

## MODERN TRENDS IN EDUCATION FOR PRESCHOOL CHILDREN

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### ABSTRACT:

The inclusion of the ideal of the 21st century in the education system depends on the qualitative renewal of all its components, including the preschool education system. It is a well-known fact that pre-school education, which covers the first seven years of a person's life, is unique in its importance. It is during these years that the child begins to develop his basic human abilities, laying the foundations for his personal development.

A person's future, his behavior, his abilities, his worldview depend in many ways on what childhood was like and what education was like. All this emphasizes the irreplaceable importance of childhood, its special role in the formation of a harmoniously developed personality, and makes the problem of ensuring the quality of education from preschool age a priority of public education policy.

**KEYWORDS:** quality of education, efficiency, principle of objectivity, principle of mutual understanding, harmonious personality.

### INTRODUCTION:

Only when management, goals, content, tools and methods in the pre-school education system are focused on quality, that is, on improving quality and efficiency, will it be possible to achieve a level of education that provides the foundation for a "harmonious personality".

Since improving the quality and efficiency of the educational process in preschool education is a self-sustaining unit of

the quality management system of education, it can be considered as an integral part of this process need to rib out.

Efficiency is the ability to achieve a goal in a short period of time at the lowest possible cost and at the lowest cost. Even if we apply it to the activity, then the convenience side is also taken into account. But in practice, the solution depends on certain conditions.

Identifying the main trends in the development of the pre-school education system, taking into account the current situation in education and society, and determining their impact on the quality of education should be its initial stage.

Like any other scientific social theory, the theory of improving the quality and effectiveness of the educational process in preschool education is based on the general methodological approaches, rules and principles developed by various disciplines, primarily philosophy.

### MAIN PART:

The principles of objectivity, mutual understanding and development are the methodological basis for managing the quality of the pedagogical process in preschool education.

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The principle of objectivity. This general principle is related to the dialectical-materialist interpretation of the process of cognition. At its core is the recognition of the

objectivity of scientific knowledge, which accurately or roughly accurately reflects the existence of an objective being.

Truth is the essence of knowledge, it does not depend on the will and desires of the person who understands knowledge. But at the same time, objective qualities, relations and relations of the external world are reflected in the mind of the subject of knowledge and become the subject of his knowledge, from which certain conclusions are drawn, this or that relationship is formed.

These subjective situations are consistent with the objective content in the context of good theoretical training of pedagogical and administrative staff of the preschool, which manages the quality of the educational process.

As the process of quality management of preschool education always involves, first of all, a sufficient number of subjective factors related to the selection of assessment indicators, the use of appropriate assessment criteria, the accuracy of interpretation of the data obtained during the expert assessment, etc. In doing so, it is important for its subjects to strive to achieve the objectivity and accuracy of the information obtained and its value.

The implementation of this principle in improving the quality and efficiency of the educational process in preschool education requires:

- Separating the important features that determine the quality of the educational process from the insignificant ones that arise due to temporary factors and, as a result, choosing the right direction of management influences;
- To study the educational process in the unity of its quantitative and qualitative characteristics;
- consider the quality of the educational process and its results in the context of the

specific external and internal circumstances that led to them;

- Use of monitoring and evaluation tools that meet the requirements of informativeness, objectivity and reliability.

The principle of mutual understanding. Regardless of the conditions of practice, any pedagogical situation exists on its own, not in a state wrapped in its own shell, but only on the basis of mutual interaction with other processes in the surrounding being.

Solidarity is the method of communication of any structural elements, the basis of its variability and stability, so the need to penetrate into the essence of this or that object requires its consideration through various relationships with other aspects of pedagogical activity. Knowing the means of interaction of this or that object, it is possible to predict their state at any time.

The principle of mutual cooperation in improving the quality and efficiency of the educational process in preschool education should include:

- Identify the state of the educational process, its results and the cause-and-effect relationship between the external and internal factors that led to them, and, consequently, predict their future changes; use the results of analysis and forecasting as a basis for designing the quality of preschool education;

To consider the quality of the preschool education process as a set of features (integral and simple), to reveal the mechanism of their interaction;

- Exploring the relationship between quality improvement and its procedural and performance components;
- Establishing the necessary links between the structural and functional parts of the quality management process;
- Building the organizational structure of management on the principles of combining linear-functional and basic structural units; to

establish interaction between employees in the implementation of pedagogical activities.

The principle of development. This principle applies to the consideration of any object in the process of its emergence, formation, and transformation; it requires the disclosure of its contradictory nature, the account of quantitative and qualitative changes, and the possibility of transition from one state to another.

This principle, which applies to the quality and effectiveness of the educational process in preschool education, requires:

- Systematic monitoring of the quality of education, which allows to see the quantitative and qualitative changes in the object of management, to determine the nature of these changes (progressive or regressive);
- Identify the causes and means of transition of the controlled object from real quality to potential quality;
- Focus management not only on the functioning of the management process, but also on its development, as a result of which it achieves a new quality;
- Awareness of the subjective nature of development by the leader and attention to the activation of the human factor in the context of expanding the creative transformative activities of the team, aimed at achieving a quality state of the educational process.

A number of ideas and rules expressed by psychology and pedagogy have a fundamental methodological significance in the development of the pedagogical system of improving the quality and effectiveness of the educational process in preschool education.

The theory of personality and activity that defines the special role of activity in the development of the individual. In the theory under consideration, the most important issues for improving the quality and efficiency of the educational process in preschool education are:

- Separation of the development of the child's personality, competence, initiative, voluntariness, independence, creativity, freedom of action and safety, self-awareness and self-assessment as the main goal and outcome of activities in education systems emerges as its main characteristics;
- Substantiate the role of leadership in personal development;
- Subject enrichment of the active basis for the development of preschool children, which emphasizes the importance of creating a subject-development environment as a means of supporting the activities and full development of the child;

The principle of the leading role of teaching in mental development aimed at realizing the potential of the child's development in the educational process and the theory of developmental learning based on it.

The self-value of preschool childhood, its real importance as a unique period of formation of the first foundations of human development, its realization is the need to create conditions that meet the general laws of physical and mental development of children of all ages. Requires consideration of specificity. All of these conditions must be aimed at ensuring the full and integrated development of the child in all its main areas, namely, physical, cognitive, social, artistic and aesthetic development.

The concept of creative mastery of socio-cultural experience. It emphasizes the need to create conditions for the maximum development of the creative potential of each child, which is formed and developed in the acquisition of this or that activity.

The idea of humanizing education is embodied in a person-centered model of teaching. This idea, which is applied to the problem of improving the quality of the

educational process in preschool education, can be represented by the following rules:

- The development of the child's personality should be the main criterion for the quality of the educational process and its results;
- Quality-oriented education should be based on support for the child's identity;
- Recognition of universal values and the priority of world and national cultural values in the development of educational content;
- creating conditions to meet the needs of the child in the choice of content, methods of activity;
- Giving the teacher independence in the organization of pedagogical work with children, while increasing his responsibility for quality education.

#### **CONCLUSION:**

Relying on the knowledge of these disciplines allowed to integrate the methodology of ensuring the quality and effectiveness of education in preschool education as a combination of the following approaches: cybernetic, systemic, system-genetic, complex, synergetic, human-centered, software-based target, qualimetric, situational.

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