

SOCIAL AND PEDAGOGICAL ACTIVITIES IN PRESCHOOL EDUCATIONAL INSTITUTIONS

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ABSTRACT:

The practical application of the principle of humanization of education has a positive effect on the development of reflection and self-regulation in the pupil, the formation of his relationship with the world, the formation of a person who is a carrier of democratic and humanistic relations in society. Development can be seen as the process by which a person solves three types of tasks (natural-cultural, socio-cultural, and socio-psychological). These tasks can be used to identify aspects of personal development that need to be centralized in social education.

KEYWORDS: education, preschool education, pedagogical activity, principles of education.

INTRODUCTION:

The idea of the need for a cultured upbringing is reflected in the works of the English educator John Locke (18th century), the French thinker Claude Helvetius (18th century) and the Swedish educator Johann Pestalozzi.

The modern definition of the principle of harmony of education with nature, defined by the German pedagogue Friedrich Disterverg in the XIX century, is based on the universal values of educational culture and is built in accordance with the values and norms of one or another national culture.

The principle of variability of education. The variability of social upbringing in modern societies is determined by the diversity of individual needs.

The principle of educational diversity is based on universal human values at the regional, municipal and local levels, taking into account ethnic characteristics, as well as regional municipal and local conditions, to create conditions for spiritual and moral education in educational institutions on the basis of human, youth, differential and individual approaches.

In order to implement the principle of variability of social education, it is necessary to:

- Establishment of various educational institutions to meet the interests and needs of the individual, the needs of different age, socio-professional, ethnic groups, the needs of regional and regional organizations;
- Organization of regional and municipal systems of social education;
- Organization of local educational systems.

Implementation of the principle of variability of social education:

- To form a person's ability to solve various life and personal problems;
- Creates conditions for people to expand their opportunities to choose their own development strategies, life and career paths.

The principle of the collective nature of social education. The description of the microcosm of socialization suggests that the socialization of children and adolescents occurs in their interactions with peers and adults (family, neighbors, micro community, and educational institutions). Social upbringing takes place in communities as part of a relatively socially controlled socialization, on the one hand, and on the other hand, children and

adolescents are brought into community life as an objective necessity.

The idea that community is the most important tool of education is very old and its theoretical foundations have been rapidly developed by educators since the 19th century. According to the modern definition of the principle of community, social education takes place in different communities, allowing a person to gain life experience, and the experience of adapting to society in general.

The principle of centralization of education to personal development.

According to this principle, the strategy and goal of social education is to help the younger generation, adolescents to become full-fledged human beings. The process of social upbringing, educational institutions can only be a means of personal development.

The need to solve natural and cultural problems of human development

-physical (natural);

The need to solve socio-cultural problems is one of the following:

-Intellectual;

- Creates the basis for social development.

The possibilities and place of these aspects of social education vary, but in each of these aspects it has an additional place in relation to the factors of socialization. In addition, the possibilities vary depending on the type of educational institution.

The principle of joint action of social education:

According to the principle of interaction of social education, the spiritual and educational development of children, adolescents and adolescents is carried out in the process of exchange of values (mental, social) between the educator and the pupil. These are:

- World cultures and values developed in a particular society;

- Values inherent in the subjects of social education;

- Values specific to a particular member of the educational institution.

The principle of incompleteness of education. This principle stems from the hereditary nature of socialization. The principle of incompleteness of upbringing considers each stage of human development as an individual and social value. According to this principle, every child and teenager will always have something that is not completed and will not be completed.

According to the principle of incomplete upbringing, upbringing should be organized in such a way that at every age a person should have the opportunity to "re-form".

The educators of the younger generation are worthy children of our people as important, honorable and at the same time as nurturing performs a responsible function. The political maturity of the educator helps them to understand their responsibility to the people and society for the quality of upbringing, to take a creative approach to solving educational problems, to constantly improve their skills and to help their colleagues to grow.

This means that the educator must first be educated, know the life of the country in which he lives, understand the laws of nature and society, be socially active, master the pedagogy of general and preschool education, children's psyche and physiology, and know the age characteristics of children.

Also, the educator's scientific approach to the analysis of pedagogical phenomena allows to realize the success of the comprehensive development of children. The ability of every educator to feel the modern requirements is a guarantee of successful implementation of the requirements of the state to preschool education. These requirements are:

- Maintain and strengthen the child's health.
- Development of mental abilities.
- National values, the ideology of our spirituality to formulate beliefs and views in accordance with the principles.
- The formation of love for the motherland, social activism.
- To instill in the younger generation a sense of camaraderie, honesty and diligence.

This is what President Islam Karimov writes in his pamphlet "Legal Guarantee of Our Great Future." "In order to become an educator-teacher, to cultivate the intellect of others, to enjoy enlightenment, to become a true patriot, a true citizen, first of all, the educator must meet such high requirements and have such great qualities need »

This means that the educator plays a special role in shaping the child's personality. In particular, it requires responsibility for the formation of each child as an individual. In this regard, the educator should set an example for children in everyday life, in games, activities, joint work, interaction with them, to study the child in all respects, to know his personality, abilities, It is necessary to show pedagogical decency, to be able to objectively assess the behavior of children, the results of their work and to provide them with timely assistance, as well as to be interested in their marital status.

Our thinkers have expressed many opinions about the educator and his personality. In this regard, Navoi's "Human beauty is knowledge and manners. Suffice it to recall his wise words: "Only teachers who instill these in their students are true teachers."

Parents have a great influence on the development of habits in children from one to seven years of age. Therefore, the work of a social educator consists primarily of working with the child's family (with his parents) and the child himself.

At this age, a child's desire to drink alcohol is often imitated by an adult.

If during this period the child develops bad habits, among which there are those who approve of alcohol consumption, then by the age of 7 they are fully formed. It will be very difficult to get rid of these bad habits.

There are two ways to work with parents:

Creating a culture of relationships between family members. Spiritual anti-alcohol guidelines can only be formulated if there is a decent family relationship.

Creating a healthy living environment for the child involves creating a negative attitude towards alcohol and people who consume alcohol, a moral condemnation of the situation. The following are the goals of working with a child:

Forming a desire to learn in a young school student (when a child becomes accustomed to drinking alcohol, he or she usually has serious problems in school and does not want to study). A child's socialization can be complicated by negative features of his or her physical and mental development. A child's development of social norms and values can go in the wrong direction due to the negative impact of the environment. As a result, the child is excluded from normal social relationships and needs special care. The process of socialization of such children takes place primarily through upbringing.

In general, the task of educators and professionals is to focus on the social adaptation of the child in difficult situations, that is, to actively adapt to the laws and norms adopted in society, or to overcome the consequences of negative factors.

Education as a social institution has certain functions in social life. The general tasks of education are:

- Create conditions for the purposeful development of community members and the satisfaction of a number of needs that can be met by them in the educational process;
- Training of personnel capable of functioning and developing in the society;
- Ensuring the sustainability of social life through the transmission of culture to future generations;
- Social and spiritual development of community members;
- Adapting members of society to changing social situations;
- Ensure the unity of aspirations and goals of members of society and the harmonization of interests of social, professional, ethno-religious groups.

The principles of education are the rules of education, based on which theories are developed and the methods, forms and means of education are implemented.

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