

Features of Education Giving to Children of Preschool Age

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Annotation: Education builds the spirit of teamwork and creates a sense of discipline in children, which helps in their growth as well as the growth and development of the nation in their future. Education acquired during childhood teaches and moulds a child in their communication and helps them to work as a team. High quality early childhood education gives children the best start in life. It provides important opportunities to learn and develop. Early childhood education can help your child make friends, develop independence and learn new routines. It also supports their transition to school.

Keywords: features, education, children, preschool age, childhood, kindergarten

Introduction. Kindergarten teachers play an integral role in early childhood development by fostering basic intellectual and social foundations. To build these foundations, kindergarten teachers implement several teaching methods that challenge students to express themselves while learning. Successfully teaching kindergarten is about finding the right balance between fun and learning. Kindergarten, which literally means a garden for children, comprises a range of early childhood educational practices. Different types of kindergarten, including those that use the Montessori method, exist in Lafayette, NJ. Kindergarten methods of teaching use different instructional designs to help children learn at their own pace while in a social and collaborative environment.¹In kindergarten and other preschool models, young children are exposed to a range of activities that they may not have encountered before. For example, the teacher in a kindergarten may speak to the entire class at once while delivering a lesson on something like phonics to stimulate early literacy development or on numbers to encourage the development of mathematical skills. Education consists of regular and planned development of cognitive abilities of a child of preschool age, arming with the simplest knowledge system defined in the kindergarten educational program, and formation of skills and abilities. Education plays a leading role in mental education of children of preschool age. Because all issues related to intellectual education are solved during the educational process. Education implies consistently providing knowledge to children, identifying and systematizing this knowledge, developing cognitive processes and thinking activity. Education helps to develop the qualities of observation, curiosity and intelligence, such as thoroughness, intelligence, criticality. It is also necessary for the successful implementation of physical, aesthetic and labor education. In the preschool age, one of children's favourite activities is drawing, playing with colours, shapes, various techniques. In childhood, drawing is a natural way of learning about the world. It is one of the early forms of communication and thinking like a game or language². According to S. Wright, drawing provides children with the opportunity to create, share, convey meaning, using verbal and non-verbal ways. Spontaneous

¹ What are Kindergarten Methods of Teaching?

² Brazauskaitė A. (2004), Vaikų dailės terapinis aspektas. Vilnius, Gimtasis žodis.

pictorial activity is the most natural and interesting for the child, it does not require exceptional will or intellectual efforts.³In kindergarten, children are taught cultural and hygienic skills, basic actions, they learn cultural and moral rules. The foundations of children's educational activities are formed during the educational process, important conditions are created for their successful study at school. It is desirable to carry out education in two ways. The first way is that the child acquires knowledge, skills, and abilities through interaction with adults. The second way is for a person with special training to systematically inform the child of the necessary knowledge, skills, and abilities in special educational institutions. The purpose of education in this way is to acquaint the young generation with scientific achievements necessary for active participation in modern production, socio-political and cultural life of society. In the process of teaching children, the following methods are used:

Demonstration method	Oral method	Practical method	Game method
Observation	Explain	Exercise	Didactic games
Display	Storytelling	Independent work	Action games
Use of TT	Interview	Simple experience.	Exercise games
	Reading		Dramas

The observation method allows to familiarize the child with the surroundings. In this, children will have the opportunity to acquire knowledge through the perception of seeing, hearing and feeling. This is mainly used in imparting new knowledge. Observation is a planned perception of objects and events by children with a specific purpose. This method takes the leading place in tracking certain objects.

Display method. In this method, the teacher shows children the object itself or its image. Observation is carried out verbally. It is mainly used to introduce things that cannot be directly observed and seen. For example, introduction to the life of animals and plants.

The use of technical tools makes the educational process more interesting in preschool educational institutions. Expands the opportunity to get acquainted with the environment. Technical tools are used by the educator in senior and preparatory groups. Children are shown pictures of stories, starting from a small age. This allows for consistent perception of objects and objects and develops meticulousness.

In the storytelling method, the material is described clearly, figuratively, and impressively. Art works are read expressively, starting from the middle group. This is important for children's education and their mental development. The storytelling method is used as an independent method.

Interview method. Conversation occupies an important place in the didactics of preschool educational organizations. The teacher relies on the knowledge and practical experience of the children and tries to make them acquire and strengthen new knowledge using questions. "Interviews are not held with 3-4-year-old children. Conversation with 4-5 year old children is not conducted as an independent activity. At this age, observation is combined with a short conversation. From the age of 6, the interview can be conducted as an independent training"⁴.

Reading. Most people don't think about the process of learning to read until they decide to start teaching their own children at home. Contrary to what some people believe, learning to read is not a 'natural' process that happens all on its own. It's a complex one that requires the proper teaching of various skills and strategies, such as phonics (knowing the relationship between letters and sounds) and phonemic awareness.

³ Wright S. (2007), Young children's meaning making through drawing and "telling": Analogies to textual features. "Australian Journal of Early Childhood", 32(4)

⁴ P. Yusupova. Maktabgacha tarbiya pedagogikasi. T., «O'qituvchi», 1993, 95-bet.

Practical method. This method helps the educator to organize various practical activities of children, to acquire knowledge, skills and abilities. Through this method, the child learns the features of the product that he is not familiar with. The teacher sets tasks for the children in practical training and requires them to practice. Through these, the child acquires knowledge, skills and abilities.

The game method helps to organize the didactic task in a more understandable and interesting way. The game method increases children's voluntary attention, develops the child's will and creative thinking. A child is intellectually educated and developed in a creative game. The main content of the subject games played by children is to depict various movements performed with objects. In the process of such games, children learn socially reinforced ways of using objects and performing actions with them. In this, the process of generalizing actions and separating them from a specific object in the child's mind takes place. Depending on the development of the child, the creative games of the teacher become more and more planned: children agree on the content of the game, the use of toys, etc. In this way, the planning function of thinking, which is important for the child's development, is included during the game. Along with creative games, **didactic games** play an important role in the child's mental education. Such games have ready-made content and clear rules. Many folk games are passed down from generation to generation. Many games have been developed by teachers. The very fact that they are called didactic games means that the purpose of these games is to develop children mentally. Therefore, they are considered as a means of mental education.

Action games. To practice action verbs, you can make a list of some fun options to do while playing, like: touch your nose, jump, run in circles, sit down, stand up, etc. This way, through playing, your child will get to know the pronunciation of these action words in English as he or she also learns their meanings. Action-based learning refers to all learning that is orchestrated by some activity on the part of learners. These activities can take the form of motor or psychomotor actions, and occur in a variety of contexts including "individualized self-paced," and "cooperative or collaborative group-based" educational settings. Try getting the child to imitate the action first. You can use a picture card or perform the action yourself. See if the child can do some simple actions when you are teaching them.

Dramas. A drama is a type of story acted out before an audience, often in a theater. Dramas are commonly called plays. Other forms of literature, such as novels and short stories, are meant to be read by individuals. But through staged productions dramas are shared with many people at once.

Thus, to conclude, there are various other methods of teaching too that have been adopted by different institutions around the world. Although different in approach, it is not always the case that these methods can be compartmentalized into clearly distinct ways of teaching. A lot of times different approaches can correspond at a certain level, also depending on the need of various children. However, what these different methods reflect is the effort on part of the institution to deal with the needs of a child. These methods also reflect the need of engaging actively with a preschool for the sake of the child.

Conclusion. In conclusion, we can say, that, in a preschool setting, children learn crucial skills like listening, sharing, and taking turns with others. Pre-school teachers will use songs, games, stories, and more to teach children how to interact. Play is a critical component of learning the social skills necessary to take children through life. Preschool age children will become more independent and begin to focus more on adults and children outside of the family. They will want to explore and ask about the things around them even more. Their interactions with family and those around them will help to shape their personality and their own ways of thinking and moving. Giving them the space, time, and resources, they need to kick, climb, run, jump, and balance is especially important in fostering a child's growth and promoting healthy development. Parents can help their kids develop their fine motor skills in much the same way.

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