



IN THE PRESCHOOL EDUCATION ORGANIZATION COOPERATION IN THE SOCIAL AND PERSONAL DEVELOPMENT OF THE CHILD

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ANNOTATION

The article reveals the essence and features of cooperative pedagogy in the organization of preschool education and the conceptual ideas of cooperation in the social and personal development of older preschoolers. The features of cooperation of older preschoolers in the process of joint activities with peers in organizations of preschool education are highlighted.

Keywords: preschool education, organization, cooperation, pedagogy, preschooler, child, social, personal, development, peer, joint, activity.

ANNOTATSIYA

Maqolada maktabgacha ta'lim tashkilotida hamkorlik pedagogikasi mohiyati, xususiyatlari va katta maktabgacha yoshdagi bolaning ijtimoiy va shaxsiy rivojlanishida hamkorlik kontseptual g'oyalari yoritilgan. Maktabgacha ta'lim tashkilotlarda katta maktabgacha yoshdagi bolalarning tengdoshlari bilan mashg'ulotda jarayonidagi birgalikdagi faoliyatida hamkorlik qilish xususiyatlari yoritib berilgan.

АННОТАЦИЯ

В статье раскрываются сущность и особенности педагогики сотрудничества в организации дошкольного образования и концептуальные идеи сотрудничества в социально-личностном развитии старших дошкольников. Выделены особенности сотрудничества старших дошкольников в процессе совместной деятельности со сверстниками в организациях дошкольного образования.





Калт сўзлар: maktabgacha, ta'lim, tashkilot, hamkorlik, pedagogika, maktabgacha, bola, ijtimoiy, shaxsiy, rivojlanish, tengdosh, birgalikdag,i faoliyat.

Ключевые слова: дошкольное образование, организация, сотрудничество, педагогика, дошкольник, ребенок, социальное, личностное, развитие, сверстник, совместная, деятельность.

The integration processes taking place in the modern world require the search for culturally appropriate methods of regulating relations between subjects at the interstate and personal level. The priority of universal values, the principle of humanitarianism, which is the basis of the modern educational process, requires the development of such types as cooperation in human relations, achieving a common goal, partnership, the ability to work in a team, and contributing to the formation of a person.

Today, the education system is the most favorable area for investments, investments in the education system are recognized by many foreign and Uzbek scientists as the main direction of increasing national wealth. The level of education of the people, the professional training of citizens and the desire for creativity, the increasing ability to solve non-standard tasks are the basis of the country's development, political and economic stability, and national security. The leading countries of the world are achieving success in the field of scientific and technical development due to the rapid development of education, science and technology.

Modern society makes new demands on the education of the young generation, in particular, on the preschool education system, which is its first stage. The humanistic and variable principles of preschool education allow creating educational programs with updated content. Another urgent task is to introduce changing organizational forms of preschool education and develop the bases of normative-methodical support of the educational process for these forms.

Further improvement of the continuous education system in our country, pre-school education in the fifth direction of the "Development Strategy of New Uzbekistan for 2022-2026" approved by the President of the Republic of Uzbekistan on January 18, 2022 with the number PF-60 Systematic work aimed at increasing the enrollment of children in pre-school education to 81%, increasing their intellectual potential on the basis of quality education, and creating conditions for them to take a worthy place in the international arena.

In order to further improve the system of preschool education in our country, to ensure that children have equal access to quality preschool education, the state requirements





for the development of children of primary and preschool age of the Republic of Uzbekistan are based on the Law of the Republic of Uzbekistan "On Education", the decision of the President of the Republic of Uzbekistan dated December 29, 2016 No. PQ-2707 "On measures to further improve the preschool education system in 2017-2021", the Cabinet of Ministers of Uzbekistan According to the decision No. 929 dated November 21, 2017 "On approval of the regulation of the Ministry of Pre-School Education of the Republic of Uzbekistan and the charter of the Institute for Retraining and Professional Development of Leaders and Specialists of Pre-School Education Organizations", the first and state requirements for the comprehensive development, education, and preparation of preschool children for school education have been established.

Communication and the desire for joint action with a peer become one of the most important sociogenic needs of a child of senior preschool age. The most important side is the equality of the subjects of interaction in the process of communication. The process of communication and joint children's activity in a certain sense models the subject-subject type of social interaction and, most importantly, is perceived by each of its participants as interaction "on an equal footing" . [1]

Data from studies conducted under the direction of T.I. Babayeva, on the problem of readiness for school show that it is the senior preschool age that is associated with the achievement by the child of a certain level of social and personal development, his formation as a member of society, which is a significant factor for the possibility of developing children's cooperation.

Senior preschool age is a period when a child is capable of fairly complex independent contacts with adults and peers. At this time (6-7 years) the active formation of social thinking, feelings and behavior continues. The need for communication and interaction with others is expressed in a number of indicators:

- attention to another person, focus on the knowledge of the other, his feelings, states, actions, intentions;
- emotional and moral manifestations in relation to others, the desire to evaluate their actions, actions, states from the position of the child's social and moral ideas and normative orientations;
- a variety of initiative actions (verbal, practical, expressive, etc.) aimed at attracting the attention of peers or adults and involving them in communication and joint activities;
- sensitivity to the attitude of a communication partner, the desire to maintain and consolidate a friendly atmosphere of communication [1]





The older preschool age is favorable for the child to master socially valuable models of interaction with adults and peers and for the development of this type of interaction as cooperation. This is due, on the one hand, to children's remaining high susceptibility to social influences, and on the other hand, to the development of elements of arbitrariness, self-knowledge, "internal ethical instances", the emergence of a hierarchy of motives, a developing need to generalize experiences, which generally contributes to the achievement of a certain level of independence. and activity in relationships [3].

The communication of a preschooler with peers has a number of significant features that qualitatively distinguish it from communication with an adult. The most important distinguishing feature is a greater variety of communicative actions taken in relation to peers who practically do not meet in contacts with adults: communicating with a peer as an equal, the child argues with him, actively expresses his will, calms, orders, deceives, regrets, etc. . Thus, he manifests himself more openly in his personal and individual characteristics. Compared with communication with an adult, communication with a peer is characterized by an extremely high emotional saturation, looseness of contacts. This is due to the fact that, starting from the age of 4, a peer becomes a more preferred and attractive communication partner.

For the development of cooperation, the most important new formation of older preschoolers is the active formation of self-awareness, self-esteem of their actions). The child not only discovers his own inner world, but also shows the ability for emotional decentration, the ability to take the position of another, to understand his feelings, states. All this is of direct importance for deepening emotional responsiveness, readiness to consciously AND adequately respond to the physical, mental, emotional state of other people, which is important for establishing cooperation as a type of interaction.

Research data show that an older preschooler has a direct and disinterested desire to help a peer or to yield to him, to share with him subjects that are important for the child himself. Non-judgmental emotional involvement in the actions of a peer may indicate that the peer has become for the child not only an object of comparison with himself, but also an intrinsically valuable, integral personality.

Contacting with peers, preschoolers seek to establish business cooperation among themselves. In situational-personal communication, preschoolers are busy with a common cause, they must coordinate their actions and take into account the activity of their partner in order to achieve a common result. This kind of interaction was called cooperation (2). It can be said that the need for cooperation between a child and a peer becomes> the main thing for communication between children. Along with





the need for communication at this stage, the need for peer recognition and respect is clearly distinguished.

At the end of preschool childhood, many children develop a new off-situational-business form of communication. The main desire that encourages preschoolers to the most difficult contacts of this period of childhood is the thirst for joint activities and cooperation with peers. More and more contacts of children are carried out at the level of real relationships and less and less - at the level of role-playing. In all these cases, cooperation, while remaining practical and keeping in touch with real affairs, acquires an extra-situational character.

The competitive, competitive beginning is preserved in the communication of children. However, along with this, sprouts of friendship appear between older preschoolers, the ability to see in a partner not only his situational manifestations, but also some extra-situational, psychological aspects of his existence - desires, preferences, moods.

Provision of highly qualified personnel is important in the implementation of the tasks assigned to the preschool education system.

Today, great changes are being made in the field of preschool education. Through these reforms, the positive development trends of preschool education are being realized, the complex problems that need to be solved are being solved: the development of the current education system, the main tasks of ensuring the quality of education based on the educational policy of Uzbekistan implementation, maintaining its fundamental features; to ensure the compatibility of the individual, society and the state's specific current requirements; the involvement of social and educational forces in preschool education leads to an increase in the level of quality in this field.

Expanding the boundaries of cooperative pedagogy requires a new policy. This has been proven in the experience of developed countries, and the implementation of cooperative pedagogy in the public education system is the demand of the times. The main principles of the implementation of cooperative pedagogy in preschool education require increasing equality and cooperation between educators, parents and children. This principle ensures that every participant can contribute to the educational process and is an important factor in realizing the goals of child development and upbringing. Collaborative pedagogy in preschool education is considered the main direction of equal cooperation of educators and parents in the process of raising and developing a child, and in this process, they can exchange information, make joint decisions, and act according to the child's interests. occurs.

An important aspect of family cooperative pedagogy requires taking into account the unique characteristics of each child and his family. The educator must take into





account the cultural, social and economic aspects of the family, as well as the child's development and interests.

In general, the development of out-of-situation in children's communication occurs along two lines: on the one hand, the number of out-of-situation speech contacts increases, and on the other hand, the image of a peer becomes more and more stable, independent of specific, situational circumstances of interaction. The child begins to single out and feel the inner essence of the other, which becomes more and more significant for him. The prerequisites for cooperation arise within the framework of an extra-situational-personal form of communication. All these features create a real basis for its development.

Thus, the development of communication with a peer in preschool age goes through a number of stages. In the period of senior preschool age, it becomes more complex, multifaceted, emotionally expressive. The choice of a partner is determined not only by friendly relations, but also by his business qualities, and the process of intersubjective interaction includes the perception of a peer based on a personal beginning in relation to oneself and another. The process of cooperation requires taking into account the socio-psychological characteristics of the group and the position of the child in the system of personal relationships.

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