



Children of the future preschool educator formation of skills on hygiene – as a pedagogical problem

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ABSTRACT

In the article, taking into account the specific features of the field of preschool education the formation of the skills of the future preschool teacher on child hygiene - as a pedagogical problem, first consists in explaining the social nature of his profession.

Keywords:

Preschool education, physiology, hygiene, first educator, family educator, kindergarten, school, gymnasium, public educator.

The reforms carried out by the Republic of Uzbekistan in the field of education were aimed at modernizing the activities of preschool educational institutions and the formation of new views and attitudes towards improving the effectiveness of educational and educational work.

The program sets pedagogical tasks aimed at the physical, socio-emotional, speech, reading and literacy training of children from the first to 6-7 years old, on the basis of which the necessary volume of knowledge, qualifications and skills that children of each age group should acquire by the end of the school year is given.

The purpose of the program is to educate children who have achieved the fulfillment of the "state requirements for the development of preschool children", that is, physically healthy, mentally and spiritually mature, able to communicate with different members of society, clearly perceive existence, live independently and consciously.

The task of the program is to mature children physically, mentally and socio-emotionally and to protect their health; to develop children's free thinking, creative abilities, to create conditions for growing up as perfect people living independently and consciously in the future[1].

The program relies on the following principles in content:

- * Compliance of preschool education with the requirements of the state and society;
- * Child personality orientation;
- * Focus on child wellness;
- * Compatibility of the child's ability • Need, ability;
- * Leadership of activity in preschool education;
- * Humanism of preschool education;
- * Compatibility of preschool education with social living;
- * The continuity of preschool education with family and primary education.

The preschool educational institution should aim to develop the following qualities in each child through the implementation of the tasks set in the program[2]:

- * Creativity, imagination, ingenuity;
- Having the ability to think independently;
- * Identify problems and find ways to solve them;
- Not indifferent to the problems of society, countries, environment;

In the state curriculum" the first step", the development and preparation of children for

school, based on state requirements, relies on the following factors:

- * Liberalization of the management of the state and society and the strengthening of its attitude towards a harmonious personality;
- * Formation of free citizen spirituality;
 - National traditions and historical memory, the formation of a sense of identity;
- * The formation of a sense of respect for national and universal values.

It is these factors that ensure the general development of the child's personality in such a way as to suit its areas as physical development, self-service and hygiene, socio-emotional development, preparation for speech, reading and literacy, knowledge of the cognitive process, knowledge of the environment and its understanding.

In this program, the period of Child Development is conditionally divided into the following stages:

- Infancy (up to 1 year old);
 - First age (1-3 years);
 - * Small age (3-4 years);
 - * Middle age (4-5 years);
 - * Senior (5-6 years old);
 - School preparation period (6-7 years);
- Content aspect to program content:
- * Physical development, self-service and hygiene of children;
 - * Socio-emotional development of children;
 - * Preparation of children for speech, reading and literacy;
 - Children's cognitive process, knowledge of the environment and its identification;
 - * Development of pictorial activity in children;
 - * Development of children's musical activity;
 - The tasks of educational training in the orientation of the development of gaming activity in children are presented.

In preparing the future educator for professional activities, it is advisable to organize the content of pedagogical practice on the basis of the above state documents, to conduct methodological disciplines on the basis of integration with general theoretical knowledge provided to students. It should be noted that the following qualities were formed in the future educator[3].

1. Voluntary choice of educational profession;
2. A belief in the study of knowledge that is given to the occupation of the educational profession;
3. Responsibility in the analysis of literature, observing practical training in mastering each methodological discipline.
4. The student's ability to assess his professional activities and opportunities, to assess his strengths and weaknesses.

The concept of a preschool educational institution, the state requirements for the development of preschool children and the base program "Kidajon" and the state educational program "the first step" in covering the content and essence of "preschool pedagogy", "professional competence of the educator", "introduction to the specialty" and the role of a category of methodological disciplines are incomparable. The use of new methods of organizing the educational process in teaching these subjects, the organization of training sessions using pedagogical technologies make it possible for future educators to fully imagine the process of practice.

The concept of preschool educational institutions created in order to further improve the activities of preschool educational institutions in the Republic of Uzbekistan, improve the skills of educators, educate the mentally and physically healthy generation, and modernize preschool educational institutions, state requirements, base programs "Kidajon" and the state educational program "the first step", analysis of DTS and educational and methodical literature,, it has been established that there is still not enough attention to these documents in the structure of certain preschool education disciplines.

The following works were carried out at the Departments of "preschool education" of higher educational institutions, which are the object of research on the above problem:

- when creating programs of a number of disciplines, such as "speech cultivation methodology", "theory and methodologies for the formation of elementary mathematical representations", "methodology for introducing nature", which are considered methodological

disciplines of the preschool educational direction, regulatory documents were taken as a basis.

- students of the preschool educational direction were given the following tasks as independent work:

1. Study of the concept of preschool education of the Republic of Uzbekistan.

2. Analysis of the differences between the base program "Kidajon" and the state educational programs "first step" of preschool educational institutions and interpretation of the requirements for the profession of an educator in programs.

The tasks and tasks carried out above were aimed at instilling respect for the profession of future educators, as well as improving their knowledge of regulatory documents, which did not bring the expected positive result. The reason for this was found that students do not have sufficient theoretical knowledge about the regulatory documents of preschool educational institutions. It was determined as a result of research observations that this problem is the problem not only of future educators, but also of educators operating in a preschool educational institution[4].

Preschool educational institutions, according to their orientation, are divided into the following types:

— nursery, nursery, nursery nursery, apartment nursery, (both as an independent muas-sasa and as a branch);

- kindergarten school complex;

-a preschool educational institution that develops pupils in one or more priority areas (language learning, badi-iy-aesthetic, sports and other areas). A special preschool educational institution that makes it a priority to eliminate the shortcomings of the physical and mental development of educators. Health-improving children's garden, where sanitary and hygienic, preventive and wellness activities and treatments are carried out in priority. Mixed-type preschool educational institution (the composition of a mixed-type institution may include health-improving groups in different quantities). The types of preschool education are chosen by parents (their substitutes).

The role of the educator, educator in society, opinions of Eastern thinkers on the educator,

requirements for the personality of the educator, the system of training the educator Shakhi. The educator performs such an important, proud and responsible task as preparing the younger generation as worthy children of our people. The political maturity of the educator helps to realize his responsibility to society in the people's grief for the quality of raising children, to approach the educational tasks ijo-diy, to constantly improve his skills and to grow comrades at work. So, the educator must first of all be educated, know the enormous life in which he lives, understand the laws of nature and society, be socially active, master the pedagogy of general and preschool education, the psyche and physiology of children, and know the age characteristics of children. Also, the approach of the pedagogical educator to the analysis of phenomena from a scientific point of view makes it possible to realize the success of the comprehensive development of the child.

The educator must know the basics of preschool pedagogy and psychology-physiology, organize activities in the educational process, taking into account the age and psychological characteristics of children. The educator must have the ability to effectively use effective forms, methods and tools in the educational process. The educator must have a high level of pedagogical skills, the ability of communicative communication, pedagogical techniques, speech, facial, hand, leg and posture skills, facial expressions, gestures, pantomimics)[5] it is necessary to deeply master the laws. The educator must be able to observe children, correctly identify them the reasons for their behavior and behavior, and apply the vo-Sitas that affect him. In order to inform the younger generation of the necessary knowledge, qualifications, skills, the educator must have a culture of speech and be able to reflect his speech in the following characteristics.

* Accuracy of speech.

• Willpower of speech.

* The purity of speech (free from its various dialect words, expression only in the literary language, jargon, (words characteristic of specialists of a particular profession or industry) varvarism (inappropriate use of words specific to nations other than speech expressed in the language of a particular nation) should be free

from the words vulgarism (words used to act, swear) and concelarism (speaking in

- Fluency of speech.

* Wealth of speech (being able to use wise words, Proverbs, extract sentences in a purposeful way in the process of speaking). In order for the educator to perform the task assigned to him, he must be able to arouse interest in children in relation to those activities, to grow their activity by attracting their attention, to be able to realistically ba the behavior of children's behavior. The pre-preparation of the necessary ma-terial for each activity should be able to connect the new knowledge with the acquired knowledge, and the knowledge, qualifications and skills that children should acquire should be appropriate for their age opportunities and gradually complicate them.

It is necessary for the educator to be able to properly organize the agenda, to be able to guide the children's team taking into account each member in it, to provide them with the necessary materials for their activities (training, Play, Work)[6] to be meaningful. It is necessary for children to be able to determine their mental and physical condition and take into account in the educational and educational work that they carry out with children. The educator must be able to analyze the educational work that he carries out during the day and be able to find ways to develop it. The educator can regularly conduct conversations with parents, hold meetings, carry out them on education and upbringing of children, get acquainted with the content, methods of his work, use positive examples in family education in his educational and educational work.

A caregiver should be kind to children, create favorable mental conditions for each child, be able to frown if offended, be happy and sad-able to become a partner, especially a small group of children should have a gentle, attentive, persistent, patient-gentle little joker, confident in the child's strength intentions. If the caregiver is kind to the child, a loving, caring relationship arises between the children and him. Knowledge, competence of the personal characteristics of children's upbringing determine the exactingness of their attitude towards children as follows, children of a small group, depending on the love of the educator for them (he calls me "my lamb, mani Love")[7] children aged 4-5 years, depending on

the good organization of the life of the children, "our sister Nargiza will read us fairy tales" Children of a large group give the educator a good attitude to all children with fairness, an assessment of good deeds according to their behavior, morality (he teaches a lot, goes through training well)

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