

Children of the future preschool educator development of knowledge on physiology –As a pedagogical problem

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Annotation. In the article, taking into account the specific features of the field of preschool education, the development of the future preschool teacher's knowledge of children's physiology initially consists in explaining the social essence of his profession.

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

Based on the content of regulatory documents of preschool educational institutions developed by our state in order to increase the potential of future educators, to develop their pedagogical skills, the specific features of the future educator carrying out his professional activities were determined.

The leading role in the preparation of students in the field of "preschool education" for pedagogical activity is played by the educational and educational process. Today, in the Republican educational system, the training of future educators in preschool education is carried out taking into account the internal extirpation and interests of students, the level of education, the peculiarities of the disciplines of the specialty[1].

The program "preparation of students for professional activities" has been developed.

The main goal of the program: to increase the interest of future educators in professional activities, to form a sense of duty and responsibility:

- The content of the preparation of the future educator for professional activities;
- Attitude to the chosen profession;
- Reliance on social and national values in the process of professional activity;
- Preparing preschool children for school;
- Establish cooperation with parents.

In the implementation of the "program for preparing students for professional activities", the following tasks were set:

- to determine the attitude of students admitted to higher pedagogical universities and institutions to their chosen profession.
- the possibilities of regulatory documents and DTS in the preparation of students for professional activities in the educational process.
- optimality of the system of pedagogical practice in the preparation of students for professional activities.
- conditions for conducting student practice of practicing preschool educational institutions.
- the combination of the content of pedagogical practice with information technology.

When the social development of a child begins to katnash in social life, it is manifested in his behavior, attitude towards the surroundings, especially in commuting in collective affairs. The leading role in the occurrence of such physical and mental changes in the child is played by the development of the child, that is, the biological and social factor in the formation of the individual. "Person" de ganda dreams of a member of a particular society. In order to become a person, a mentally developed person must differ from others in his properties and qualities. Each person is represented differently as shaxe[2]. He differs from others in his character, interest, ability, level of mental development, need and personal attitude towards work activity. These are the specific characteristics of the individual and only if these characteristics develop and reach a certain stage, it manifests itself as a matured shaxe. Hence, human social being it is important to educate the socio-economic conditions (environment). The improvement of the environment as well as the upbringing

ensures that the person develops and manifests as a shaxe. The formation of a child shakhei is associated with a number of factors, these factors are reflected in the following raem.

The results of the research carried out in the disciplines of Physiology and psychology show that a human child is born not with a ready-made ability, but with the ability that is a source for the realization and development of some ability. The capacity is as if in a "mud" state, which requires favorable conditions and an environment for its awakening and development. A person is a product of a certain social system. With this change of system, the vital environment in which the activity of changes takes place in a person as well can have a positive or negative effect on him. The environment is understood as the external world maj-mui, which affects the formation of the personality of the child. The formation of personality is carried out by mastering and educating the socio-historical embodiment created by the personality authority. As a result of education, the child enters into contact or begins to interact with the social system in the society in which he lives.

Upbringing varies depending on the "pre-development zone" of the child, that is, it is determined depending on whether the child has the opportunity to master more complex, meaningful knowledge. For example, the transition of a baby to walking after mastering crawling, the transition to active speech after learning to say certain syllables, the emergence of Game, labor activity after mastering movements with objects, etc. Education and upbringing in the formation of the child's personality, the pedagogical plays a leading role in the implementation of this work. This increases their responsibility in the formation of the personality of each child. Upbringing affects the social environment in connection with all incoming educational influences. In this case, favorable effective factors are used, reducing the ku-CH of negative effects to a certain extent[3]. In the process of education and training, the following situations occur.

With the help of education, it is possible to change some congenital defects of the child in the desired direction. For example, some children are born with some shortcomings. (deaf, dumb, blind v.h). With the help of education can tuga-tooth some shortcomings that have occurred as a result of the negative impact of the environment. On the basis of activity in the educational process, different types of activity are formed. The main ones are activities of being in monosa-bat, knowledge, activities with the object, games, simple labor and educational activities carried out through education and upbringing, which children cannot independently master on their own. They are gradually mastered by children under the guidance of an educator. The successful occupation of various activities by children largely depends on the organization of educational and educational work in kindergarten.

The most primitive type in the early activity of a person's life serves as the basis for the formation of a certain relationship on the basis of personal abilities, characteristics in him. Occupying methods of movement or-qali activity develops. And to what extent to develop from activity depends more on heredity than on the ability to imitate reeds. One of the main tasks is the upbringing and education of the child in the family and preschool muas-Sasa from an early age through the activities of the child with things and objects.

The educator takes into account the peculiarities of children when combining them into one group, Chu-breadwinner, brings together more passive children into one group and passive to another. The second feature: is to ensure that the children's team is stable. By this period, children will become much more independent and able to organize. The number of participants in the team reaches 8-10 people. In the process of joint activity, play and labor are widely used[4]. At this stage, the task of the educator is to form organizational skills in all children. Training

in the process, he himself must be visible to everyone, his voice should be louder and understandable to everyone. The educator teaches children to searchability, truthfulness by involving them in the analysis of the work of their comrades in such a training process, and ensures that children are sympathetic to their peers.

The formation of a children's team is closely related to moral education. Children hear an assessment of the connection of their behavior with the interests of the team. When a child reckons with a team opinion and an argument, feels the need for his team, is proud of it, strives for the pleasant and joyful of a common life, this indicates that the team has formed enough. As soon as the child arrives, he becomes a member of the children's team, he can work to play with other children,

learn to side-click if necessary. The educator must evaluate the abilities of each child individually. Later, as a result of the accumulation of life experience in the team, the concept of "I", "mine" is replaced by the concepts of "We", "ours". This begins with the fact that children understand themselves as members of the team and are able to subordinate their personal interest to a common goal. Being a good comrade is to behave in the same way as others, to take care of them, at the same time you are not alone, you are right, others will also think, which means that others will also take care of you.

Certain conditions are considered necessary for the formation of a children's Team[5]. These are:

- mutual solidarity of kindergarten employees;
- Organization of children's lives;
- that the toys correspond to the age, interest of the children and also correspond to the number of children in terms of quantity;
- helps to educate mutual harmony, care, jymoatçi-lik, humanity in children;
- Organization of various interesting activities for children;
- establish a strong bond with the family;
- teaching children the norms and rules of behavior;
- creating an atmosphere of positive goodwill among children[6]. This means that the team of children of preschool age is always led by an older person. In this, the actions of children are directed in a certain direction, controlled.

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