



**IMPROVING THE METHODOLOGY FOR PREPARING CHILDREN
FOR PRIMARY EDUCATION IN FAMILY PRESCHOOL
ORGANIZATIONS**

Ashurova Mohigul Sodiq qizi

Institute for Retraining and Advanced Training of Directors and
Specialists of Preschool Educational Organizations, Doctoral Student

Abstract

The article examines the role and tasks of family preschool organizations (MTS) in preparing children for primary education. The methodology for using innovative pedagogical approaches in ensuring the readiness of children intellectually, socially and psychologically is covered. The importance of cooperation between family and educators is also analyzed.

Keywords: Family MTT, primary education, preparatory methodology, innovative pedagogy, developing games, cooperation

Introduction

The process of quality preparation for primary education is a solid foundation for the future of the child. As noted in the decisions and speeches of the president of the Republic of Uzbekistan on the development of the preschool education system, “preschool education is the first and most important stage of education, it is decisive in the further development and education of children”. The 2019 concept for the development of the preschool system until 2030 defines the development and support of the system of family preschool organizations as one of the main directions. Also, the President's speech on December 29, 2020 noted the following on the development of the preschool system: “expanding coverage and improving the quality of education through the development of family preschool organizations is one of the most important tasks of today. "On the basis of these principles, family MTTs provide ample opportunities for the application of innovative approaches in the process of preparing children for primary education.

Regulatory framework for the improvement and development of the activities of family preschool educational organizations (MTT) is of paramount importance. Legal documents and state programs adopted in the Republic of Uzbekistan for the development of the preschool education system provide an opportunity to support



family MTTs in material and methodological terms, to implement innovative pedagogical approaches.

The decisions of the president of the Republic of Uzbekistan “on the development of the preschool education system” (2020-2025) provide the basis for the development of preschool educational institutions, including family MTTs. These decisions provide an opportunity to strengthen the material and technical base of preschool educational organizations, introduce innovative and modern pedagogical methods, as well as improve cooperation between parents and educators.

Decrees of the Republic of Uzbekistan "on the development of the preschool education system" create the necessary legal mechanisms to ensure the cooperation of family MTTs with qualified specialists, research institutions.

State programs are aimed at improving the preschool education system, providing opportunities for the application of pedagogical methodologies and innovative technologies.

Regulatory legal acts create conditions for the introduction of innovative pedagogical technologies in family MTTs. For example, Montessori materials, game programs, technological integrations are selected on the basis of regulatory requirements. As Hasanov N. (2021) noted by, innovative methodologies are widely used in pedagogical processes in accordance with government decisions of the state.

Pedagogical cooperation and training programs: normative - relevant criteria are also important for strengthening cooperation between parents, educators and educational organizations. They provide the opportunity to more effectively organize educational processes, improve the quality of educational programs, introduce additional additions to pedagogical activity.

Regulatory framework plays an important role in ensuring the effective functioning of family MTTs. They create the necessary conditions for controlling educational processes, supporting pedagogical innovation and promoting the development of MTTs. Through these processes, the preparation of children for primary education will v be more effective a holistic.

Family MTTs are aimed at ensuring the intellectual, psychological and social development of children through their flexibility and the possibility of establishing direct communication with parents. Therefore, this article will analyze ways to improve the methodology of preparing children for primary education in family MTTs.



1. The role of family MTTS in preparation for primary education

In the process of preparing children for primary education in family MTTS, the cooperation of family and educators is important. According to S. Mahkamova (2019), family MTTS provide an opportunity to monitor the development of the child and take an individual approach. Constant communication with parents harmonizes the pedagogical process. The role of family MTTS in preparation for primary education.

Family preschools (MTT) have an important role in preparing children for primary education by providing education in small groups to take into account the individual needs of each child. These organizations are based on close cooperation of family and educators, supporting the intellectual, social, emotional and psychological development of the child.

Family environment and educational harmony one of the main characteristics of family MTTS is their organization of the educational process in accordance with the family environment. Together, the family and educators draw up the educational process, taking into account the specific aspects of the development of the child. This approach has the following advantages:

Individual approach: it is easier to observe child development in a family environment, which allows educators to educate children in a way that suits their abilities and interests.

Mental comfort: in a family environment, a child feels safe and confident, which has a positive effect on his psychological development.

The collaboration of educators and parents makes the educational process of children more efficient by working together educators and parents in family MTTS. S. Mahkamova (2019) noted that when parents are actively involved in the development of children, the effectiveness of the pedagogical process increases. The following forms of cooperation are effective:

Periodic meetings: educators work with parents to develop a child's development plan.

Home assignments and activities: the involvement of children in education in a family environment increases their interest in learning.

Workshops and trainings for parents: through these activities, parents increase knowledge and skills related to the educational process.

The main areas of preparation for primary education in family MTTS focus on the following main areas in the process of preparing children for primary education:



Intellectual training: through mathematical and logical games, reading and writing preparation exercises, the mental development of children is supported.

Social preparedness: adapting children to school by teaching them the skills of working with the team, expressing their opinion and solving problems.

Emotional and psychological development: creating a developmental environment and involving children in creative activities ensures their emotional and mental stability.

The role of family MTTs in preparation for primary education is enormous. They provide quality training by creating comfortable conditions for children and combining the family and educational process. Therefore, the development of this system can be more effective through state support and continuous improvement of the pedagogical process.

2. Innovative methodological approaches

Innovative methodological approaches to preparing children for primary education occupy a special place in family preschool organizations. These methods, while supporting the mental, social and emotional development of children, ensure their adaptation to the modern educational environment. Innovative approaches include:

Developing games: developing games are the main tool for increasing children's interest in learning, developing logical and creative thinking skills.

Didactic games: Kadyrova Z. (2019) found that didactic games make the learning process of children interesting and effective. For example, mathematics and logical thinking are developed by working with various digital cards, geometric shapes. Montessori methodology: Montessori materials develop children's self-control and independent thinking skills. This methodology engages children in learning through activities, increasing their observability and ability to solve problems.

Digital games: interactive games designed for computers and tablets are an effective tool in developing children's thinking. These games teach children to distinguish between mathematical computations, colors, and shapes.

Computer technology

Through the use of computer technology, the educational process can be made more interactive and interesting. Usmanov Q. (2020) noted that digital technologies increase children's ability to concentrate and promote memory consolidation.

Educational programs: through Play programs, children acquire skills related to mathematical calculation, reading and writing in an easy and fun form.



Multimedia resources: the use of audio, video and animated materials in the educational process helps children to master new knowledge.

Virtual environment: with the help of Virtual reality technologies, children can gain deeper knowledge on various topics. For example, working with a world map in a geography lesson.

Creative activities and laboratories

Through a creative approach, children will have the opportunity to show and develop their abilities.

Art and music training: these activities stabilize children's emotional state while developing their creativity. For example, working with colors expands the child's imagination.

Scientific laboratories: conducting experiments and studying nature increase children's curiosity. For example, the fundamentals of naturalism are explained through simple experiments on the study of water, soil and air.

Preparatory classes based on new technologies

Fundamentals of coding: learning the basics of programming in the age of digital technology increases the analytical thinking abilities of children. For example, through LEGO robotics, children create their own projects.

Interactive whiteboards: this tool expands the possibilities of visual and kinesthetic training for children. Through this technology, it becomes much easier for them to explain new topics.

Innovative methodical approaches are important in improving the quality of education in family MTTs and preparing children for school qualitatively. Through the extensive introduction of these approaches into practice, more extensive opportunities are created for the intellectual, social and emotional development of children. These methods also serve to strengthen the cooperation of parents and educators.

3. Psychological and social training

Psychological and social preparation is of particular importance in the preparation for primary education. Family preschools (MTT) offer programs aimed at meeting the individual needs of children, taking into account their individual variability. At this stage, methodologies are used that aim to develop children's skills in working in a collective environment, learning relationships and solving problems.



Psychological preparation according to Bronfenbrenner's theory of ecological systems, a child develops in interaction with the environment. Family MTTs create conditions that involve the individual and collective development of children. This is especially done taking into account the specific psychological characteristics and emotional states of children.

Individual approach: the uniqueness of each child in cognitive, emotional and physical aspects is considered important for his development strategy. Mahkamova S. (2019) noted that an individual approach in family MTTs creates an opportunity for the child to show his own abilities.

Development technologies: through games and practices, it helps to develop children's self-awareness, expression of emotions and problem-solving skills.

Social preparedness social preparedness involves training aimed at communicating in a team, developing mutual assistance and interpersonal relationships. Students acquire the necessary skills to actively engage themselves in society.

Teamwork: by organizing children into groups and engaging them in collective projects and activities, they develop the skills to articulate their thoughts and listen to the opinion of others. Research by Hasanov N (2021) highlights the importance of developing community relations.

Communication culture: teaching children to communicate correctly in a relationship with people around them is important in the formation of a communication culture.

Practical exercises and experiments various practices and experiments are organized to ensure the psychological and social development of children. In the process, children are prepared for life situations, the opportunity is created to organize relationships and develop flexibility skills.

Dramatic games: by simulating various situations in children's lives, they acquire the skills of solving problems, adapting to new conditions, freely expressing themselves.

Consultation sessions: constant consultations between family, educator and children will help improve the psychological state of children and relieve negative emotions. The stages of psychological and social training are an important part of preparing children for primary education in family MTTs. Taking into account the individual characteristics of children, the development of teamwork skills, as well as the formation of self-control and communication skills will be an important factor in preparing them for successful school education in the future.



CONCLUSIONS AND RECOMMENDATIONS

Improving the methodology for preparing children for primary education in family MTTs depends on the following factors:

1. Wide introduction of innovative pedagogical approaches.
2. Strengthening continuous cooperation between family MTT educators and parents.
3. Creating a developmental environment to ensure psychological and social adaptation.
4. Strengthening support within the framework of regulatory framework and state programs.

By successfully implementing these factors, family MTTs are more effective in qualitatively preparing children for primary education.

REFERENCES:

1. Abdullayeva M. Maktabgacha yoshdagi bolalarni tarbiyalash asoslari. Toshkent: O'zbekiston Milliy Ensiklopediyasi, 2018.
2. Usmonov Q. Pedagogik texnologiyalar: nazariya va amaliyot. Toshkent: Sharq, 2020.
3. Vygotsky L.S. Fundamentals of child psychology. Moscow: Pedagogy, 1984.
4. Mahkamova S. Oilaviy tarbiya: innovatsion yondashuvlar. Toshkent: Fan va texnologiya, 2019.
5. Dewey J. The importance of experience in education. London: Macmillan, 1997.
6. Hasanov N. va boshqalar. Maktabgacha yoshdagi bolalar bilan ishlash metodikasi. Toshkent: O'qituvchi, 2021.
7. Montessori M. Bolalik siri. Toshkent: Yangiyo'l nashriyoti, 2017.
8. Qodirova Z. Maktabgacha ta'limda rivojlantiruvchi o'yinlarning o'rni. Toshkent: Ma'naviyat, 2019.
9. Bronfenbrenner U. Ekologik tizimlar nazariyasi. Nyu-York: Harvard University Press, 1981.
10. O'zbekiston Respublikasi Prezidentining "Maktabgacha ta'lim tizimini rivojlantirish to'g'risida"gi qarorlari va boshqa normativ hujjatlar (2020-2025 yillar)