



## MODERN METHODS AND WAYS TO IMPROVE THE PRESCHOOL EDUCATION SYSTEM

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*Professor Babaeva Dono Razzakrovna*

*TSPU name of Nizami Department of preschool education methodology,*

*Shakarova Nilufar Zuvaidullayevna*

*is a basic doctoral student of Samarkand State University*

**Abstract:** This article discusses ways to improve the preschool education system, the content of the implementation of innovative pedagogical technologies in school and preschool education, the use of innovative pedagogical technologies in school and preschool education.

**Key words:** school, preschool education, pedagogy, innovation, activity, improvement, technology, skills, process, modern, development, methods.

Large-scale scientific research is being carried out in the world on the development of effective methods of developing the speech of preschool children, on the basis of an integrative approach, on the development of a methodical system for the formation of connected speech in children using advanced technologies. Also, as a result of the innovative cooperation of family and pre-school education organizations, special attention is paid to increasing the effectiveness of correctional-pedagogical influence on the development of children's speech, improving the mechanism of using interactive tools in the development of oral and initial written speech in children. This requires the improvement of the technology and methodical support for the development of connected speech in children based on the effective use of differentiated and person-oriented approaches in preschool educational organizations.

It cannot be denied that the improvement of the educational system is directly related to the level of effective introduction of modern pedagogical technologies into practice. The introduction of pedagogical technology can be considered as an innovation process. In this case, "Innovation" is understood as an approach that is introduced to improve the activities of a group of children and is accepted as a novelty by the subject of this innovation. The successful implementation of modern information technology in the children's community and good results depend on a number of factors. In the process of school and pre-school education, innovative pedagogical technology is a new interpretation of the process of developing



children's speech by studying educational materials with the help of tools, being able to express their opinion freely, interacting, getting to know their surroundings. It is known that the main goal of education for school and pre-school children is to raise them as a healthy, well-rounded person and prepare them for school education. The use of innovative pedagogical technologies in the process of school and preschool education gives positive results. At the center of the educational system is the child's personality, and it is envisaged to create comfortable, safe and conflict-free conditions for his development and realization of his natural potential. Technologies of the humane personality, these technologies promote respect and love for the child, optimistic belief in his creative powers, prohibit coercion. Collaborative technologies promote democracy, equality, interaction between the child and the teacher. Free educational technologies focus on giving the child freedom of choice and independence.

It is aimed at the formation of his independent position, without the influence of adults, arising from the child's internal motivation. In order to organize the activity of the centers at a high level in preschool educational organizations and to increase its efficiency, it is important for the educator to make good use of the time given for training, to pass various trainings using different technologies, methods and methods, and for the educator to master these experiences thoroughly. For this reason, it is required and described to make modern approaches to the teaching of educational activities and to organize the educational process using innovations, taking into account the specific characteristics of various activities. For example, the "3x4" method is aimed at helping students to think freely, to be able to present various ideas in a wide range, to be able to analyze, draw conclusions, and give definitions in the educational process individually and in small groups.

The "BLITS-GAME" method is aimed at teaching the correct organization of the sequence of actions, logical thinking, and the selection of the necessary from many, diverse opinions and information based on the received information.

The "INTERVIEW" technique is aimed at teaching the trainee to ask questions, to be able to listen, to answer correctly, and to formulate questions correctly.

The "BUMERANG" technique is aimed at encouraging students to work with exhibits or handouts during training sessions, to remember the learned material, to be able to speak, to express their thoughts freely, and to motivate all students during training.



The "COMMUNICATION" technique is aimed at attracting the attention of educators, working in cooperation during training, and teaching how to organize it.

The "NETWORKS" method is to encourage students to think logically, expand the scope of common ideas and become independent. "Cluster" method (Cluster) Clustering of ideas is a pedagogical strategy (general plan of the game) that helps children to study a topic in depth and teaches students to freely and openly link a concept or a specific idea related to the topic in a coherent manner. . This method can serve to accelerate and expand children's thinking before studying a topic in depth. It also encourages children to consolidate, master, generalize the subject and express their ideas in the form of drawings. Pedagogical technology and knowledge of pedagogical skills, experience and interactive methods are aimed at making the student knowledgeable and mature.

The essence of the organization of activity centers "State requirements for the development of children of primary and preschool age" and the development of the curriculum "First Step" created wide opportunities for the effective implementation of preschool education in the continuous education system. Of course, such innovations, aimed at updating preschool education both in form and content, require all pedagogues, starting from parents, to approach child education and his readiness for education based on the requirements of the times. Processes in development centers organized in pre-school educational organizations help children to constantly learn and consolidate new knowledge. The main goal of the development centers is to teach children to supplement their knowledge independently, to adequately adapt to the ongoing renewal processes.

Children are taught the following in the development center activities conducted in pre-school educational organizations - to communicate problems; - manifestation of creative, thinking and inventive possibilities; - to care about people, society, country, environment. A healthy socio-spiritual environment, which is rationally organized, encourages children to search, show initiative and show creativity. In this case, educators must have a clear idea of how the child's development is progressing, and for this, it is necessary to constantly monitor them. Educators deliver educational material to children appropriately, taking into account their age characteristics. The role of the pedagogical team of preschool educational organizations is that they should set appropriate goals, taking into account the interests, abilities and needs of each child, support the natural interests of children, and form the skills of joint mastery of existence in them. Considering the uniqueness



of child development, it is important to first understand that all children go through certain stages of development, but each child is unique and unrepeatable. In order to provide children with exactly the same, similar things and types of activities, educators should have a complete idea of their specific, different development indicators. Also, experts emphasize that educators should pay attention to the differences in abilities and interests of children of the same age. This refers to the types of activities related to the uniqueness of child development, which respond to children's interests, that is, their level of intellectual, social and spiritual maturity. These types of activities are aimed at children's interest in nature, satisfaction with the experience and desire to test their ideas in the experiment. It is important to help children find answers to their own questions. After all, while searching for an answer to a question, interest, reasoning and attention are automatically activated in the child. The teacher's role in this is to jointly search for ways to find an answer that satisfies the child without simplifying the question and confusing the child with a lot of information. In the process of education in activity centers, children themselves begin to voluntarily choose the appropriate development center.

In the work of children in independent groups, individualization, the teacher comes up with such types of activities, in which everyone is given the same instructions, but each child is allowed to achieve success independently based on it. The level of individualization can be optimized. Choosing the type of activity that requires dexterity and resourcefulness, and carefully observing the children, the educator can change or adapt the tasks and materials if necessary.

Educators-pedagogues play the role of children's assistants in development centers, provide a wide range of opportunities in the place of training and plan activities according to the level of individual development of each child. The agenda should include different types of activities: together in small groups and with the cooperation of the educator individually (individual) or independently (time should be allocated to the activities chosen by them, because children learn to make conscious choices, realize their interests and abilities).

Children should be able to make their own choices, solve problems, act together with the people around them, set individual goals and know how to achieve them. Organization of activity centers and centers in leadership groups should be created in such a way that it allows the child to make an independent choice. Each group has 5 centers, each of which stores enough materials for research and games. In the building and construction center, there are building elements of various shapes and sizes, from which children build structures based on their imagination: for example,



historical monuments, houses, garages, farms and so on. Kids who are into construction will learn a lot here. It helps to develop children's mathematical skills, acquire social skills, and provides problem-solving experience. Here, it is also possible to show a creative approach and learn to focus on the work being done.

Many different things can be added to this center according to the wishes of educators and children - toy cars, trucks, airplanes, gas blocks. At the center of role-playing and dramatization, it is necessary to have the right clothes and other things to make children want to play small scenes from real life. These help them to understand what is happening around them, to distinguish between them and to understand their place in life. The Language and Speech Center will have books and teaching aids for listening and writing. This is a quiet corner where children can look at books and read to each other. Also here, a teacher or a volunteer assistant can read the book aloud to the children. In it, children are invited to make booklets with their own hands, invent and perform themes (plots), and listen to stories.

A science and nature center should have things that children can assemble and take apart, such as puzzles and constructors. There should also be games that help children to compare, classify and count in the same way. In this center, children are used to engage with the concepts they have learned about natural phenomena and objects they find on the street. The art center encourages children to test and implement their creative abilities, gives them opportunities to get satisfaction from familiarizing with new materials, and enriches children's senses. There are paints, paper, scissors, crayons, pencils, tweezers, and a variety of scissors for cutting and gluing. It is also useful to add natural materials - wood, leaves, sand and soil. Classes at this center are focused on developing creative abilities, verbal and non-verbal communication, general and fine motor skills, and mental abilities. The task of educators is to create an environment that encourages children's interest in communication and to monitor and adjust the necessary conditions according to the changing needs of children. Assignments for individuals or small groups are designed to focus on specific skills after talking with parents.

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