



IMPLEMENTATION OF THE "SCIENCE PATH" VARIANT PROGRAM IN PREPARING CHILDREN FOR SCHOOL

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Abstract

This article is for pedagogues, it describes ways to solve communication problems in pre-school education organizations in preparing 6-7-year-old children for school through the "Science path" variant program.

Keywords: Science path program, competence, communication, socialization, developmental center, language and speech.

INTRODUCTION

At the present time, when the renewal process is going on in Uzbekistan, special importance is attached to educating the children who are the owners of our future to be spiritually rich, morally mature, intellectually developed, highly educated, physically strong, and to form a person who has matured in all aspects. Preschool education trends are expanding in our country [1-4].

MATERIALS AND METHODS

Law No. ORQ-637 on Education dated September 23, 2020. The laws on preschool education and upbringing of December 16, 2019, the Cabinet of Ministers of the Republic of Uzbekistan dated March 19, 2020 "Measures for the development of the system of compulsory one-year preparation of children for primary education" The decision No. 132 made an important turn to the acceleration of reforms in the system. In the annex to the decision, the target coverage of 30,810 children in our region is set in the indicators of children's coverage of preschool education in 2020-2025. When preparing children for school, communication issues are important to ensure that the child does not face difficulties at the next stage of education and to determine his place in socialization. After stepping on the threshold of the school, children enter into communication in a new community, in a new environment in every lesson. In the one-year mandatory training of children, the variant program "Science path"¹ ensures the full development, education and study of children, their schooling. is aimed at effective preparation, in which international experiences are taken into account, one





of the main areas of the program; competences in the field of speech communication, reading and writing skills are a competence approach for children to acquire communication skills.

RESULTS AND DISCUSSION

The competence approach in the education of preschool children is to prepare the child's growing personality for life, including studying at school, assimilation of moral values and standards.

It envisages the methods of activity necessary for solving vital issues related to communicating with other people and forming one's self. The communication of a 6-7-year-old child is situational and personal, that is, not a situation at a specific time, but a reflection of the situation in the form of "what will happen" or "what will happen now." Most of the content of children's communication is the world of adults, behavior - the rules of behavior consist of certain natural phenomena. At this age, children are considered to be carriers of communicative norms and rules between people that reveal the nature of people. Their leading need in the process of communication is the need to understand each other and feel feelings. They share their positive and negative bright experiences. In these situations, pedagogues or parents should accept the child's feelings without forgetting that they are important for the child's life. Children's interest in the first form of communication is characterized by its emotional response. At the age of 6-7, the child's interests are directed to the environment. There will be a need for new impressions. At this age, the following can be indicated as the main tasks of speech formation and development:

- to educate a child's emotional connection and trust in adults;
- to satisfy his need for positive attention of those around him;

By school age, basic communication skills are formed in children and they are as follows

- acquisition by the child of objects of human culture and the world of things
- the ability to communicate positively with other people,
- the formation of the internal character of the school student, that is, he consciously understands what he should do and what adults expect from him and the emergence of a child's desire to go to school is described by the extent to which the "Science path" program is implemented by the pedagogue [1]. The organization of the development environment and the organization of the development centers and the importance of the transformation of the centers according to the program, and as a result, the solution to the problems of children's communication, is a clear example of relying on the principle that every person has the right to communicate and have his opinions





recognized. The process of speech development of 6-7-year-old children is related to the development of communication activities in children and, first of all, the need for communication.

The second, more developed form of communication - i.e. emotional (situational-practical) form occurs in the second half of a child's life. This communication is transformed into an object-mediated communication. At the age of 6-7, the child's interests are directed to the environment. There will be a need for new impressions. At this age, the following can be indicated as the main tasks of speech formation and development:

- to educate a child's emotional connection and trust in adults;
- to satisfy his need for positive attention of those around him; active approaches to the education of preschool children require the organization of manifestations such as their free communication.

In the activities organized according to the program plan, the goals for the areas of development are expressed, and accordingly, each child is taught to use the parts of speech correctly, to compose different types of sentences, and a positive attitude and active communication are organized. The organization of debriefing conversations at the end of the educational activities during the day is the reason why children do not have difficulties in communicating at school. In the speech and language center, children have moral and understanding conversations during the activities, enriching the vocabulary, didactic games are organized for the purpose of developing logical thinking and speech, including: "On Earth and in Space", "World Cities", Nature around us, "Who Lives Where", Who Called, "What Fairy Tale Are the Heroes From?"', with the help of didactic games, children's knowledge of the environment is strengthened, vocabulary is strengthened, clarified and activated [1]. Didactic games and exercises in grammatical content are an important means of stimulating children's language games and their activity in the field of grammar. The teacher teaches children the ability to think of a phrase, and then correctly connect words with each other in a sentence. construction, changing words, weaving stories, etc.) is used. In order for children to study at school without difficulty, it is necessary to pay attention to communication and language issues. The earlier the language is acquired, the easier and more complete the knowledge will be absorbed more easily" (N.I. Jinkin). The pedagogue organizes various types of activities with children during the day. In addition to classes, they go for walks and observations, talk during meals. Household activities create great opportunities for the child to communicate with adults. In order for household activities to serve as a means of speech development, the pedagogue must manage them. In the course of properly organized household





activities (eating, dressing, gymnastics, travel, etc.), that is, if the pedagogue, especially in small groups, the pedagogue explains in detail the names of household items, their parts, quality, characteristics, purpose of use, performs appropriate activities with them and interprets them, asks children questions, teaches them to use household vocabulary, children's vocabulary is enriched [2]. If the pedagogue widely and skilfully uses allusions, comparisons, synonyms, folklore (proverbs, proverbs, poems) in his speech, his speech will be concise and expressive [3].

CONCLUSION

At the end of the day, the teacher conducts a short conversation about the results of the day to summarize the educational activities conducted during the day, which causes children to strengthen their memory and achieve communication activity. In order to achieve communicative activity in the "Science path" program, the pedagogue's educational activities and morning round talks, the correct setting of goals in the areas of development serve as a basis for the formation of communication in preparing children for school. In education and training activities, children's vocabulary is activated through didactic games, they are taught to express their thoughts in a correct and beautiful language. processes are organized, initiative in communication, high sensitivity towards the partner and emotions are formed.

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