

CONTENT OF DEVELOPMENT OF COMPETENCES OF PRESCHOOL CHILDREN

Bo'ltakova Roziya Xasan qizi
Uzbekistan. Jizzakh State Pedagogical Institute
Master of Preschool Education

ABSTRACT

This article discusses the theoretical significance of the formation of competencies in the development of the child's personality in preschool education.

Keywords: education, competence, thinking and speech, emotional cognition, logical cognition, emotional experience, learning process.

INTRODUCTION

The implementation of the goals and objectives of the process of development and preparation of preschool children for school is monitored by the "State requirements for the education of preschool children." The state requirements set out the main directions of the content of education for preschool children and the minimum requirements for their level of readiness for school, which is recognized as a state document. Sensory education is important for the full development of preschool children. The nature of these perceptions, their clarity and completeness, depends on the level of development of sensory processes that provide the reflection of reality, that is, the development of intuition and perception. Emotional cognition is especially important in preschool. Logical cognition, in which thinking and speech play a leading role, comes from emotional experience. Sensory development is a prerequisite for successful mastery of any practical activity.

MATERIAL AND METHODOLOGY

This is reflected in the ongoing reforms in preschool education. The scope of work carried out by the Ministry of Preschool Education in our country to develop the sector in a short period of time is obvious. The decision of the Board of the Ministry of Preschool Education No. 4 of July 7, 2018 approved the state curriculum "First Step". The program is a legal document developed in accordance with the State requirements for the development of primary and preschool children of the Republic of Uzbekistan, which sets out the goals and objectives of preschool education, the main ideas of educational activities, as well as the main components of the child's transition to further education. This is evidenced by the fact that pre-school children are rapidly learning to read, write, draw beautiful pictures and use information technology. This, in turn, has contributed to the development of the competencies of preschool children.

There are many attempts to give a clear meaning to the term "competence". An analysis of successful and less successful ideas on this issue will convince us that the debate needs to continue and offer our own options. We define competence as a systematic set of an entity's awareness, skills, meaningful orientation, adaptive capabilities, work experience, and methods of obtaining a particular product in the objects and processes of a particular class environment. Competence is generally understood as a set of norms, requirements for the quality of the process and its results within a meaningful part of a particular stage of activity. The definition of competencies and competent educational expressions is much more complex. Unlike some authors, we would not link these descriptions only to a person's time in an educational institution. In an environment where the idea of lifelong learning takes the form of a cultural norm and forms the basis of a new educational paradigm, the learning process goes beyond specific institutions, strict time limits, and clearly defined learning periods. The open education model is being introduced in general education institutions, the first sign of which is the legal externality at this stage of education.

RESULTS

Preschool education is the primary part of continuing education. It ensures that the child develops into a healthy and developed person, stimulates the desire to learn and prepares him for systematic learning. Preschool education for 6-7 year olds is provided in state and non-state children's pre-school educational institutions and in the family. The purpose of pre-school education is to prepare children for school, to form a

child as a healthy, developed, independent person, to reveal their abilities, to cultivate a passion for learning, systematic education. A competent approach to the education of preschool children is to prepare the growing child's personality for life, to master the moral norms and values necessary for solving vital issues, to communicate with other people, to create the image of "I". involves preparation for the formation of construction-related activities. Early critical competencies require the holistic development of the child as a subject of activity and morality.

Competence is a set of knowledge, skills, abilities and values of a child. Primary competencies are the basis for the development of a child's personality, regardless of the area of development. The most important general competencies of a preschool child (6-7 years old) are:

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- Communicative competence is the ability to use communication tools in a variety of situations.
- Game competence is the creative use of experience, knowledge and skills by a child in the game process and its organization. It is the basis of educational activity.
- Social competence is the ability to behave in accordance with the rules and norms of ethics in dealing with adults and peers in life situations.
- Cognitive competence is the conscious perception of the world around us and the use of acquired knowledge, skills, competencies and values to solve learning and practical tasks.

Includes the organization of educational work in all preschool educational institutions of the Republic of Uzbekistan. It covers the types of planning of educational activities in preschool organizations, annual thematic and weekly work plans and the implementation of planning by the educator.

Educational activities are carried out in accordance with the "State requirements of the Republic of Uzbekistan for the development of primary and school-age children." After the independence of the Republic of Uzbekistan, radical improvement of the structure and content of preschool education, in particular, primary education, has become a priority. The problem of developing basic competencies in preschool children is solved in the modern methodological literature on the basis of different approaches to the knowledge of language, vocabulary and speech culture. In the system of pre-school education, the main task of teachers in the organization of educational activities is the development of education, and the organization of child-centered education, taking into account the specifics of the child, is a scientific concept of modern preschool education. The principle of thematic organization of the educational process allows to integrate regional, national, cultural components and in this process to take into account the characteristics of preschool education organizations, taking into account the formation of each child's first personal characteristics, opportunities, interests and development.

DISCUSSION

The analysis of the set of basic competencies proposed by local and foreign scholars in the field of pedagogy leads to the development of an authorial set of basic competencies of primary school students in the context of modern socio-economic requirements for school education. The theoretical basis for the selection of key competencies was the research of pedagogical scientists and psychologists on human nature, its subjective function and essential features, as well as the conceptual rules of a competent approach to education. The definition of "competence" is defined by the given expression in the description of some general concepts. As a result, we have the following definition: educational competence - the model objects and processes included in the structure of the student's fields of study and disciplines By obtaining a specific product in the environment, VPBespalko included the following in its basic personal characteristics: social, existential (experimental), mental (intellectual), biological (hereditary) [3]. The minimum requirement allows for voluntary schooling and voluntary student learning. However, this requirement does not preclude voluntary high achievement where conditions exist (gifted students and skilled teachers). VP Bespalko gives a brief (annotated) definition of the main features of the person and their interpretation through the concept of personality traits. The structure of a person's social characteristics includes qualities such as a person's worldview, morals, aesthetics, and work ethic. It is the social characteristics of a person that determine the most general behavior of a person among people, in nature, his attitude to the processes taking place there and the degree of his participation in them.

CONCLUSION

This is reflected in the ongoing reforms in preschool education. The scope of work carried out by the Ministry of Preschool Education in our country to develop the sector in a short period of time is obvious. In an environment where the idea of lifelong learning takes the form of a cultural norm and forms the basis of a new educational paradigm, the learning process goes beyond specific institutions, strict time limits, and clearly defined learning periods. The open education model is being introduced in general education institutions, the first sign of which is the legal externality at this stage of education. The analysis of the set of basic competencies proposed by local and foreign scholars in the field of pedagogy leads to the development of an authorial set of basic competencies of primary school students in the context of modern socio-economic requirements for school education. The theoretical basis for the selection of key competencies was the research of pedagogical scientists and psychologists on human nature, its subjective function and essential features, as well as the conceptual rules of a competent approach to education.

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