



**PRESCHOOL EDUCATION AND ORGANIZATION  
(FOREIGN EXPERIENCES AND UZBEKISTAN)**

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**Abstract**

Modern living conditions have caused the need for a thorough rethinking of the values of education, the ideology of its functioning, the significance of the final results. The focus on education, and not just the training and upbringing of children, has approved the priority areas of work of preschool organizations engaged in educational activities. These include enriching the individual worldview of children, supporting their subjective position in various activities, personal selective focus, value attitude to the world around them, etc. All that is connected with qualitative increments to the child's personality and with his formation as a subject of activity and his own life.

**Key words:** education, preschool, family, parents, organization.

The significance and value of any preschool educational organization, in this regard, is determined by how attentive preschool workers are to the very nature of childhood, taking into account its unique originality, the self-worth of this period of the child's life as a whole. Focusing on the age values of preschoolers allows, firstly, to bridge the gap between the inner plan of the psyche of children and what is given as the content of methods, forms of education of children; secondly, to identify new forms of co-activity, co-creativity, serving as a source of shared experiences, preserving the individuality of each subject of culture; thirdly, to build an educational process taking into account two types of children's activity: the child's own activity, fully determined by himself, his needs, desires and pedagogically determined activity of the child, stimulated by adults.

The nature of the manifestation of age values, as noted by V. S. Mukhina, Ya. Z. Neverovich and others, is largely related to the lifestyle of children. The child does not just adapt to the present situation, but takes a certain internal position in relation to it. If we understand the process of education by the social situation of development, then age values are its basic foundations on which pedagogical interaction between an adult and a child (children) unfolds. The substantive basis of the concept of "preschool age values" is the psychophysiological characteristics of children, which find practical reflection and their life meaning in the organization and implementation of the educational process, projective practical activities to create models of developing





preschool education, as well as various manifestations of children's subculture. Each age value of preschool childhood (naivety and spontaneity of preschoolers, fabulous and mythical worldview, increased motor activity, emotionality, etc.) has its own significance in the development of the child's personal spheres, its own specifics of manifestation. Hence, their combined understanding in educational work with children cannot bring an optimal developmental effect, it is also insignificant in the aspect of education as the final result of pedagogical work. One of the ways to increase the effectiveness of preschool education is to carry out a research-necessary reflection of its organization in the aspect of scientific understanding of the role of each age value in the educational process of preschool organizations. This is where the prospects for further theoretical developments in the field of pedagogy of preschool childhood are seen. An important age value of preschoolers is natural emotionality, emotions of preschoolers. Emotions color communication, the process of cognition, the child's attitude to the world around him. Bright, rapidly increasing emotional manifestations over time give a special expressiveness to children's life. For preschoolers, spontaneity is characterized by subjection to emotions and feelings. Zenkovsky V. V. wrote: "The power of moods, random, impatient, fast, puts the seal of immediacy on all children's activity – in this sense, childhood can be called the golden time of emotional activity" [2, p. 40].

And although psychological science provides answers to a number of cardinal questions for pedagogy (about the essence of emotions, age patterns of their development, about the individual and typical in the emotional sphere), the lack of concepts that reveal the mechanisms of pedagogical management of the emotional sphere, the implementation of the educational process through the influence on the emotional sphere of the individual is the reason that in preschool educational organizations, They often do not find a practical realization of 's thoughts L. S. Vygotsky says that one can not only think with talent, but also feel, and that only the unity of "affect and intellect" is able to ensure the full, diverse development of children. This is seen as a new perspective on the perception of the social significance of preschool organizations and the logic of their practical functioning. The analysis of historical aspects of preschool education up to the present time shows that the emotional life of children in many manifestations remains outside the framework of the pedagogical process. This is largely due to the fact that for many years in the education of preschoolers, important attention was paid to the formation of consciousness, the development of the cognitive sphere of children, methods of action (gaming, practical, etc.), behavioral habits. This is largely due to the weak scientific development of the theory of pedagogical emotion management itself. Experimental





study of the problem shows that children's emotions are perceived by teachers of preschool educational organizations as a secondary, background side of education. Practitioners lack complete and holistic ideas about the directions, technologies for managing the emotional sphere of the child's personality, and there is no value attitude to this side of educational work. For the sake of persuasiveness, we will present answers to some questions of the questionnaire illustrating the validity of the conclusions drawn.

A survey of 230 practitioners of preschool educational organizations showed that 59% have difficulties in planning work in the field of emotional development of children, managing the emotional sphere of preschoolers. Examples of answers: "We do not plan such work specifically", "We fix tasks in the field of emotional development in the plans when we describe unexpected moments, work on the expressiveness of speech, staging theatrical games, etc.". 36% identify emotional development with entertainment, leisure activities, as well as pedagogical simulation, including the use of surprise and competitive moments. Examples of answers: "It is necessary to develop children's emotions through colorful exciting events: holidays, theatrical performances, etc.", "For the development of emotions, it is necessary to use surprise moments, games", "The emotional development of children is successfully carried out during team competitions"; 56% – associate emotional development with the emotional well-being of children in terms of the predominance of a calm, balanced, or joyful state. Here are examples of "The emotional development of children is influenced by the atmosphere in the group, it is necessary to ensure positive relationships between children", "The emotional development of children is associated with his position in a peer group, his emotional state depends on it", "The emotional development of children is the creation of conditions in a peer group for children to stay in a calm, balanced state, as well as the manifestation of joy, pleasure during games"; 84% – emphasize the need to develop empathy as an important means of socialization of the individual, the formation of humane relationships.

Examples of answers: "In the emotional development of children, an important place is occupied by the manifestation of empathy and empathy towards children, adults, toys, etc.", "It is very important that the child be sensitive, show empathy", "Emotional development should be directed to the manifestation of responsiveness"; 62% – found it difficult to identify areas that include in the process of emotional development of preschoolers. Typical answers were "I don't know", "I'm not sure, so I won't answer this question"; 82% – found it difficult to allocate funds, methods, forms of pedagogical work aimed at the emotional development of children. Examples of answers "Artistic works, didactic games can be attributed to the means of pedagogical





work. Methods and forms of pedagogical work I find it difficult to single out", "I cannot single out special means, methods, forms of pedagogical work aimed at the emotional development of children." 12% – noted the impossibility of influencing the emotional sphere by pedagogical means, with the exception of soothing, comforting actions. Examples of answers: "I believe that it is impossible to achieve an increase in the level of emotional development of children by pedagogical means", "Emotional development is unlikely to be carried out by pedagogical means, the educator can only help children overcome a sad mood, uncertainty, aggressive behavior, etc.". The noted facts give reason to say that the implementation of an emotionally developing approach to the education of children involves timely and high-quality training of preschool workers. Such training should include the following areas: the development of the ability to apply knowledge about the content, structure, methods of emotional development of preschoolers in the educational process of preschool organizations; the development of the ability to professionally approach the selection and layout of methodological tools, methodological material that ensures the success of the emotional development of children 3-7 years in 4 directions: the development of emotional response, emotional expression, ideas about emotions and vocabulary of emotional vocabulary; enrichment of technologies of interaction with families in the direction of emotional development of children 3-7 years old in order to ensure the unity of requirements for that side of the child's development in the preschool organization and the family; development of the ability to identify levels of emotional development through the selection of diagnostic techniques and diagnostic examination of children. The alignment of education with one of the basic values of preschool age – the natural emotionality of children allows us to achieve significant positive changes in the personal development of preschoolers, the nature of their self-realization in activities, attitude to the world as a whole. Orientation to the natural emotionality of children contributes to rethinking the professional functions of teachers, approaches to the organization of the educational process and, in turn, allows achieving qualitative changes in the functioning of preschool educational organizations, their target orientation and performance.

Currently, the effectiveness of child rearing strongly depends on how closely the preschool educational institution and the family interact. The kindergarten's system of work with parents provides for their active participation in the management of a preschool educational organization. The parents of the pupils are not legally part of the kindergarten team, but for the sake of their children they are interested in its successful work. They are a kind of social customers, so they should be able to influence his activities and participate in the life of the kindergarten. By forming an





association, parents have the right to create their own self-government bodies and solve some issues of the life of a preschool educational organization independently. Today, parents of pupils have a unique opportunity to actively influence the solution of issues related to improving the quality of preschool education, the level of safety and improving the conditions of children's stay in kindergarten by creating Governing councils in preschool educational organizations. It is the participation of parents in the activities of the Governing Council that allows them to get involved in the process of collegial management of a preschool educational organization. The Governing Council is a new body of state and public administration, which is created in an educational organization after making appropriate changes to the regulatory framework governing the work of a preschool educational organization and its management. The peculiarity of the Governing Council is that it has greater powers than the parent and guardian councils and its decisions are binding on members of the administration of a preschool educational organization. This is a collegial self-government body with powers defined by the Charter of a preschool educational organization. State-public education management is a form of management in which two interacting components, two principles, two kinds of subjects are represented, namely, subjects of state and public power. The Governing Council performs the following functions:

- improves the stay of children in kindergarten: children's safety, baby food, wellness classes – all this is the concern of the members of the governing council;
- determines the procedure for attracting extra-budgetary funds from additional sources, including voluntary donations from parents;
- controls the targeted and rational spending of financial resources;
- participates in the distribution of the incentive part of the remuneration of kindergarten workers.

How to involve caring parents who not only want, but can also participate in management. Most parents are distanced from kindergarten because of employment at work, maybe they would participate in kindergarten life, but they do not know and do not know how to do it. Parents often find themselves insufficiently informed about the goals, objectives and powers of state and public administration bodies. The most important problem of the development of public administration is the need for a relationship of trust between teachers and parents. An important and desirable effect of the work of the collegial management body is to build "partnerships and use the potential and resources" of all participants in the educational process. In order to overcome the existing problems and motivate parents to actively participate in the





management of a preschool educational organization, it is necessary to observe the following principles of interaction:

friendly communication style of teachers with parents;

creating an atmosphere of mutual assistance and support;  individual approach in working with parents;

building communication in the format of cooperation, not mentoring. The main task for all participants in the process of rapprochement of the family and preschool organization should be a large-scale education of parents, diverse in forms and age audiences. It is necessary to create conditions by joint efforts of society and the state so that both future and current parents have the opportunity to replenish their psychological, pedagogical, legal knowledge, exchange experience, information, and know about ways and methods of interaction with educational organizations. It is necessary to carry out activities aimed at educating parents, increasing their knowledge about kindergarten life. It is important to see parents as partners. The choice of forms of work with parents should not be limited only to formal procedures related to the management or independent assessment of the quality of education. Below are various forms of work aimed at involving parents in the world of parenting.

1. Parent meeting. The purpose of the parents' meeting is to get acquainted with the normative legal documents, the main directions, tasks, results of the kindergarten, to determine ways of cooperation between the family and the kindergarten and the participation of parents in the management of education, to consider current pedagogical problems.

2. Individual thematic consultations involve the exchange of information that gives a real idea of the problems of kindergarten that need to be solved in the course of public education management. Individual consultation should be informative in nature and contribute to the creation of a good contact between parents and caregiver.

3. Open days. Parents get the opportunity to get acquainted with the educational institution, its traditions, rules, tasks of the educational process. 4. DOO website. The website is a great opportunity to tell parents about the life of children in kindergarten, about awards and achievements, to inform about special methods, additional opportunities.

5. Involvement of parents to participate in the holidays and their preparation.

6. Pedagogical council with the participation of parents, the purpose of which is to attract parents to actively comprehend the problems of kindergarten.

7. Attracting parents to participate in competitive events, exhibitions of various levels.

8. Holding a variety of extracurricular activities for children (family sports meetings, poetry evenings, creative associations) allows you to strengthen the interaction of the





kindergarten with the families of pupils, to activate pedagogical communication between parents and children.

For parents – members of public administration bodies - it is important to form a group of active parents around themselves for consultations, collecting information for preparing speeches at a meeting of the Governing Council, organizational assistance. The most important result of the development of public participation in the management of education is the involvement of parents in kindergarten life. The involvement of parents is an increased emotional connection with the educational organization that the parent feels, motivating to more active participation in its life. The involvement of parents is directly related to parental participation in kindergarten life. The higher the involvement of parents, the more actively they participate in the management of an educational organization, the more effective their participation and the higher the quality of their actions.

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