

Pedagogical and Psychological Aspects of the Development of the Mention of Preschool Children

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Annotation: In the article, special attention is paid to pedagogical processes that include the thinking of educating preschool children in intellectual and moral issues, the formation of methodical materials and tools of education and upbringing.

Key words: intellectual, child, physical, preschool, moral, tool, pedagogue, educational, experience, psychologist.

The first teachers for a child are his parents. They should educate children physically, intellectually and morally from infancy, form their speech and thinking, worldview. Also, in the development of speech and thinking of children, special attention is paid to the educational processes, which include the provision of methodical materials and tools, agenda, events, holidays, developmental environment. We analyze the experience of foreign countries in order to develop preschool children pedagogically and psychologically.

The system of pre-school education in Russia is always in a state of flux, it is regularly updated, changing its appearance and improving.

The Russian preschool education system is based on the Concept of Modernization of the Educational Process. According to theoretical studies, stereotyped approaches to the content of preschool education should be changed, and the educational process should be viewed on the basis of the following sequence of principles:

- teaching on the basis of the developmental nature of teaching reveals hidden and potential qualities of children;
- systematic education helps children to determine the interdependence of events, studied objects and life values;
- the child's development relies on his feelings and age-appropriate rational forms of learning;

The English education system of Great Britain, which is considered a country of unique culture and traditions, is recognized as one of the best systems in the world. It is worth noting that British educational programs correspond to the highest standards.

In the UK, teaching is generally child-centred rather than subject-centred or teacher-centred. This approach is based on the history of English education, and its development was influenced by Rousseau, Frebel, and Montessori. They believed that the child's individuality should be developed and independence should be protected. The main goals of preschool education: to meet the needs and interests of each child, to respect the differences between children. It is assumed that the child has an inner desire to study, is curious and energetic by nature. Teaching should be carried out during the game proposed by the child. The main task of the teacher is not to teach the child, but to support the game, to provide him with various materials for research.

In an English kindergarten, children work independently for a long time, and the teacher monitors them from the outside. Only 15% of the total time is allocated to group teaching under the guidance of a pedagogue. Such training is conducted in small groups of children of the same level of development. In this way, the rule of taking into account the development of children of preschool age is used in practice.

In Great Britain, educators believe that meaningful role-playing games, drawing and making things should be used to develop children's speech, develop thinking, and diagnose the level of spiritual and religious formation. In practice, in English kindergartens (besides the mandatory classes in practical language and mathematics) they attach great importance to research activities through games with water, sand and movement games. Educators hardly have time for meaningful role-playing games. For example, when it comes to developing speech, five-year-old children should know:

- identifying sounds at the beginning and end of words;
- distinguish between sounds and letters;
- say all the letters of the alphabet;
- reading simple words and sentences;
- write your name;
- use phonetics knowledge in writing simple words.

Our studies have shown that such goals lead to the creation of high-tech programs. It can be seen that in Great Britain more importance is attached to children's independent, free thinking, and for each activity, not only the exact sequence of actions by the pedagogue, but also the results to be obtained are described.

In fact, today, systematic reforms aimed at improving the content of preschool education, the professional skills of pedagogues based on the study of foreign experiences, their modern education and innovative technologies, modern knowledge, skills and development of skills is one of the urgent tasks. Because the urgent and urgent problems facing the preschool education system require the development of didactic conditions for improving the educational content and a creative approach to the educational process.

In the South Korean preschool education system, they mainly focus on the formation of basic, all-round developing skills of children. Children begin to learn to read and write in Korean and English from the age of three. From this age, they discover the secrets of mathematics. Koreans pay special attention to children's physical health and fitness, as well as the acquisition of music lessons. Starting from pre-school educational organizations, children are given a lot of homework, in addition to translating individual words and sentences in English lessons, they are directed to express their thoughts and views in a simple and fluent language. The South Korean preschool education system is now fully serving the development of the preschool education system in Uzbekistan.

In Germany, the process of developing the thinking of preschool children is taken seriously. Due to the provision of educational materials, the existence of conditions for education, the language environment, pedagogical skills of the teacher, social environment, and a complete psychological climate for the students have been created. In Germany, Waldkindergarten (from the German word Wald - forest, Kindergarten - kindergarten), Bauernhofkindergarten (from the German word Bauernhof - farmer's yard, fortress;) Kindergarten - kindergartens have a high rating. It is worth saying that special attention is paid to the process of speech development in these kindergartens, Russian-German kindergartens operate in Germany. In these kindergartens, work is done on the basis of the Russian program. During the "Kasb" project, children go on excursions with the teacher, make various things,

put on theatrical scenes, take part in the processes of making various crafts, make things from clay, etc. There are no classes where children sit on chairs and listen to the teacher. Children are given a lot of freedom. They can do whatever they want, get their clothes dirty, jump and run all over the field.

The following common saying is given about the method of raising children in Japan. Bilingual education - more importance is given to conducting the educational process in several languages. The purpose of opening kindergartens was to create an environment of interaction that helps children develop mentally and physically, enriching their thinking. Of course, the mother's role in raising a child is different, but children's communication with their peers, educators, playing together and working together gives the opportunity for results that cannot be achieved at home, i.e. healthy and harmonious development.

The process of involving parents in education in kindergartens is at a very high level. It is very difficult for our parents, who drop off their children in kindergarten in the morning and pick them up in the evening, to get used to the order in Japanese kindergartens, because there is a need for regular participation and active participation of parents in child education. Children can stay in kindergarten without their parents for two hours, and with a remote for four hours. In this process, not only children, but also parents are educated.

In Japanese kindergartens, educational programs are also taken into account, in addition to writing and reading, children are taught to sing, sports competitions are held, and they go on regular walks. But in addition to these, the purpose of holding these events is to develop the sense of harmony and community living in the child. If a song is sung, it must be sung by a choir (group), no soloist is used, when a competition is held, or the whole or group is won, and absolutely not a single winner. The purpose of going on a regular day trip with the team is to teach the child physical endurance and explore the area around him. Japanese children love and feel deeply about nature. Perhaps, that is why there are many national holidays and festivals dedicated to various trees and natural phenomena in Japan. Japanese children, taught to love beauty and feel nature from a young age, live with these feelings throughout their lives.

Based on our observations and analysis, we can say that it is appropriate to use innovative pedagogical communication technologies widely to develop and ensure the continuity of preschool children's thinking.

It is worth mentioning that in the experience of foreign countries, special attention is paid to the issues of organizing children's independent creative activities, as well as the hours of work of parents with children are quite long. However, in the "First Step" program, playful educational activities are at least 43%, communicative independent activities, being in the open air, forming a healthy lifestyle (sanitary-hygiene skills) 49%, children's development progress of parents 8% will be reported."

As a logical continuation of our above thoughts, we can say that since most of the children's time is spent in preschool educational institutions, then all the activities, in particular: getting to know the world around them, developing speech, engaging in physical education, teaching literacy, fiction At the core of the deep acquisition of its secrets, the child understands the correctness, accuracy and relationship to existence of the things and events he heard, saw, perceived, sensed, imagined.

We know that thinking is a creative activity of a person, in which there is an opportunity to study the most complex features of things and events, to foresee events, to make predictions. Thought exists in an organic relationship with language, that is, thought is a spiritual phenomenon.

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