

Methods of Organizing the Process of Introducing Children to Subjects

Ashurova Tolganoy Ergashevna

Karshi State University, Department of Preschool Education, Karshi, Uzbekistan

Abstract

In the world, introducing children to the environment and the outside world through visual activities, and for this purpose, the implementation of innovative teaching technologies that serve the comprehensive development of the individual in the preschool education system is a priority trend of global social development. Today, in developed countries, the spiritual and moral education of preschool children is recognized as one of the factors of the rise of human culture in determining the laws of all-round development of the personality by teaching visual activities. In the process of familiarization with the environment, and the development of personal qualities of preschool children, teaching creativity is gaining significant pedagogical importance on a global scale.

Keywords: subject, environment, educational function, object of activity, aesthetic, cultural, visual activity training.

Introduction

Children of preschool age acquire knowledge about social existence by studying subjects. In addition, children will be able to make changes to objects and reform them. Forming knowledge about the environment for students, increasing their interest in learning through objects, and enabling them to think independently. The initial object in the child's mental activity remains the first object of the child's understanding of the surrounding reality [1,2]

Methodology

Information about the shape of objects is expressed in the object content of the surrounding reality, which is reflected in their general appearance and summarized in geometric shapes [3,4,5]. The function of objects, i.e., the tasks they perform, is considered a method of using objects, and their determination - from the point of view of meeting certain human needs. At the same time, information about the sign of the object is expressed in the product of human activity during work. Objects allow children to learn about the world around them.

When introducing children to objects, their independent participation in determining the signs of objects that are important for them, i.e., information about size, size, and colour, determines the content of visual activities. The subject is a real part of the creative process. Because it is a bright product, imaginations are formed. The educational function of the subject is shown to the child as a component of labour activity and systematic knowledge of the world. Along with education, subjects are the result of human labour and they serve all mankind [6,7,8,9].

Several studies have shown a direct connection between the subject and human activity, therefore, the essence of work is considered as a special activity aimed at changing reality, which is related to the satisfaction of human needs. To perform work, a person must have knowledge about the labour process and technology. The researchers focus on the components of child labour practice, proving the interaction between the subject and human activity. If the connection between a person and an object is obvious for adults, it is hidden for children due to their age characteristics.

The aesthetic and cultural function of objects reveals to children the world of adults, and the importance of objects in their lives. Various aspects of life: work, life, art, talents of adults, their characteristics and life experience, and creativity are revealed through the subject. Thus, human knowledge of objects is observed in the connection between the transformation of the world. It is appropriate to consider objects as a source of creative knowledge in a person. Also, the role of subjects in the formation of creativity in children has not been studied scientifically. The aesthetic

and cultural content of subjects has a unique place from the point of view of education [10,11]. According to scientists, the familiarization of preschool children with subjects is based on knowledge and practical activities, which is the driving force of their desire to understand subjects. The subject appears, first of all, as the object of the child's activity and its result. For our research, the function of organizing objects has an important place in children's formation through visual activity [12,13,14].

The presence of symbols such as function - method of use and purpose - the ability to satisfy needs in objects allows the child to learn practical, creative methods of action with objects. On this basis, a practical, in this case, changing activity experience in the surrounding reality is formed. It is known that the progress made by a person is reflected in each subject. An object that reflects the measure of life, its calculation, regardless of what it actually is, reflects the overall worldview of a person, his feelings, knowledge, and behaviour. Subjects are extremely important from the point of view of education [16].

Examples of practical art created by our people are interesting for children of preschool age. Each period has its own originality.

Forming a relationship with objects is reflected in research. They learn to preserve the results of adult labour, the process of forming a sense of gratitude to adults. Subjects were considered by scientists as a means of developing frugality, precision, diligence, and realizing that each item has its place. However, the creative transformation of objects, which is considered an important factor, remains outside the scope of research. Familiarity with the transformation of objects significantly expands children's understanding of creativity.

Psychologically, the child constantly works with objects, and freely reacts to objects that affect his acquisition of social behavior norms. Children's relationship with objects and people happens through adults.

In all types of pictorial activity, the physical properties of objects, the signs that the child will acquire during his life, accept what objects are created and changed for them. In addition, by paying attention to signs, the child begins to skillfully use objects in his activities and shows creativity.

Understanding objects helps preschoolers understand the reality of life. As a result of studying objects, their regulatory power shapes children's imagination, strengthens imaginative thinking, and their thoughts about the properties of the surrounding objects of reality, forms their imagination about their possibilities, and teaches them to be creative and reform objects.

In life, due to the regulatory power of the objective world, the child can learn to approach the material environment retrospectively, he knows the products of the creative thoughts of adults, and this motivates him to look at the world through predictions.

In turn, the ability to predict allows you to think about the process of changing the subject, how to improve the subject, make it beautiful, and useful for yourself and others, and realize your ideas.

Conclusions

The multidimensionality, and multi-functionality of objects determine the content of their introduction. Preschool children's thinking, perception, desires, and learning determine how to direct them to a correct and complete understanding of subjects.

Psychologists and pedagogues have not fully studied the problems of mental, moral, labour and social adaptability of students.

However, at present, the concept of "familiarization with subjects" is not considered in all sets of components.

Introduction to subjects in preschool education is of great importance in the formation of the personal-motivational sphere of the preschool child's activity.

In pre-school educational institutions, it is important to introduce pupils to the subjects, to separate them according to their characteristics, to organize and design the exercises.

References

1. "First step" state educational program. Tashkent, 2018.

2. Azizova Z. Formation of moral and aesthetic qualities in children of preschool age using puppet theatre. T.: Teacher, 2010. 90 p.
3. Abdurahimova D. A. Use of folk tales in the moral education of children of preschool age. Ped. science. candidate's diss. T., 1998. 165 p.
4. Abdullaeva M. Formation of aesthetic ideas in children of preschool age in the family (methodical guide). Namangan: "Namangan" publishing house, 2008. 91 p.
5. Oripova, N. X. (2023). Sources for the formation of children's creative thinking. *American Journal of Pedagogical and Educational Research*, 16, 72-76.
6. Орипова, Н. Х., & Ашурова, С. Б. (2018). Аспекты формирования мировоззрения детей дошкольного возраста. *Бюллетень науки и практики*, 4(2), 409-413.
7. Khalilovna, O. N., Lutfullayevna, B. L., Kosimovich, N. U., & Yusupovna, R. M. (2020). Historical studies in the pedagogical training and ways to improve vocational training. *Journal of Critical Reviews*, 7(3), 274-277.
8. Орипова, Н. Х., & Туропова, М. С. (2021). Основные виды занятий для детей дошкольного возраста. *Экономика и социум*, (1-2 (80)), 291-294.
9. Ugli, X. S. Y. (2022, May). Agrotourism as a factor in the development of agrotouristic facilities in the Republic of Uzbekistan. In *International Conference on Research Identity, Value and Ethics* (pp. 265-267).
10. Орипова, Н. Х., & Ашурова, С. Б. (2018). Современные методы формирования мировоззрения детей дошкольного возраста. *Журнал научных публикаций аспирантов и докторантов*, (7), 46-48.
11. Zikirov, M. C., Qosimova, S. F., & Qosimov, L. M. (2021). Direction of modern design activities. *Asian Journal of Multidimensional Research (AJMR)*, 10(2), 11-18.
12. Орипова, Н., & Нетьматова, С. (2021). 7 yoshli bolalar xulq atvoridagi salbiy o'zgarishlarning kelib chiqish sabablari va omillari. *Общество и инновации*, 2(4/S), 182-186.
13. Орипова, Н., & Омонова, М. (2021). Педагогико-психологические проблемы развития адаптивных процессов детей дошкольного возраста. *Общество и инновации*, 2(4/S), 197-200.
14. Юлдашева, Н. А. (2021). Вопросы применения цифровой трансформации. In *Наука сегодня: задачи и пути их решения* (pp. 51-52).
15. Орипова, Н. Х., & Мухаммадиева, А. (2013). Способы обучения креативности детей дошкольного возраста. *Science and world*, 50.
16. Khalilovna, O. N., Axmatjanovna, M. M., Kosimovich, N. U., & Botirovna, K. V. (2020). Main core and meaning of shaping professional faith. *Journal of Critical Reviews*, 7(2), 242-245.