

METHODICAL WORKS AND GAME ACTIVITIES IN PRESCHOOL EDUCATION

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ABSTRACT

Methodological work in preschool educational institutions is an important condition for improving the quality of the pedagogical process. Having gone through all forms of methodical work organized in a certain system, pedagogues not only improve their professional level, but it becomes necessary for them to learn new things, to learn to do something they don't know yet. The article deals with the given topic.

KEYWORDS: *Methodical Works, Activities, Preschool, Education, School, Profession, Pedagogy, Thinking, Children.*

INTRODUCTION

It is obvious to everyone that the problem of training highly qualified, free-thinking, active pedagogic personnel at the current stage is related to the revival of the human being as a unique value. Specially organized methodical work helps the pedagogue to acquire a new pedagogical way of thinking, to be ready to solve complex problems in the educational system, and to improve his pedagogical skills. The successful development of the additional education system for children cannot be imagined without the development of its theory and methodology. Methodical activity plays an important role in this process. Methodical work is a comprehensive system of measures aimed at improving the qualifications of each teacher, generalizing and developing the creative potential of the team, and achieving optimal results in education, based on the analysis of scientific achievements, best practices and difficulties in teachers' activities for raising and developing children. The constant connection of the content of the methodological work with the progress and results of the teacher's activity ensures a continuous process of improving the professional skills of each pedagogue. At the same time, methodological work has an initiative nature and is responsible for developing the entire educational process in accordance with the new achievements of science. However, today there is a problem of low

effectiveness of management efforts to improve the professional skills of preschool teachers. This is explained by the lack of a system of methodological measures, the lack of reasonable planning, the limitation of the forms used, and the fact that the specific interests and needs of the pedagogue are not taken into account.

The task of the senior teacher of a preschool educational institution is to develop a system, to find effective ways to improve existing and at the same time pedagogical skills. The goal of methodological work in a preschool educational institution is to create optimal conditions for the continuous improvement of the level of general and pedagogical culture of the participants of the educational process. Participants of the educational process: children, pedagogical staff, parents. The main criteria of the effectiveness of methodological work, in addition to efficiency indicators (pedagogical skill level, teachers' activity), are the specific characteristics of the methodological process:

1. Consistency - compliance with goals and tasks in the content and forms of methodological work;
2. differentiation - the second criterion of methodical work effectiveness - implies a large share in the system of methodical work of individual and group training conducted with pedagogues based on the level of their professional skills, readiness for self-development and other indicators ;
3. step by step - methodical performance indicators. Methodical work process in kindergarten includes a number of successive stages.

Methodical work in a preschool educational institution is an interrelated measure based on scientific achievements and advanced pedagogical experience aimed at comprehensively improving the qualifications and professional skills of each pedagogue and the entire team, developing their creative potential, improving the quality of the educational process - is an integrated system of activities. Methodical leadership in a pre-school educational institution is carried out by a senior educator. It is possible to conditionally distinguish two directions in his activity: scientific management of the pedagogical process and methodical support of the pedagogical process. Any management activity, including the activities of a senior teacher of a preschool educational institution, is based on management theory. The main component of management activity is goal setting. A goal is ideally a planned outcome. The role of play in child development is very important. The game is a multifaceted phenomenon, which can be considered as a unique form of existence of all aspects of community life without exception. As many shades appear with the game in the pedagogical management of the educational process. Play plays a big role in the development and upbringing of a child - the most important activity of children. This is an effective means of forming the personality of a preschool child, his moral and willful qualities; the need to influence the world is realized in the game. The educational value of the game depends to a large extent on the teacher's professional skills, knowledge of the child's psychology taking into account his age and individual characteristics, correct methodical guidance of the relationship between children, clear organization of the game and the game. Depending on the transfer. Of all kinds of games. Preschool childhood is a short but important period of personality formation. During these years, the child receives initial knowledge about the life around him, in which the skills and habits of correct behavior are formed, and a certain attitude towards the character begins to form. The main activity of preschool children is play,

during which the child's mental and physical strength develops; his attention, memory, imagination, discipline, dexterity. In addition, the game is a unique way of mastering the social experience typical of preschool age. In the game, all aspects of the child's personality are formed, significant changes occur in his psyche, preparing him to move to a new, higher stage of development. This explains the great educational potential of the game, which psychologists consider to be the leading activity of the preschool child.

2. The game is a creative activity. Games created by children themselves have a special place - they are called creative or role-playing games. In these games, preschool children repeat in roles everything they see around them in the life and activities of adults. Creative play fully forms a child's personality, so it is an important means of education. What gives the right to name a game creative activity? The game is a reflection of life. Everything here is "pretend", but there is a lot of real in this conditional created by the imagination of a child; the actions of the players are always real, their feelings, experiences are real, sincere. The child knows that the doll and bear are only toys, but he loves them as if they were alive, he understands that he is not a real pilot or sailor, but he feels like a brave pilot, a brave sailor who is not afraid of danger. Really proud of his victory. Imitation of adults in the game is related to the work of imagination. The child does not copy reality; he combines various impressions of life with personal experience. Children's creativity is manifested in the idea of play and the search for means of its implementation. How much imagination is needed to decide how to travel, what ship or plane to build, what equipment to prepare! In the game, children play the role of dramatist, prop, decorator, and actor at the same time. However, they do not carry out their plans, do not prepare for a long time to perform the role of actors. They play for themselves, express their dreams and aspirations, the thoughts and feelings that they possess at the moment. Therefore, the game is always improvisational. Play is an independent activity in which children first come into contact with their peers. They are united by a single goal, joint efforts to achieve it, common interests and experiences. Children choose the game themselves, organize it themselves. But, at the same time, no other activity has such strict rules and conditioning of behavior as here. Therefore, the game teaches children to subordinate their actions and thoughts to a specific goal, helps to educate purposefulness. In the game, the child begins to feel himself as a member of the team, and begins to give a fair assessment of his own behavior and work. The task of the educator is to focus the attention of the players on goals that arouse the commonality of feelings and behavior, to help establish relationships between children based on friendship, justice and mutual responsibility. Creative team play is a school for the education of preschool children's emotions. The moral qualities formed in the game affect the child's behavior in life, at the same time, the skills formed in the course of daily communication of children with each other and with adults are further developed in the game. The educator needs great skill in organizing a game that encourages children to do good deeds and arouses good feelings.

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