

PEDAGOGICAL SUPPORT AND DEVELOPMENT OF THE INTELLECTUAL OPPORTUNITIES OF CHILDREN IN PRESCHOOL EDUCATION

Berdiyeva Muhabbat Meyliyevna

Scientific researcher of Termez State University, **UZBEKISTAN**

E-mail: aanvarovich@gmail.com

ABSTRACT

This article is focused on pedagogical support for children based on development of intellectual abilities of children. Practical work of the research is being done in Uzbekistan, how to create conditions for further improving the system of preschool education, strengthening the material and technical base, expanding the network of preschool educational institutions, providing qualified pedagogical personnel, radically improving the level of preparation of children for school education, introducing modern educational programs and technologies in the educational process and moral, aesthetic and physical development of children. As a result, the regulatory framework of preschool education is being improved, which will serve as the preparation of children for school education, the development of the state and non-state network of preschool educational institutions, and the introduction of advanced pedagogical technologies in the system.

Keywords: Modernization of preschool education, pedagogical support of children, intellectual development programs, preschool programs, socio-pedagogical situations, statistics, training methods.

INTRODUCTION

One of the key factors of socio-economic development in the world is the development of the intellectual potential of the individual on the basis of the requirements of the time and bringing it to a qualitatively new level. The concept of international education, developed by international organizations and most countries of the world until 2030, calls “a solid foundation of knowledge and the development of creative thinking,” which, in turn, together with UNESCO, emphasizes the need to develop intellectual abilities in preschool education.

The following directions are identified in the Strategy of Actions for the Further Development of the Republic of Uzbekistan: “expanding the network of preschool educational institutions and radically improving the conditions for the comprehensive intellectual, aesthetic and physical development of children in these institutions, significantly increasing the availability and accessibility of preschool education for children and educator” [1]. In this regard, the President of the Republic of Uzbekistan pays special attention to the development of a separate program for the development of preschool education and the development of scientific and methodological support for the system. An analysis of the experience gained in this area shows that the effectiveness of the development of intellectual abilities based on the pedagogical support of preschool children is formed by a systematic and focused pedagogical activity. This explains the need to improve the pedagogical mechanisms of this process, which are both research and analytical.

LITERATURE REVIEW

In a study aimed at enriching the theory and methodology of an individually-oriented educational process in preschool educational institutions, scientists of our republic D.A. Abdurahimova, M.K. Abdukhakimova, Criminal Code of Adamov, Z. Azizov, M. Askarov, M. Askarkhodzhaev, N.Kh. Such teachers, psychologists and philosophers as Kh. Begmatova, D.G. Boboeva, U. Butaeva, K. Okilova, F.B. Valikhodzhaeva, F.N. Vakhabova, I.V. Grosheva, L.G. Gestaeva are participating. Some aspects of child-centered education include scientists from the Commonwealth of Independent States: E.A. Avilova, A. Arushanova, M. Bakina, E. Bern, R.S. Bure, L.F. Ostrovskaya, A.G. Maslow. However, in these cases only specific aspects of child support and child protection were considered.

Issues focused on education and child development advanced theoretically by foreign experts such as M. Montessori, Jean Piaget, A. Khachfeld, S. Kuger, K. Kh. Christiane, R. Kramer, H.Axinja; A.Yvonne. K.Susanne [4].

Theoretical and practical analysis of the studied problem shows that there are a number of pedagogical contradictions between the studied problems: insufficient study of the concept of transition to a personality-oriented educational paradigm and methodology for the implementation of children's intellectual abilities with an adequate development of the theory of humanitarian education; the unpreparedness of preschool educators and the pedagogical community to support and meet the needs of children in realizing their intellectual potential; the current state of support and protection of children in the community in the realization of their intellectual potential, while respecting the personality of the child and his intellectual potential in society; the opportunity to instill in them universal values and realize their intellectual potential, taking into account the objective needs of the child's personality; the process of meeting these needs through dialogue with the need to support and protect the individuality of children; there is a mismatch between the educational process and the need for highly qualified educators, personal skills and the willingness of educators to work.

Despite the scientific work carried out by scientists in various fields of preschool education, in-depth scientific approaches and new knowledge in this field are necessary.

These reforms will improve the regulatory framework of preschool education, the development of state and non-state networks of preschool educational institutions, the introduction of advanced pedagogical technologies, the expansion of innovative activities of educators, the development of professional competence, the increase in their professional content, full support, and the introduction of effective mechanisms for preparing children for school.

Further improvement of the legal framework in the field of preschool education; creation of conditions for the comprehensive intellectual, moral, aesthetic and physical development of preschool children; expanding the coverage of children with quality preschool education, ensuring equal access to them, developing public-private partnerships in this area; the introduction of innovations, advanced pedagogical and information and communication technologies in the system of preschool education; improving the management system of preschool education, ensuring transparency and effectiveness of financing for preschool educational institutions; the introduction of new approaches into the system of preschool education, training, retraining, selection and development of preschool education personnel are considered as one of the most urgent tasks today.

METHODOLOGY

In our society, based on new cultural values, the creation of a system for supporting the intellectual development of children from preschool institutions is one of the leading tasks of humanitarian pedagogy. State policy aimed at supporting student' rights and development opportunities is aimed at creating favorable educational opportunities for the full development of the child. To do this, it is necessary to use new sociocultural values so that children adapt to the mind, behavior and learning process.

The relevance of supporting the intellectual development of children is directly related to social realities, multicultural education and socio-pedagogical situations. This, in turn, requires that we rely on the specifics of the socio-pedagogical situation. In this process, the importance of education, national education, children's ecology, children's interest in science and technology are important. Supporting the intellectual development of children requires that they rely on their individuality. Accordingly, the paradigm of preschool education will change and will require the study of a new theory and practice of preschool education. Within the framework of such a theory, the intellectual formation of children and the realization of their potential in this area is an integral component of individualized learning.

Modern socio-pedagogical situations and the development of interdisciplinary learning processes require the determination of the theoretical foundations of pedagogical support for children. An analysis of the theory and practice of preschool education shows that the problems of intellectual development and the realization of children's opportunities at all stages of development, support and protection are reflected in the work of many scientists.

In this regard, the pedagogical heritage of our ancestors is of particular importance. Their approach emphasizes that children need protection, support and friendship. The opinions of Abu Nasra Farabi, Abu Rayhan Beruni, Abu Ali ibn Sina, Bahauddin Naqshbandi, Alisher Navoi and Zahridin Muhammad Babur are examples of this. [2]

They describe their position in educational institutions of a national character in the form of an intellectual, moral, spiritual, free personality, training educators and educators with the skills to realize their potential, and support them with theories of support and protection of children. These studies emphasize the importance of socio-pedagogical support for the intellectual development of a child's personality.

The differences between the individual characteristics of mental abilities, as well as their age differences, are undoubted. That is, the progress of the human psyche in ontogenesis is a process of transition from one interconnected phase of development to another, qualitatively different. These are unstable times, the progression of which is not the result of ordinary processes, but an objective reality.

The problem of age-related mental development was mentioned by a number of psychologists. However, in educational practice, this problem was carefully analyzed, and we cannot say that work to increase the intellectual potential of children of any age has been adequately solved.

Knowledge of age-related models of intellectual development opens up the possibility for the targeted formation of mental abilities at different ages. [3]

Preschool education is more focused on the external behavior of children in raising children. Educators strive to provide operational support for children's behavior. For example, children

with behavioral disorders require discipline, their appearance, their attitude to the environment, or they call their parents in preschool institutions and take appropriate educational actions.

In this process, the pedagogical activity of educators is unidirectional and has a negative impact on the intellectual development of the student. At first glance, the educator's behavior seems correct and desirable. It seems that they care about the health of children, life, communication with peers, their development and the development of a mature person. These are their goals, but educators often cannot choose effective ways to help their children's intellectual development. In most cases, orders or intimidation are used against children. As a result, children become stubborn and rebellious. Such efforts of educators hinder the intellectual development of children, hinder their active cooperation with peers and have little effect on the intellectual development of children.

The process of preschool education, focused on a humanistic personality, is important not only because of the physical condition of the child, but also because of his or her inner world, tendencies and aspirations. In this process, the task of educators should be to find means, methods, methods and means to achieve the personal potential of children, to ensure their intellectual development, understanding of the problems of children, and not forcing them to follow their rules.

The concept of pedagogical support is based on the personality of children. The most pressing issue for this is the search for tools and forms of pedagogical support for children. Pedagogical support for children should continue uninterrupted, starting with pre-school education. Educators should not lose sight of each student's situation. They should be able to find and identify children in need. The concept of pedagogical support is a simple, friendly, operational, stimulating help aimed at solving the problems of physical, mental health, intellectual development, relationships with each other, achievements and specific problems of the educator.

In our opinion, a new look is needed on the problem of pedagogical support. At the same time, we support the idea that pedagogical support should be related to the intellectual development of the child and the individualization of his or her activity. The role of pedagogical support will thus increase the relationship between educators and children to the level of the department, provide the educator with conditions for life activities aimed at teaching and intellectual development.

The idea of comprehensive support for a growing and developing person was emphasized by many educators and psychologists. Researchers rely on didactic theories that they advocate for children.

Understanding of pedagogical support of children refers to the activities of educators with high professionalism. First of all, they can provide emergency assistance to children. Intellectual development of children is also important for solving their problems, their mental, physical health, communication, success in educational activities, their place in life and their professional orientation.

The concept of pedagogical support is based on the personality of children. The most pressing issue for this is the search for tools and forms of pedagogical support for children. Pedagogical support for children should continue uninterrupted, starting with preschool education. Educators should not lose sight of each student's situation. They should be able to find and

identify children in need. The concept of pedagogical support is a simple, friendly, operational, stimulating help aimed at solving the problems of physical, mental health, intellectual development, relationships with each other, achievements and specific problems of the educator.

STATEMENT OF THE PROBLEM

Theorists and practitioners are looking for the same answer to the question of how sustainable development can be in the current changing environment. For this, it is necessary to find the means and forms of pedagogical support for children. Pedagogical support for children should continue continuously from pre-school education, not losing sight of each case of children, as well as identifying children with special needs.

Educators are required to open children, acquire skills to identify their problems and abilities. Teaching staff of preschool educational institutions should consistently work in this area. For the intellectual development of the child, special attention should be paid to solving his personal problems. For this, the educator must have individual and group work experience. These works should be carried out promptly and be preventative in nature.

Unintentional interference with the actions of the child and interference with the behavior of the child in the preschool educational institution impedes the support of the educator and student and does not provide any support. Arousing the child's feelings, there are cases of artificial, violent behavior of educators of negative behavior caused by internal conflicts. In such a situation, he seeks to protect the child from raising a child, and, as a result, they cannot demonstrate their originality. He hides his personality and easily adapts to the situation. For this reason, a child-centered pedagogical system should not be limited to promoting its appearance, but should also be based on pedagogical principles that take into account the child's inner preferences and needs. In this process, the educator's job is to find and apply tools and methods that help the child demonstrate his potential, himself and his inner self. To do this, educators need to be able to identify the problems that children face in their intellectual development, and the "truths" that they seem to know do not bother their child.

Under the guise of pedagogical support, there is simple, friendly, prompt, stimulating help aimed at solving problems of physical, mental health, intellectual development, positive relationships with each other, achievements and specific problems of the educator.

One of the key expressions that describe the concept of pedagogical support is the "problem of the child". Today, the process of preschool education is to lay the foundations for the formation of a fully developed personality. To do this, we need to get rid of the traditional dimensions used in the recent past.

Answers to questions about what should be taken into account so that every child feels comfortable in society and earns a worthy place in the micro world is an important and urgent task of preschool pedagogy. The intellectual development of each child from preschool education through pedagogical support, neglect of their thinking, identification and prompt assistance to needy children, assistance in their ability to express themselves is one of the most important issues that need to be addressed.

Using the opportunities of pedagogical cooperation in the intellectual development of children through support and protection requires a number of factors:

- The human approach to the personal development of the child in connection with the transition to a new pedagogical paradigm;
- Increasing need for new pedagogical technologies for the intellectual development and support of children;
- strengthening the essence of self-realization and organization of the child.

From this point of view, we also consider the psychological, social and philosophical foundations of a child-centered approach, support and protection. Throughout our study, we approach the development of the child's personality on the principle of cooperation. Realizing the individual strengths of the child is a priority.

RESULTS

Our observations show that the main difficulty in learning activities for children 6-7 years old is their inability to listen to their educator for a long time. Because they cannot concentrate on teaching for a long time. This is due not only to the fact that children of this age do not develop voluntary attention, but also to the fact that their ability to communicate with adults is underdeveloped. The research involved 47 educators and 1,175 children (look at diagram 1).

Children with these skills will be able to freely communicate and ask questions to their educators and parents. As a result, they are more interested in learning and more often listen to the educator's explanations. Therefore, the child's personal, intellectual and socio-psychological readiness to adapt to school and learn successfully is important.

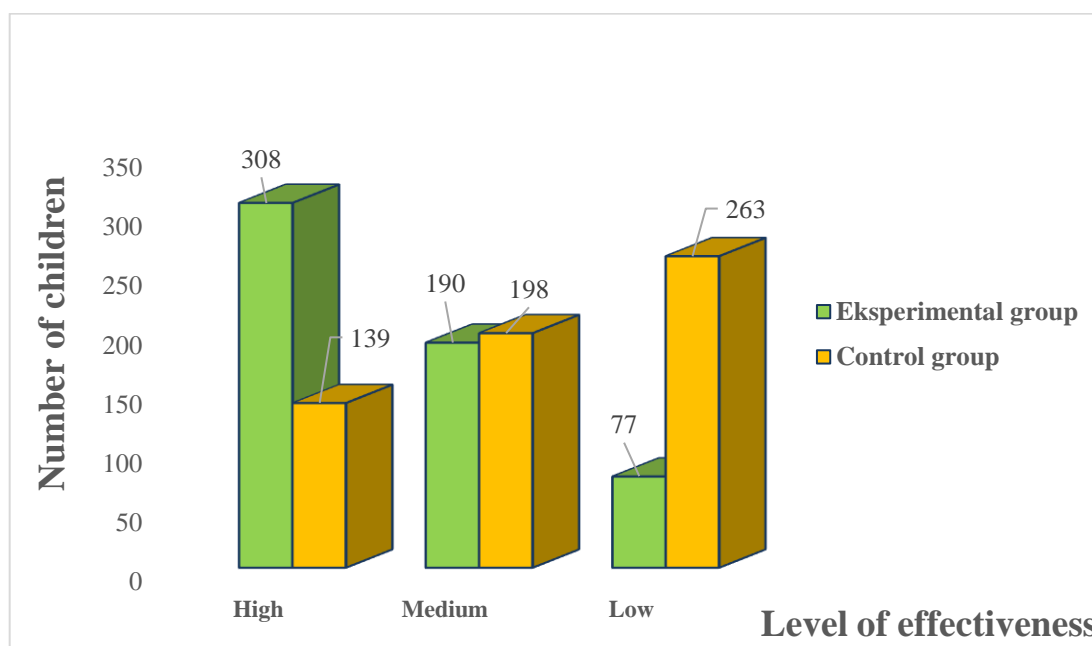


Diagram 1. Results of the determination of the level of development of the intelligence of the preschool children

At the end of the experiment, we tried to determine the current level of activity of educators in supporting children in their intellectual development: ability of educators to love children; communication with children; communication with parents; know the difficulties of the child; the child's ability to approach them individually to overcome their difficulties; children in the group know their characteristics, ways of intellectual development; have skills to help your child when necessary; know the stages of preparation for school; being aware of the measures

used in preparing for school; knowing the tools of intellectual development of children; the ability to choose games that contribute to the intellectual development of children; know how to activate children with intellectual disabilities; be able to use methods to help children with a complex character; the ability to compare the intellectual level of children; be able to use the methods of pedagogical support for children, if necessary.

CONCLUSIONS

Based on the results obtained, the experience of educators and children of control groups in determining the level of intellectual development using the mathematical-statistical method based on the above criteria was analyzed. The results showed that training in the experimental group was higher than in the control group. Thus, the effectiveness of experimental experiments to determine the level of support for children in the process of intellectual development is very effective.

In preschool educational institutions, individual and group work should be carried out aimed at the immediate and indirect solution of the child's individual problems, which should be problem-oriented and urgent.

REFERENCES

1. Decree of the President of the Republic of Uzbekistan "On the Strategy of Actions for the Further Development of the Republic of Uzbekistan" on 7 February 2017 №DP-4947. Collection of legislation of the Republic of Uzbekistan. 2017, №6, article 70.
2. Khayrullayeva M. Footage from the history of social and philosophical thought in Uzbekistan. - Tashkent: Science, 1996. P.351.
3. Sharafutdinova X. Diagnosis and psycho-correction of mental abilities in the system of continuing education. PhD of psychology. TSPU named after Nizami, T- 2009, 53-54 p.
4. Hachfeld, Axinja; Anders, Yvonne; Kuger, Susanne; и др. Triggering parental involvement for parents of different language backgrounds: the role of types of partnership activities and preschool characteristics // EARLY CHILD DEVELOPMENT AND CARE. – ENGLAND. 2016. 190-211 p.