



ANALYSIS OF THE ISSUE OF EARLY DEVELOPMENT OF PRESCHOOL CHILDREN BASED ON AN INTEGRAL APPROACH IN THE EXPERIENCE OF FOREIGN COUNTRIES

Abdusamatova Nargiza Jamolidinovna

Namangan State University (PhD), Senior Lecturer

Annotation:

The article discusses the need, important aspects, pedagogical and psychological factors of the issue of early development of preschool children on the basis of an integral approach on the basis of a comparative analysis of the experience of foreign countries.

Key words: integration, approach, early development, preschool age, achievements, activities, agenda, foreign countries...

DOI Number: 10.48047/NQ.2022.20.21.NQ99057

Neuro Quantology 2022; 20(21): 484-488

INTRODUCTION

In order to further improve the system of preschool education, strengthen the material and technical base, expand the network of preschool educational institutions, provide qualified pedagogical personnel, radically improve the level of preparation of children for school education, apply modern educational programs and technologies to the educational process, the decree of the president of the Republic of Uzbekistan "on measures to further improve the, among the main tasks for creating conditions of aesthetic and physical development, improving the quality of preschool education, radically improving the quality preparation of children for school in preschool educational organizations, introducing modern educational programs and technologies widely used in world practice into the educational and educational process are the following:

- revision of state requirements in the organization of quality preschool education, taking into account advanced foreign experience in the field of harmonious development of preschool children;

- to introduce a simplified procedure for licensing the activities of non-state preschool educational institutions, to prepare proposals for improving their organizational and legal

forms, having studied the existing practice and advanced foreign experience.

As noted in the review of the decree of the president of the Republic of Uzbekistan dated September 30, 2017 No. 3305 "on the organization of the activities of the Ministry of preschool education of the Republic of Uzbekistan": "... today, the issue of radically improving the activities of preschool educational institutions, increasing the coverage of preschool children, creating a modern system in all respects, having studied advanced foreign experience, remains relevant." In order to eliminate the existing problems in the reform of the preschool education system, the decision provides for the implementation of a wide range of measures, including the effective organization of the process of professional development of pedagogical and managerial personnel, the use of modern pedagogical and information technologies, advanced experience of foreign countries, the provision of educational institutions with highly qualified, modern As noted in the decree of the president of the Republic of Uzbekistan dated September 30, 2017 "on measures to radically improve the management of the preschool education system" PF-5198, "the sphere of preschool education is considered the primary link of the system of continuing education, it plays an extremely important role in the upbringing and



preparation of a healthy and During the years of independence, the education and education system and the education of a harmonious generation in the Republic rose to the level of the main priorities of state policy. However, the analyzes carried out show that the performance and result of the work carried out in the field of preschool education are not sufficient."

MATERIALS AND METHODS

In Uzbekistan, a number of scientists have also conducted research on the issue of integration, interdisciplinary communication, application of integrated technologies in education. In particular, educators R.A.Mavlonova and N.X.In the tutorial "integrated pedagogy of Primary Education" created by rahmonkulovas, the research problem is covered by the example of the processes of primary education.

X.Yulbarsova emphasizes that in the theoretical development of the sciences there is also a differential situation, and integration knows the correlation in practice, and it further increases the social, pedagogical and psychological significance of the process.

N.Abdullaeva's research work talks about the peculiarities of the use of integrated technology in increasing the effectiveness of primary education.

N.Ahmedova conducted research on the topic "Improving the professional training of future teachers on the basis of an integrative approach " to obtain the degree of Doctor of philosophy in Pedagogical Sciences. M.N.Irisbaeva conducted research on the topic of the integration of historical-national and modern pedagogical technologies in educational and educational processes, highlighting the evolutionary development and theoretical foundations of National-Historical and modern pedagogical technologies.

M.J.The article "pedagogical conditions of integration of the content of preschool education" by shodieva speaks about the pedagogical conditions of integration of the content of preschool education. F.Umirova conducted research on the issue of the influence of TV shows on the formation of a child's worldview and its integration with training.

Studies aimed at the development of the personality of an educator in preschool educational organizations from an early age and the use of integrative education m from scientists from the countries of the Commonwealth of independent states.V.Lazareva, S.D.Prostrate, E.N.Kolosova, N.K.Chapaev, T.E.Pakhomova, V.N. Skvarsov, A.A.Kharunjev, I.N.Pavlenko, L.G.Savenkova, A.Vteremav, A.M.Performed by Potavskaya and others.

From foreign scientists J.Gilbert, F.Cochrane, J.Deroiter, R.E.Maeder, J.W.Gray, M.L.Dejong, M.Trott, R.J.In the work of Gaylords, the advantages and possibilities of applying integrative educational technologies are highlighted. In this scientific research, special attention is paid to various aspects of the early development of preschool children, namely, the formation of initial mental and moral concepts in the process of children's activities and in non-productive times, the formation of an integrated environment among the children's team.

RESULTS AND DISCUSSIONS

In order to study the state of spiritual and moral education of preschool children on the basis of an integral approach, the experience of several foreign countries is analyzed below.

Special aspects such as the creation of maximum favorable conditions for the activities of educators, the creative freedom of the educator, the creative environment created for children to express themselves, including the convenient design and equipment of rooms to even small details, the availability of rich literature and developing games for them, the upbringing of skills of behavior and personal hygiene in society from

In kindergartens, mainly music, painting, computational classes are organized in an integral form. In Korean kindergartens, great attention is paid to the development of children from an early age, such as independence, initiative, creativity, the continuity of the educational process, the breadth of opportunities for the use of Korean experience in the preschool education system in Uzbekistan.

And in China, children aged 3-6 years are admitted to preschool institutions. The purpose

of preschool education is to prepare children for school education.

The country has more than 150 thousand kindergartens, which are divided into state and non-state educational organizations.

Children's education in Chinese kindergartens has an integral appearance, that is, it is carried out in harmony with physical development, school educational organizations contribute to the development of children physically, mentally, aesthetically, thereby ensuring the development of the child from the smallest age as a harmonious person. The main means of upbringing in kindergarten is play, where all the conditions for the development of children are created, opportunities for the manifestation of their abilities are provided.

Russian scientist I, who developed the basics of reflexology in Chinese kindergartens. In accordance with Pavlov's theory, the principle of "Pavlov's approach" was named. In pedagogy, this principle was interpreted as follows: "If a child is encouraged and brought up correctly by investigation, then all good qualities and abilities can be formed."

Strict order and discipline are established in this kindergarten, children's masculinity is prohibited. Caregivers are well aware of the child's personality, but do not consider these characteristics innate. In kindergarten, mutual wars, disobedience to the demand of men, adults are not allowed, bad discipline is eliminated as early as it seems, if the child behaves badly, the educator comes to him and indicates that he has felt this state, but does not speak. Only when the child understands his guilt does the caregiver call his name. It is forbidden to beat, drive out of the room, punish at all. It is believed that an effective way to keep discipline well is comparison and encouragement. Children are taught from an early age to analyze their own behavior.

The fact that the development of preschool education in Japan goes back to the Meiji ERA indicates that the history of this system has a distant past. In Japan, in 1876, the first kindergarten was opened for children of wealthy households. Preschool education is given a lot of attention in Japan, because psychologists say that under the age of 7, a person absorbs 70% of knowledge, and the

remaining 30% throughout his life. Preschool usually begins with the family. For Japanese women, motherhood comes first. Many Japanese women say that raising a child is their life goals. The Japanese treat their children as if they were talking to a king by the age of 5, as if they were talking to a slave between the ages of 5 and 15, and as if they were talking to a peer after the age of 15. A 15-year-old teenager is considered an older person who is well aware of his obligations and obeys the rules.

The Japanese are in favor of the early adulthood of the child. They emphasize the various problems of upbringing at different ages. For example, at 1 year old - to instill a sense of self - confidence, at 2 years old - to show manual labor of Applied Art, at 3 years old - to educate a sense of duty, at 4 years old - to teach to distinguish between good and evil, at 5 years old - it will be appropriate to apply such habits to preschool educational organizations of Uzbekistan,

The principles of preschool education in Japan are aimed at creating a healthy, independent, comprehensively developed, educated and loving community member of his culture and homeland, as in Uzbekistan.

Educational programs in kindergartens are also taken into account, in addition to writing and reading, children are taught to sing, sports competitions are held and regularly go out for walks. Also, the purpose of these events is to develop in the child a sense of harmony, living in a team. When singing, the chorus (in the team) must be sung, the solo singer does not apply, while the competition is being held or everyone or the group wins, not necessarily the solo winner. The goal of going for a regular one-day walk with the team is to teach the child to endurance and explore the area around him.

On November 6, 2020, the decree of the president of the Republic of Uzbekistan "on measures for the development of education and science in the new development period of Uzbekistan" was adopted. It is not for nothing that the decree provides for the task of studying the experience of advanced countries in school education, in particular the peculiarities of the Finnish educational system, and it is the Finnish educational system that is cited by the head of state as an example. This country is distinguished by its success in international



studies on the assessment of the quality of Education. The following, which formed the basis of the achievements in the educational system there when analyzing the experience of the president of Finnish schools in accordance with the instructions given to our country; the application of such principles as equality, individuality, confidence and pedagogical potential, volunteering, independence to the preschool education system plays an important role in improving the younger generation as a

In France, preschool education organizations are referred to as *ecole maternelle* (*ay-kola maternel*). Special Mtms separately from 3 years old go to the "school of mothers". The educational task of this school is to prepare for Primary School, to teach children to manifest themselves.

In French preschool institutions, great importance is attached to increasing children's love for nature and affection for animals. The importance of organizing the activities of all children in the embrace of nature and developing educational qualities in harmony with nature means an integrative approach to the educational process.

In England, it usually makes extensive use of personality-oriented education in teaching. The development of such an approach was founded by Rousseau, Frebel, Montessori. They believed that it was necessary to protect the independence of the child and develop his individuality. The main goals of preschool education are: to respect the difference between children, to satisfy the need of each child and his interests. The inner aspiration of any child to study is enough, and it is assumed that they are naturally sociable and inquisitive. Teaching should be linked to the child's optional chosen game. The main task of the educator is not to force the child, but to support him, to provide him with various materials for conducting research.

In the educational plan of preschool education in England, not only the emphasis is placed on the general educational process, but also special importance is attached to such skills as reading and counting in a child. In this case, children aged 4-5 years have the following six areas of development: personality; socio-emotional; communicative; awareness;

Mathematical; Physical; areas of creative development defined.

The German preschool education system has its own structure, where preschool institutions are not part of the state system. The kindergarten operates under the guardianship of charitable foundations, local authorities and the church. At the same time, enterprises and organizations can also have their own kindergarten. Children (*elementarbeich*) are admitted to the German preschool education system from the age of 3 and are brought up to the age of six. In children who are just growing and developing, there is a great role of kindergartens for peers and adults to express their independent opinion and form the ability to communicate, prepare them for primary education. Therefore, the Germans also call the kindergartens a "workshop of contemplation". Children's activities in preschool educational institutions are carried out in the form of games, classes, independent activities, pre-school preparatory courses, walks, excursions, circles, areas of development of the child (social relations; socio-emotional development; development of the cognitive process; importance is attached to the formation of bilingual teaching (organization of the educational process in several languages). It is believed that such nurseries nurture such qualities as endurance, tolerance and the desire to respect in healthy children. Children with limited opportunities learn to be in communication and harmony with their peers and do not separate from society. The large number of such kindergartens in Germany creates favorable conditions for the living, education and self-expression of disabled children.

In Russian preschool institutions, children receive education from the age of 2-7 years. Educational and educational processes in Russian kindergartens are carried out in the form of games, classes, independent activities, walks, excursions, circles, physical development. In preschool institutions, mainly children are given attention to the areas of physical development, intellectual development; socio-emotional development, spiritual and moral qualities are brought up in children, such as patriotism, orastness, control of their emotions,



a sense of independence, respect for values and traditions.

CONCLUSION

Simultaneously with such positive views on the comprehensive upbringing of children, in conclusion, it is worth saying that the analysis of the advanced experience of foreign countries, the study of preschool education systems and the development of specific measures to adapt them to the conditions of our republic make it possible to improve and modernize the preschool education system of our country.

Relying on advanced foreign experience in the field of harmonious development of preschool children, it will be possible to create conditions for the development of children from an early age due to the interactionism (incarnation) of pedagogical processes in preschool educational organizations.

We believe that modern information and innovative pedagogical technologies applied to the system of preschool education in foreign countries are worthy of attention in that they are economical, convenient, effective and guarantee the achievement of the intended goals, and their application in practical activities will pay off.

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