabinet of Ministers and the legal and regulatory documents of the ministries and relevant agencies.

2. On the basis of the "First Step" State Curriculum, individualizing each child as an individual, developing the child's interests and creating conditions for showing creativity in the activity centers.

3. In order to arouse interest in books from an early age in every child, to hold an open-door day twice a year on the theme "The book is our friend".

4. To further improve the activities of the Supervisory Board established in the preschool education organization and establish a permanent dialogue with parents.

5. 5 important initiatives of the President of the Republic of Uzbekistan, determining children's abilities in 5 important areas, ensuring participation in district and city-level examinations.

References:

1. www.ziyonet.uz
2. Abdullayeva N.Sh. Maktabgacha ta'limni variativ yondashuv asosida takomillashtirish: Avtoref. ... ped. fan..fals dok. (PhD) - T., 2019. - B. 22-23.
3. Abdurahimova D.A. Xalq og'zaki ijodi namunalari vositasida maktabgacha yoshdagi bolalarni ma'naviy-axloqiy tarbiyalash tizimini takomillashtirish: Pedagogika fanlari doktori (DSc) ... avtoreferati. - Toshkent, 2020. - 74 b. (B.31)
4. A'zamova M.N. Maktabga tayyorlov guruhleri tarbiyalanuvchilarida do'stona munosabatlarga asoslangan hamkorlik ko'nikmalarini shakllantirish tizimini takomillashtirish: Pedagogika falsafa doktori (phd) avtoreferati. -Toshkent, 2020. -45 b. (B.18)
5. Ганжиев Ф.Ф. Мактабгача таълим ташкилоти тарбиячиларида ижтимоий-психологик компетентлик омилларининг намоён этилиши ва ривожланиши: Психолог соғия ... фалсафа доктори (PhD) диссертацияси. -Бухоро, 2021. -169 б. (Б. 116-117)
6. Гулямов Д.Р., Каланходжаева К.Б. К вопросу учета особенностей межполушарной функциональной асимметрии мозга обучаемых в учебном процессе / Ж. Актуальные проблемы гуманитарных и естественных наук. № 11, 2018. -С.38-43.