



ISSUES OF SPIRITUAL EDUCATION IN PRESCHOOL EDUCATION

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ABSTRACT

This article will focus on the necessary aspects of the coverage of preschool educational institutions for children aged 2 to 6-7 years, the most important indicator of which is the characteristic of the effectiveness of preschool education. If a child goes to school without preschool education, his educational activities in primary classes will not be effective enough. That is, educational adaptation-the adaptation of the child proceeds poorly, his ability to enter into social relations, communication, mental activity is poorly manifested. In most cases, the child has a state of physical and psychological unpreparedness. The article considers the motivation for learning, the idea that a child who has not formed the first learning skills, whose mental processes are underdeveloped, lags behind in mastering.

KEYWORDS:- Educational effectiveness, social relations, educational skills, adoration, psychological process, mental preparation.

INTRODUCTION

The upbringing of a comprehensively harmonious person is an old dream of our people. Our ancestors tirelessly searched for ways, laws and rules, how to instill enlightenment, spirituality and culture to the younger generation, bring them to perfection. This was the reason for the emergence of pedagogical science. Because the achievement of enlightenment and spiritual perfection of a person is carried out under the guidance of pedagogical science.

As you know, the most important indicator characterizing the effectiveness of preschool education is the coverage of these children aged 2 to 6-7 years by preschool educational institutions.

It should be noted that 50% of the learning

ability in the child's personality develops during the first four years. Another 30% develop at the age of four to eight years. During this period, neural connections are actively developing, if neural connections are not actively formed before the child reaches the age of ten, they are not activated and "die". From this it can be seen that in the first eight years of a person's life, 80% of knowledge and the foundations of life thinking are laid.

One of the main tasks of training is the formation of the main components of educational activity in preschool children along with the acquisition of knowledge.

The educational task is the main component of the educational activity. Many psychologists and teachers believe that the success of educational activities depends more on the ability to understand the educational task. The tasks of preschool education cover both the content of



knowledge, skills and abilities, as well as ways of thinking and practical activity.

Educational tasks in classes with older preschool children with special needs acquire a pronounced educational and cognitive character, although in some cases their connection with practical tasks remains. The main place in this is occupied by the tasks of mastering knowledge. However, with the development of mental activity, the consciousness of children, educational tasks for mastering practical productive (productive) and methods of mental activity begin to be fully perceived, as well as educational tasks of a creative nature. However, even at an older age, it is difficult for children to remember the educational task throughout the entire training.

Children greatly admire fairy tales that involve brave, conscientious heroes who overcome any difficulties with their intelligence or courage, patience or hard work, such fairy tales make children be incredibly friendly to positive heroes, intolerant of evil, injustice, jealousy, treachery.

MATERIALS AND DISCUSSION

In addition to Uzbek folk tales, many Russian folk tales and fairy tales of fraternal countries are among the fairy tales that can be read to children. Uzbek writers and poets have created many wonderful works for children. These are G. Gulom, Mirmukhsin, I. Muslimov, P. Mumin, Sh. Saudulla, N. Ordzhonikidze, K. Wisdom, K. Mukhammadi, etc.

Russian writers and poets from the list of literature devoted to preschool children: V. Zhitkov, S. Mikhalkov, K. Translated works of Chukovsky and others occupy a wide place. This list also includes works by foreign writers. This also includes fairy tales by Perrault, Andersen and others.

The range of works read to children includes works of various genres: short stories and novellas, fairy tales in prose and verse form, epics, humorous poems, riddles, parables.

The teacher should introduce children to a large number of works of children's fiction in each age group. The teacher fixes the children's ability to perceive a literary work. Listening to the work, the child should not only assimilate its content, but also feel the feelings and moods that the author describes.

MTT also has some elementary ability to analyze the content of the work. In the preparatory group, children should be able to identify the main characters told in the work, express their attitude to them (who, why), determine the genre of the work (a poem, a story, a fairy tale).

A children's book fulfills its educational role only when it is understandable to the child, reaches his mind and heart, that is, the child will be able to understand and feel what the writer is talking about.

Educators should know which works they have met in previous age groups in order to consolidate children's knowledge about the works. To do this, at the beginning of the year, it is necessary to review the program of the previous group and outline a repeat material.

When drawing up a monthly plan, the educator selects from the recommendation list those works that he will read to children in the next one or two weeks. At the same time, he is guided by such tasks as the formation of children's feelings and behavior, various interests and attitudes to the world around them.

Observing what interests children, their interaction, games, greatly helps to choose a good book.

With the approach of the Independence Day, children will see how preparations for this day are going on in kindergarten, in the city, they will



learn a poem dedicated to the Navruz holiday with pleasure. When spring comes and everything around blooms, children perceive the work about spring very vividly.

The teacher's training begins with determining the purpose of using the book. The book is a means of enriching the vocabulary and knowledge about the environment, as well as a source of educating children's moral qualities, entertainment, etc. After the educator has determined the purpose of using the book, he reads the book before the lesson in order to find out the author's opinion, to identify the characters of the characters of the work and their relationships. A preliminary analysis of the work helps the teacher to make it expressive: emotionally expressive, reading or telling, he masters the means of drawing (various intonations, logical accents, clear and correctly worked out pronunciation of all words). If the teacher wants to read or retell a work familiar to children, which he has developed sufficiently in his time, he is preparing for the lesson again: he reads the work aloud several times in order to recall the text of the work and restore the previously learned expressive means of reading. After the teacher has chosen a book and determined the purpose of its use, he makes a lesson plan. The topic of the lesson indicates the title of the book, the author and the way it is transmitted to children, reading or telling.

In the purpose of the lesson, the teacher sets educational and educational goals for using the book, shows what new words it introduces to children.

Show illustrations. An illustration is sure to be found in a book intended for a preschool child. An illustration is an illustration that relates to a certain part of the text, explaining a certain moment. An illustration in a children's book stands in one place with the text, since the child himself cannot read the book, and the book

addresses him primarily with its image. Although children like to look at the illustrations in the book, they may overlook many things in the uniig content, misunderstand them, in addition, there may be children in the group whose interest in the book is clearly not noticed. There are children whose attention is unstable: they take the book, flip through it and leave. Therefore, it is impossible to rely on the direct interest of children, it is necessary to educate them the ability to look at pictures. Children should be taught for a long time to carefully examine the illustrations, recognize familiar characters of the book in them, etc. It is important to teach preschool children to recognize the objects depicted in the drawing and find similarities with familiar objects in them. The following questions contribute to this: what is it?, who is it?, what is it doing? what is in his hands? what color is it?, do we have such a ball? Children of the middle group can be invited to find out which work this picture belongs to.

The illustrations are large, clearly visible from afar, they can be shown to children in the classroom. There are cases when a picture takes up an entire page, and it is simply commented on in the text. Reading such books is determined by the originality of the books themselves: the teacher first shows the children an illustration, and then reads the corresponding text, which must be known by heart.

When reading books that depict individual scenes, it is important to read the entire work from beginning to end, and then show all the illustrations. After showing the illustration, it is necessary to return to the text again, read the corresponding places of the illustration.

It is recommended to conduct several classes with older children throughout the year so that they can view illustrations of books they are familiar with. To conduct such classes, it is necessary to distribute 12-13 books with the



same name to children.

You should never bend the book from the cover during the demonstration of the illustration. To prevent children from being distracted, a sheet of white paper should be left above the illustration on the second page.

Books of a cognitive nature present a certain difficulty for preschool children. They can be illustrated by showing an illustration in the chitettan and explaining along the way. Children get acquainted with the illustrations of all other books before the start of classes, they are entered into the group earlier. At the same time, the pictures are not shown, so as not to violate the integrity of the children's artistic perception. After reading the book, you can proceed to re-viewing the illustrations.

Looking at the illustrations in the book at the end of the lesson always corresponds to the desire of the children, most importantly, it deepens the understanding heard, reveals some, perhaps, still little-known places, more fully illuminates artistic images. But it is necessary to take into account the size of the illustrations. If they are large enough, it will be easy to consider them at the training of the children's team. Small illustrations are best viewed after classes in groups of children. If ignorance of certain words and expressions prevents the understanding of the content of the work as a whole, such statements require a preliminary explanation. This can interfere with the perception of fairy tales. For example, to ensure that children, after reading excerpts from the epics "Rustamkhan", "Alpomysh", understand the deep meaning expressed in the genres of oral folk art. Illustrations can be used to help you master the main content of epics.

It is very important to attract the attention of children at the beginning of classes. This can be achieved not by a warning, a swear word ("listen, then I'll ask you"), but by an interesting prelude

word, a prelude conversation. Because they can use a bright picture, a riddle, the experience of children, etc. Depending on the content of the book.

When reading books that have moral, aesthetic and cognitive content, careful preparation is required. Books of moral and aesthetic content contribute to the formation of moral qualities in children, positive forms of behavior. Ya. Abdullayeva. "Brick", "Babizhon", F. Such books include the works of Musazhonov "pay" and others.

It is important that children understand the ideological content of the book even in the process of listening to it. A big role in this is played by the preamble, the teacher in such a conversation draws the children's attention to the most basic, important

Currently, it is realized that preschool educational organizations are the most fundamental and necessary component of the education system.

In preschool institutions, the child is prepared for comprehensive school education. Among them, the development of a child's speech is one of the main ones. It is important that their vocabulary is sufficiently fluent so that they can fully express and express their opinion.

ANALYSIS AND RESULTS

The main task of the speech development of a preschool child is the child's assimilation of the norms and rules of the native language established for each age stage, and the development of his communicative abilities. It should be noted that the level of speech of children of the same age can be completely different from each other.

The development of speech (mastering the native language) at preschool age is by its nature a multifaceted process. It is inextricably linked



with mental development, since the developed thinking of a person is speech, language, verbal and logical thinking. The relationship between speech development, language acquisition and the development of intelligence, cognition indicates how important language is for the development of thinking.

All the achievements of the child in mastering the language system consist in fluent speech, which is considered as a meaningful, widespread thought that provides communication. It is distinguished by its meaningfulness, logic and consistency. Fluency of speech is considered an indicator of how much the child has mastered the language richness, it reflects the level of mental, aesthetic, emotional development of the child.

In kindergartens, older preschool children learn to pronounce phrases (a crescent moon in the sky, bare feet) in addition to learning certain words, which effectively affects the development of their coherent speech.

It is known that the development of speech of older preschool children the development of logical thinking and thinking is carried out in various types of activities:

- In the classes on familiarization with the objects of nature;
- During classes on familiarization with works of art;
- In teaching literacy;
- In the game activity;
- When performing various works in the process of socially useful work.

Agreeing with a reasonable approach to mastering the child's speech, we emphasized that the authors of the manual often use the phrases "help", "train" and others, but they pay little attention to how they can help, train.

It is obvious that exercises that do not have a

clear goal of speech development may not have a positive impact on the development of coherent speech of children.

CONCLUSION

Currently, it is realized that preschool educational organizations are the most fundamental and necessary component of the education system.

In preschool educational organizations, the child is prepared for comprehensive school education. Preparing children for school through the development of logical thinking and thinking during classes. It is important that their vocabulary is increased so that they can speak freely and fully express and express their opinion. That is why among the classes held in preschool institutions, teaching speech development is one of the main ones.

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