

"EDUCATION IN PRESCHOOL EDUCATION"**Naimova Munisa Ikrom qizi**

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Annotation

This article describes the role of education in the development of the child's personality, child development, state requirements, preparation of children for school.

Keywords: education, psycho-physiological, types of activities, skills, children's rights, mental activity.

An action plan has been developed to implement the tasks set out in the program for further improvement of the preschool education system for 2017-2021. At the current stage of development of the education system, pre-school education, which is the first stage of it, is undergoing rapid changes, which are reflected in: the improvement of the legal framework of preschool education; preschool education institutions are moving to new types of financial and economic activities; the network of non-governmental preschools is expanding; advanced educational technologies are being introduced; the system of staff training is improving; alternative forms of pre-school education on the basis of short-term groups are being introduced. One of the most pressing tasks facing the leaders and teachers of MTT is the formation of a free civic spirit, a free individual. In other words, a free person who recognizes his rights, understands his own strengths and capabilities, has an independent approach to the events and happenings around him, and at the same time builds his personal interests in harmony with the interests of the country and the people. It is necessary to bring up harmoniously developed people. From this point of view, educating a harmoniously developed person requires, first of all, great skill and responsibility from educators. There is no ready-made template or template for the art of teaching and mentoring. Mastering this art requires great strength, creativity and many years of experience from a person. One of the key factors in the reform of preschool education in Uzbekistan is the study of "personal interests and the priority of education" in the education of the whole person. These are R.H. Djuraev, J.G. Yuldashev, S. Turgunov, R. Safarova, M. Yuldashev, S.H.A. Abdullaeva, Y. M. Asadovlardi. As a result of large-scale work on radical reform of the preschool education system in Uzbekistan, today the scientific and pedagogical structure of preschool educational institutions of the country has changed radically, has a modern educational and program basis, material and technical base which operate effectively as educational institutions. Pedagogical and psychological bases of preschool education system, pedagogical conditions of organization of state and non-state preschool organizations and their alternative types, legal and normative bases of organization of activity of preschool educational organizations, world experience in management and its The study of technologies for application in the educational process and

the definition of measures on this basis, the implementation of which is being accelerated. The issue of forming a new generation of leaders in the preschool education system is also one of the most pressing issues of the day. At the same time, the recognized functions of the leader, which should be performed in conjunction with the tasks of coordination, planning, regulation, control and evaluation, contribute to the intellectual development of children, the formation of a spiritually mature person and leads to the scientific and spiritual growth of pedagogical staff, the strengthening of political and civic position. MTT pedagogical staff requires extensive knowledge, thorough practical training, high pedagogical skills, competence and creativity. The personal qualities of teachers who provide a factor of humanity in the process of preschool education include: demanding, honesty, integrity, kindness, kindness. These qualities should determine the importance of the educator for the learners. After all, personal qualities affect teaching and parenting skills. In his book "Building our great future together with our brave and noble people", President Mirziyoyev said: the task is to bring them up as perfect human beings. " Indeed, in the development of socio-economic relations in the XXI century, it is becoming increasingly clear that human intelligence and spirituality are the main coordinating, developing factor and tool. That is why humanity has emerged as the main principle of building a legal, democratic state, a free civil society on the basis of a market economy. In the system of preschool education, the quality of education is a characteristic of the professional development of educators and staff, which at the present stage is determined by the ability and performance of professionals who successfully carry out professional activities in accordance with the requirements of economic development. The quality of educational activities in preschool education organizations depends not only on the planning and implementation of the educational process, the content of the curriculum, but also on the knowledge, skills and abilities acquired by children independently. the quality of the learning outcome is determined. Of particular importance is the importance of the development of comprehensively developed, mentally and spiritually harmonious, physically and mentally active children in preschool organizations, the development of our country is closely linked with the quality of education and upbringing of the younger generation. The reforms being carried out in our country in this direction have great spiritual qualities, embody human qualities and prepare the ground for working as a mature cadre.

In the radical reform of the system of preschool education in Uzbekistan, it is necessary to organize all forms of the educational process in the most convenient and effective way, to direct them towards the goals of personal development, to develop students' worldview, abilities and activities necessary for society. 'is shooting. The issue of multifaceted activity of the teacher and his abilities, creativity and dedication, as well as the education of students as harmoniously developed people is one of the most pressing issues at the level of public policy. A pedagogue with pedagogical skills is an authoritative leader who is able to overcome the difficulties of upbringing, who can understand the spiritual world of the younger generation,

who can feel their feelings, who is sensitive to the child's inner world. , wisdom and creative courage, scientific analysis, imagination and fantasy, individuals with deep scientific thinking. In independent Uzbekistan, the pedagogical profession is highly valued and respected, and teachers have a great responsibility. Today, the number of creative educators, scientists and researchers who make a significant contribution to improving the quality of teaching and educating the younger generation through their selfless work is growing every year. All this is a testament to the respect and attention paid to the teacher in the land of independent Uzbekistan.

The process of formation of a child's personality is carried out through the acquisition of the socio-historical experience of humanity in the context of upbringing and education. This happens in a variety of activities. As a result, the child enters the system of social relations of the society in which he lives. In the process of upbringing and education, an adult chooses content that is understandable to the child and guides him / her to master it. This determines the leading role of upbringing in the development of the child's personality. The change in upbringing is associated with the "nearest developmental zones" of the child (L.S. Vygotsky), which are characterized by the emergence of psychological and physiological opportunities for the acquisition of knowledge, skills, activities, etc. of a more complex content. (for example, walking after crawling; mastering active speech after crawling; acquiring knowledge at the level of concepts after having a large amount of imagination; object-based play, the emergence of labor activity, etc.) associated with the "nearest developmental zones" of the child (L.S. Vygotsky), which are characterized by the emergence of psycho-physiological opportunities for the acquisition of knowledge, skills, activities, etc. of a more complex content (e.g. walking after crawling; mastering active speech after crawling; mastering knowledge at the level of concepts after having a large number of ideas; game, the emergence of labor activity, etc.).

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