

COMPETENCY APPROACHES IN THE PREPARATION OF CHILDREN FOR SCHOOL EDUCATION IN THE PRESCHOOL ORGANIZATION

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ANNOTATION:

Today, it provides for a compensatory approach to achieving the quality and effectiveness of preschool education, enriching the groups with relevant literature for each age group, organizing the daily activities of children meaningful and interesting, using their free time efficiently, identifying their abilities and, accordingly, a creative approach to the process, conducting a rational and systematic analysis of the lessons and resources. In this article discusses information about competency approaches in the preparation of children for school education in the preschool organization.

Keywords: child, competence, educator, educator, keys, technology, method, Parents, Partnership, School, preschool, quality of education, occupation, centers.

INTRODUCTION:

The competitive approach to teaching preschool children provides for the preparation of the growing child personality for life, the preparation of which is necessary for solving vital issues, mastering moral norms and values, communicating with other people, the formation of methods of activity associated with the construction of the image of "I" in it.

Primary significant complications require a holistic development as the child's activities and morals. Mastering the socio-historical experience takes place in the process of active work. Activity is a pleasant feature to the child. On the basis of activity in the educational process, all types of activities are

formed. The main of them are: activities to be in a relationship, activities to be with knowledge, parts, play, simple labor and educational activities. The activities that are carried out through education are not carried out by children of preschool age suddenly, but on the contrary, they are gradually occupied by them under the guidance of the educator.

Today, work with a specific methodological, pedagogical, psychological preparation in improving the content of preschool education has become a period of imposition. Because the improvement of the content of preschool education is a broad meaningful concept, its effective implementation requires the condition of the building of the organization of preschool education, the participation of educators, educators, assistants, parents and children in the educational process should be innovative. The number and quality of pedagogical-psychological, methodical, artistic literature in the process of compensation approach on the basis of the state educational program" first step "and" state requirements for the development of children of primary and preschool ages are also important issues. The establishment of educational development game centers that reflect the problematic situations that motivate children to think while playing games and the involvement of parents and the public in coordinating their activities and other similar factors increase the content of preschool education.

General significant compressions of a child of preschool age (6-7 years). Communicative competence is the ability to use communication tools in a variety of situations.

Game competence the child's creative use of the game process and experience, knowledge and skills in its organization. It is the basis for the educational process.

Social competence is the ability to behave in life situations, observing the rules and norms of morality in communication with adults and peers.

Cognitive competence is the conscious perception of the surrounding world and the use of acquired knowledge, skills, qualifications and values to solve educational and practical tasks.

The child's compensation is determined in the following areas of Child Development:

- Physical development and formation of a healthy lifestyle;
- Socio-emotional development;
- Speech, communication, reading and writing skills;
- Development of cognition process;
- Creative development

In achieving the quality and effectiveness of preschool education, it provides for a rational and systematic analysis of the daily activities of children with the aim of organizing meaningful and interesting, using free time efficiently, identifying their abilities and, accordingly, a creative approach to the process, bringing the lessons and resources conducted for children to a state that meets the needs of children. The use of Keys technology, one of the innovative methods for this, in the organization of preschool education, also encourages children to receive active education. Using this method, the educator will teach the child to correctly answer the given question. Giving children more books to read or a book as a gift makes them grow their memory and thinking in addition to increasing vocabulary.

The specific objective in the system of working with the family of the preschool organization should be content. In the case of

cooperation with parents, it is necessary to first analyze the results of the achievements and experiences, to show the positive aspects of the child, and then gradually to convince him that he needs to work diligently to eliminate negative situations in his behavior and increase his interest in the environment. So, what should be the preparedness of a child of preschool age? There is an important question arises.

In order for children to successfully attend school, it is not important for them to have meaningful training in the subjects. Because overloading it leads to a weakening of the desire to read. The main thing is to formulate it psychologically a certain level of preparation for school, interest in knowledge, skills of self-control, communicative and creative abilities, speech, memory, attention, thinking, etc.

We see that the preparation of children for school should begin not in large or preparatory groups, but from the day the child arrives in the preschool organization. If to be more precise, it can be started even earlier. Because as the child's attention is focused, curious and difficult to do some tasks independently, it is also a difficult task to teach him to come up with some kind of task together in a short period of time. In this regard, the literacy of the Educator of the organization of preschool education is considered important.

CONCLUSION:

It should be noted that pre-school education does not develop if the educator does not develop. And the development of the educator is significant because of his tireless search on himself, creation of news with harmonization of education and training, mastering news of foreign experience with deep knowledge of folk pedagogy, enrichment of his activities and their application in

practice. Preschool education is the foundation of primary education. If the foundation is solid the castle will lift the arch for many years. Therefore, it is necessary to understand that giving education to the younger generation, which is a continuation of our future, is one of the urgent tasks facing the pedagogue today.

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