

## PREPARATION OF CHILDREN IN SCHOOLS BY MAKING TECHNOLOGICAL TECHNIQUES IN PRE-SCHOOL EDUCATION

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### ABSTRACT

The article reflects on the ongoing reforms in the country to further improve and develop the pre-school education system, the preparation of children for school education using metacognitive methods in the educational activities of preschools.

**Keywords:** Preschool education, organization, young generation, intellectual, aesthetic, physical, metacognitive, skills, spiritual potential, school preparation, improvement.

### INTRODUCTION

Improvement of didactic processes in preschool educational institutions is the most important condition for raising the moral, spiritual and intellectual development of the younger generation to a qualitatively new level, as well as promoting the use of innovative forms and methods of education in the educational process. The current conditions in our country will facilitate the implementation of measures aimed at improving the system of pre-school education.

President of the Republic of Uzbekistan Shavkat Mirziyoyev in his "address to the Oliy Majlis" on January 25, 2020: As a result of our reforms in the field of early childhood development, 5722 public, private and family kindergartens were established last year. Thus, the coverage of children with preschool education increased from 38% to 52% during the year.

The concept of "Development of the system of preschool education of the Republic of Uzbekistan till 2030" was developed in the Republic of May 8, 2019, PQ-4312. The Concept defines the goals, objectives, priorities, and medium- and long-term stages of development of preschool education in the Republic of Uzbekistan and serves as the basis for the development of programs and comprehensive measures aimed at the development of preschool education.

The purpose of this Concept is to develop mechanisms for the use of quality pre-school education, which is an important source for the development of all areas of children's life and activities.

### LITERATURE REVIEW

The main features of scientific knowledge are determined, first of all, by its conscious pursuit of objective knowledge. Intelligent pursuit of innovation is also inherent in scientific knowledge. According to M. Weber, "the realization of a scientifically grounded idea in the world of science means new questions about what is being studied, which will serve as a basis for acquiring advanced knowledge in the future." Scientific knowledge is distinguished by its rationality, which requires, evidence and systematicity [p. 3, 289].

Studies on the child's perceptions of the world developed in one way or another in the work of Alt, F. Aries, Y. Bronfenbrenner, L. Demoza, I.S. Cohn, G. Craig, V.T. Kudryavtsev, M. Mid, St. Hall, D.B. Elkonin, E. Erickson and others.

Application of pedagogical methods in child-rearing studied by Babaevoy, K.. Beloy, M.A. Vasilevov, L. Volobuevov, T.N. Doronovoy, N. Dudinoy, O.M. Dyachenko, F.F. Koroleva, L.N. Litvina, V.N. Loginovoy, N. Mikhailenko, L.A. Paramonovoy, AI. Piskunova, A. Plekhanova, V.D. Semenova, R.. Sterkinoy and others.

Issues of psychological and spiritual development of preschool children, their upbringing based on active approaches. Batisheva, L.A. Wenger, L.S. Vygotsky, P.S. Galperin, K.. Gross, V.V. Davydov, A.V. Zaporjets, E.V. Ilenkov, L.N. Kogan, V.T. Kudryavtsev, A.A. Leontev, A.N. Leontev, B.C. Mucina, B.S. Nikitin, J. Piaje, N.N. Poddyakov, S.L. Rubinstein, S. Freud, G.P. Shedrovitsky, D.B. Elkonin and others have been featured in their research.

Problems of coordination of preschool educational organizations analyzed in the research by I.V. Bestujev-Lada, N.P. Grishaeva, T. Danilina, G.E. Zborowski, E.Yu. Ivanov, N. Korotkov, L. Migeeva, N. Mikhailenko and others.

The authors' works mentioned above contribute to the development of preschool children. However, there is a need today for the development of comprehensive theoretical-methodological and socio-empirical developments in pre-school pedagogy with the use of metacognitive methods for the preparation of children for school, improvement of didactic processes, development of spiritual and moral and intellectual development of the younger generation.

The concept of "metabolism" was first introduced to science in 1976 by John Flavell. In his view, the field of knowledge that motivates a person to control the complex of general knowledge about cognitive processes is called metabolism. J Flavell distinguishes 4 components of metabolism: metacognitive knowledge, metacognitive experience, metacognitive purpose, metacognitive strategy. [p. 4, 238].

As an English scholar A. Brown points out, metabolism is the knowledge of one's own knowledge acquired by man. The scientist recommends studying the metabolism in two categories:

1. Knowledge is a set of activities that is a reflexive process that governs cognitive behavior and abilities in consciousness;
2. Cognitive regulation is a set of activities and activities that coordinate the cognitive process in didactic processes.

Similarly, according to A. Brown, metabolic processes help to coordinate and control learning processes and form a system of several systems:

Activity planning process (formulation of the plan, visualization of the results, analysis of the shortcomings);

Activity monitoring process;

Monitoring the effectiveness of cognitive activity. [p. 5, 390].

English scholar R. Kleveve also distinguishes two systems that regulate and regulate cognitive activity in metabolic processes. Specifically:

Supervision process - a process that encourages identification of assigned tasks, evaluating its activities and planning for future activities and ensuring its effectiveness;

Management process - a process that defines the algorithm for the task execution that facilitates the allocation of resources for the task assigned. [p. 6, -170].

Based on the aforementioned, it is important to note that preschool education should take into account the organization of metacognitive education in modern pre-school institutions, which continues the continuity of preschool and primary education. It creates a state of mindfulness by shaping the younger generation's variation in pre-school education in socio-economic life. On the other hand, adaptive learning aimed at forming metacognitive knowledge in preschool education is measured by the extent to which a child's human-centered subjectivity interacts with adults.

### **Methodological research**

Pre-school education plays an important role in the preparation of children for school based on the methods of forming children's cognitive skills (self-control, observation, reflexion).

The task of developing preschoolers' metacognitive skills is determined by its content, method and organization. Pedagogy and psychology is concerned with the problems of early childhood development and how to effectively address the problem of developing metacognitive skills in children, on the one hand, and to find ways to avoid excessive fatigue that can lead to general fatigue of the child. . The results of psycho-pedagogical research conducted in recent years have shown that there is a great potential for mental development of children in preschool age. All of this suggests that it is expedient to further expand and deepen the content of knowledge and skills provided to preschool children.

The development of metacognitive activity depends on the size and nature of knowledge. The development of metacognitive activity also involves the formation of perceptions and perceptions of mental processes, impressions, memory, thinking, imagination and speech. At the same time, they should be characterized by the sensitivity and clarity of emotions, the persistence and fullness of perception, the strength of mind and its resilience, the logic of thinking and its flexibility, the creative nature, and the independence that provide the greatest effect of metacognitive activity. Preschool children are introduced to the social events and events that are understandable to them, the labor of people, national holidays, and the lives of some peoples living in our republic. These activities will help them to become interested in the social life of our society, to form the foundations of love for the country and internationalism. Systematic and systematic development of cognitive skills in preparing children for school on the basis of metacognitive methods, equipping them with the simplest knowledge system defined in the preschool program, and developing skills and skills. Education plays a leading role in preparing children for school based on metacognitive techniques. Because in the learning process, metacognitive issues are addressed. Education involves consistent education of children, development and systematization of this knowledge, cognitive processes, and intellectual activity. Education contributes to the development of traits, curiosity and attentiveness, attentiveness, criticality. During the learning process, children will be taught the basics of learning activities and will create the necessary conditions for successful schooling. Life requires education in two ways.

By the end of the preschool age, children will gain the most basic knowledge and understanding of the environment, master the basic thinking and their preparation for school. It is only through well-organized activities that a full-fledged mental development takes place, so the main task of educators is to create the necessary conditions for the child to have a purpose and educational impact. However, from literature and research it is clear from the literature and research that issues related to the formation of metacognitive skills in children in preschool education are still among the issues that need to be addressed.

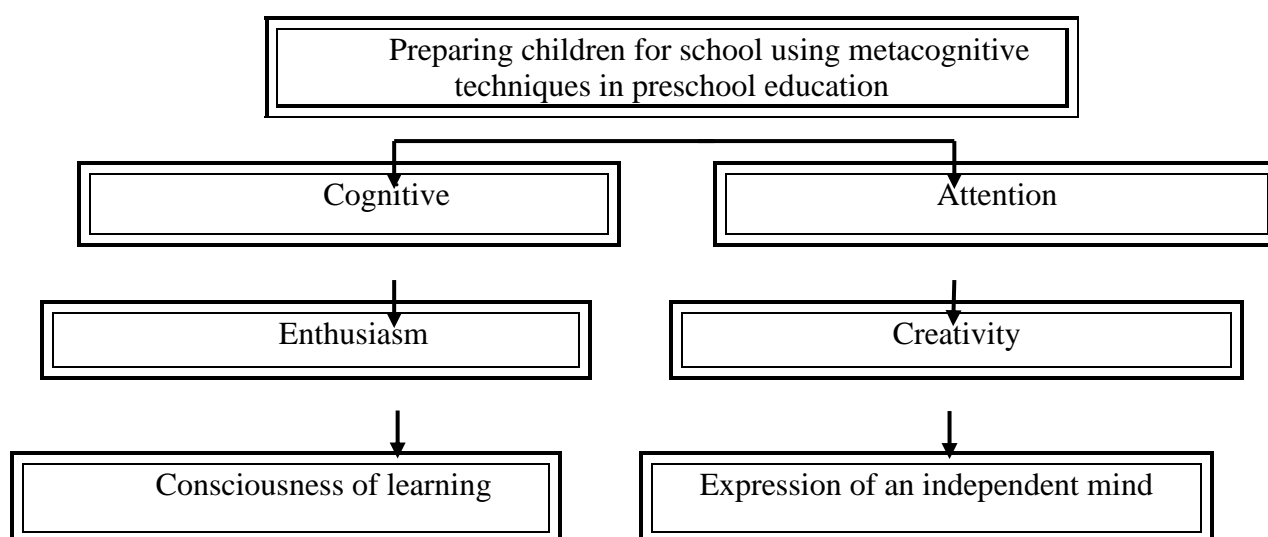
### Results of the study

Experiments on the use of metacognitive skills in didactic training in pre-school education were organized in 2017-2020 and preliminary materials were prepared. In these materials, the following were mentioned:

1) Training on the development of children's competences on the basis of the State program "First Step", the development of skills for working in a collaborative environment, broadening the outlook through the use of author's technologies and methods of metacognitive skills.

2) Their interests and aspirations in preparing children for school were studied. Prior to the beginning of the experiment, individual interviews were conducted with pre-school teachers, clarifying the questions they were interested in, and providing practical and practical advice on experimenting.

Preschool teachers were introduced to the forms and methods of control, both pre- and post-test, and came to a unanimous conclusion on summarizing and summarizing the results.



Recommendations for preschool teachers describe the conditions for organizing didactic classes: Each lesson is organized into three stages - Dialogue - Understanding - Thinking; providing mental work for children during training sessions; individual and stratified approach to them; to respect and value their freedom, initiative and diversity; providing the classroom with the necessary didactic tools, choosing the right teaching methods, forms and tools, and anticipating the results.

As the games are appropriate for all levels of preschool children, experimental research has focused on developing themes from household production to reflecting on social and political events. The training sessions were conducted in groups using modern information and communication technologies, interactive teaching methods. The quality of these sessions was discussed at the pedagogical council of Education.

### CONCLUSION

As a result of the doctoral dissertation on "Methods of preparing children for school with the use of metacognitive methods in preschool education" the following conclusions were made:

1. Recent research shows that there is a need for pedagogical research efforts to develop and implement a quality education monitoring model, which will determine the effectiveness of the country's pre-school education strategy and its effectiveness.

2. An analysis of the content of the research problem sources showed that the use of one-sided program in preschool education was limited. In our view, the preparation of children for school using the use of metacognitive methods in early childhood education and the comparative comparison of results with children's achievements in developed countries guarantee the effective functioning of educational institutions and systems.

3. The results of the study show that the development and implementation of state programs, educational and methodological complexes, multimedia applications based on competencies as a principally new methodology for preparing children for preschool using methacognitive methods in preschool education has become one of the most pressing problems today.

4. Improving the model of pre-school education using prescriptive methods of preschool education consists of a number of interrelated, pedagogical, psychological and socially independent concepts, comparing scientific characteristics of education, monitoring and model concepts, and monitoring mechanisms and technologies. scientific, social, pedagogical, psychological and scientific-methodological.

5. An important prerequisite for the economic, political and spiritual development of our country and its place among the developed countries of the world is the implementation of an improved model of preschool education through the use of metacognitive methods in early childhood education.

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