

ORGANIZATION OF THE EDUCATIONAL PROCESS IN THE PRESCHOOL EDUCATIONAL ORGANIZATION

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Abstract: This article provides information on the organization of the educational process in the preschool education organization, the components of the pedagogical processes organized and managed in the preschool education system.

Key words: preschool education, education, pedagogy, educational work, social factors, environment, qualification.

Planning educational work in a preschool educational organization is one of the important types of activities of pedagogues, educator-methodologist, headmaster. Preschool pedagogy emphasizes the possibility and necessity of planning the work of a preschool educational institution, and it relies on the basic rules about the importance of social factors, environment and education in the formation of a human personality. In the process of education, which is the main factor of development, the acquisition of knowledge, mental and practical skills and methods of action by the child is carried out. The content of education is determined by its purpose. The purpose of planning is to ensure the implementation of the educational program of the preschool educational organization. The task of organizing the pedagogical process as a single whole is the leading one in planning. , children should be guided to choose the content and methods of pedagogical influence according to their age, to use different forms of organization of children's life, activities, leadership methods and so on. The planning of educational work in preschool educational organizations is complex and requires the educator to know the level of psychological and physiological development of children, the educational program, the methods and methods of education and training. thorough preparation in advance for educational work with children makes it possible to think carefully about methods and methods, to prepare the necessary materials and equipment. All activities planned by the educator should ensure the comprehensive development of each child. At the same time, the plan is not a fixed thing, it can be changed depending on the situation. Therefore, several different plans are drawn up in the preschool education organization that complement each other: Annual plan of the preschool education organization, Prospect plan and teacher's calendar plan. The annual plan is mainly drawn up by the head of the preschool education organization, a Methodist educator, and includes all the work that is carried out in the children's institution. The future plan is intended for 1-3 months, and the main goal is to regulate

educational work and ensure that it is targeted and effective. All sections of the "Educational Program in the Preschool Education Organization" are reflected in it. In the future plan, the system of educational and educational work that should be implemented in all sections of the program is the children's activity. In all types, specific topics are determined accordingly. The calendar plan is drawn up for 10-12 days and reflects the content of education and training that will be carried out during the day. When compiling it, the requirements of the program, the levels of development and upbringing of children, and the working conditions of the preschool educational institution are taken into account.

The calendar plan includes the process of children's acquisition of specific knowledge and ideas and the formation of generalized knowledge about the surrounding objects and objects, the development of interest in knowledge and mental abilities, the formation of moral consciousness, the acquisition of moral behavior, habits and skills, etc. A good knowledge of the educational program of the preschool education organization is the main guarantee for the successful preparation of the calendar plan. The conclusions of scientific research conducted by pedagogues and psychopedagogical scientists have shown that the acquisition of knowledge and skills by children occurs at a certain age. It is necessary to achieve all-round development of the child without giving up. The teacher should know the requirements and content of the program of the group in which he is working, as well as of the previous and subsequent groups.

One of the most important factors in solving the problems arising in the pedagogical processes organized in the educational system is the processes that activate the internal capabilities of the participants of this process and help them develop their concepts independently in ensuring the interdependence and connectivity of the pedagogical processes. It is necessary to introduce innovative approaches that serve to improve the quality and effectiveness of the processes of education, independent education, education, self-education and educational relations. and determining the factors affecting the related pedagogical processes, existing conflicts and ways to eliminate them; ensuring interrelationship and connection of pedagogical system components; to create the necessary conditions for planning, organizing and improving the cooperative activities of the participants of the educational process in the organization of educational work, that is, to organize training seminars and trainings to ensure the effectiveness of pedagogical processes provision of methodical products; development of the activities of educational institution, family, neighborhood, collective management bodies and public organizations serves to ensure the effectiveness of educational processes, which are considered the main components of the pedagogical system.

As the main component of the pedagogical processes organized and managed in the preschool education system, education, which is important in the development of the learner's personality - independent education, education - self-education, information - independent education In addition to the processes of information, development and educational relations, it is necessary to take into account the process of interaction between the family, neighborhood, educational institution and peers. Interaction is the result of human activity. as an interactive form of communication and a process gaining independent importance as a certain type of individual activity. In our opinion, it is necessary to take into account the following as a component of the pedagogical processes organized and managed in the preschool education system:

- development of the subject's activity and initiative;
- changes in the psychological characteristics of a person;
- development of spiritual and cultural concepts;
- development of self-awareness and self-assessment skills;
- increasing the level of professional competence;
- creation of cooperative activity and psychological adaptation to professional activity as a result of information exchange.

Researcher M.U. Dekhkanova said that a system is a set of elements arranged in a certain sequence, relatively independent, logically interconnected and performing a common function together. N.A. Muslimov said that systematicity is a common feature of the whole universe. An example of this is the systematic nature, society, human activity and thinking. Based on this general feature, the concept of "systematicity" can be concluded that the processes and phenomena of existence can form a system, the existence of the system, the material world and its forms of knowledge, and therefore, the pedagogical activity also have a systematic construction.

Taking into account that the pedagogical system has characteristics of interaction with the external environment and other systems, we can say that the interdependence and connection of the pedagogical processes organized in the continuous education system constitute the pedagogical system. the system is characterized by the goal, mission of the educational organization, the model and strategies chosen by the educational organization. Pedagogical system is a whole of interrelated parts with special characteristics interacting with the external environment in the direction of the set goal, coordinating the activities of the subjects of the continuous education system, implementing and managing their functional tasks. In the technology of systematic approach, the pedagogical processes organized in educational organizations, in particular, in the continuous education system, are considered as an integrated system of importance, that is, as a complex pedagogical system serving in the external environment. In the study of the effectiveness of pedagogical processes, by separating several parts with special characteristics, the relations between them and the

characteristics of interdependence are determined, because each part has its effect on the change of the whole system. In this, it is necessary to imagine them as a whole, that is, as a whole, according to the content and essence of the connections and connections of pedagogical processes. Coordinated approach technology.

Conclusion:

It is the most convenient way to increase the effectiveness of pedagogical processes, to ensure the activity of subjects in achieving the intended goal, and to ensure that the costs do not exceed the norm. and creating a system that can reorganize the pedagogical process and its structural structure is the introduction of a coordinated approach technology.

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