

## THE EDUCATIONAL PROCESS OF THE BASIC SYSTEM-ACTIVITY APPROACH IN THE PRESCHOOL EDUCATIONAL ORGANIZATION

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### ABSTRACT

In the article, the methodological approaches mentioned and analyzed allow us to talk about their deep internal unity, interconnection, complementarity. Each of these approaches, to a certain degree of completeness, is reflected in solving the problem of the formation of substantiated skills in older preschool children when familiarizing themselves with nature.

**Keywords:** Methodological, approaches, structural-functional, preschool children, integrative, system-activity, problem-communicative.

### INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

In the modern system of preschool education, there has been a shift in emphasis from the Gnostic, knowledge-based approach to the active approach.

The main goal of the educational process, organized on the basis of the activity approach, is aimed at developing the ability of children to actively communicate and solve communicative problems.

In domestic psychology, there is a steady tendency to connect the concepts of “activity” and “communication”. However, the nature of this connection is understood differently. Activities and communication can be considered, not as parallel processes, but as two sides of human being. In other cases, communication is understood as a certain side of the activity: it is included in any activity, there is its element, while the activity itself can be considered as a condition of communication (A. A. Leontyev) [2; 3]. Finally, communication can be interpreted as a special type of activity.

The communicative activity of preschoolers considered by us is the interaction, communication of children through speech (speaking and listening). The main characteristics in this case are: the need-motivational component, the subject of activity, the availability of the product and the result of the activity. The result of the speaking process is the response, action, behavior of the interlocutor, which ensure the effectiveness of communication and, in particular, in argumentation.

Thus, we can say that speaking is an independent, outwardly expressed activity in the field of communication. So, the system-activity approach in all its variety of manifestations plays an important role in the formation of reasonable skills among preschoolers, because:

1. The content of the process of formation of substantiated skills in children is a communicative and cognitive activity of its subjects;

2. the activities of the subjects in the framework of the implementation of the declared process is focused and determined by the motives, planning and implementation of training justification based on certain methods with certain funds;

3. The formation of substantiated skills in children of preschool age when familiarizing themselves with nature goes through a series of successive stages, which are further presented by us in the form of structural functional model.

Thus, the educational process in a preschool educational organization, built on the basis of a system-activity approach, is focused on children receiving knowledge not in a ready-made form, but in the process of independent research activity, which has motivational conditionality and involves the appearance in children of a set for independence, development of initiative, the manifestation of freedom of choice, the realization of their abilities and educational needs.

The implementation of the system-activity approach in the formation of substantiated skills in children of preschool age is provided by active cognitive-research activities of preschool children in nature, mastery of the basic ways of independently obtaining new knowledge necessary for successful learning at school.

In this regard, the process of formation of the substantiated skills of preschool children in the educational process of a preschool educational organization should be based on problem-communicative technologies aimed at posing a learning problem and finding ways to solve it.

The integrative approach to the study allows us to consider the formation of the substantiated skills of preschoolers while familiarizing themselves with nature as a process and the result of pedagogical integration.

According to E.V. Yakovleva, the implementation of the integrative approach is carried out at four levels: interdisciplinary, intrasubjective, interpersonal, intrapersonal [4]. Intersubject integration of the formation of the substantiated skills of preschool children is manifested at the level of integration of ideas, principles, methods of various disciplines (philosophical, psychological, pedagogical, linguistic, etc.), which provides holistic awareness, understanding of the essence of the substantiated activities of preschool children and methodological readiness for its implementation.

The analysis of philosophical, psychological, pedagogical, philological approaches shows that they have common ideas, each of which complements and clarifies the other. The integrative approach allows us to determine the general and the special, to explain the multidimensionality of the studied problem.

This type of integration allows us to identify the backbone connections in the content of the educational areas of preschool education (social-communicative, cognitive, speech development), within the framework of which it is envisaged to solve the problems of the formation of substantiated skills in preschool children.

Intrasubject integration is implemented through the design and construction of the content of educational activities; the choice of effective tools, forms and methods of work of the teacher, united by thematic principle; integration of the types of children's activities (gaming, communicative, cognitive research, labor, etc.).

Interpersonal integration is characterized by the establishment of business cooperation and co-creation through the multilateral openness of the space of research dialogue interaction. The dialogue is considered as a strategy of an integrative approach in the formation of substantiated

skills in older preschool children, it motivates cooperation and co-creation of the subjects of the educational process.

The basis for the formation of reasonable skills in children of preschool age is equal communication, sincere interest in solving the problem situation of children and adults, a joint discussion of which contributes to the development of mental and speech abilities of preschool children. The principle of co-involvement should be dominant in communicative children's activities. The teacher's task is to use his problematic questions and expressed doubts ("I'm afraid I won't be able to guess!

What do you think?"), Expressed fears (" Suddenly everything will fall apart? "), As well as a sincere expression of surprise and admiration (" How did it cross your mind? I would never have guessed it! ") To awaken activity, inspire confidence in the child , make him feel competent and responsible for finding a solution. Such actions, a problematic dialogue with a child indirectly prompts him to think, put forward assumptions and hypotheses, and search for new ways to solve the problem to obtain the desired result.

Another equally important principle of dialogical interaction between children and adults and peers is the principle of joint experience of the joy of discovery, which helps to unite children with a desire to explore the world. In a joint activity, preschoolers discover the "secrets of nature", "the secrets of surrounding objects", explore the properties of substances and materials, learn to communicate with peers in a friendly manner in accordance with their interests and needs.

Intrapersonal integration is a pedagogical problem, the solution of which is carried out by an integrative approach through the study of psychological and pedagogical achievements of the individual and the formation of a new pedagogical experience. B.G. Ananiev argues that it is in the inner world that life plans and prospects, personal experiences, claims, and self-esteem are formed that are objectified in activity [1].

A person's personality as a generalized and developing system of life, the structure of the personality should include the relationship of personal qualities with a subjective reflection of the conditions for their manifestation in human life.

Since the result of intrapersonal integration is achieved by combining the internal efforts of the preschooler's personality and the external impact of the educational process, the problem of self-awareness in the environment, the realization of one's own interests, needs, abilities and talents arises.

The result of intrapersonal integration of older preschool children is manifested in value-motivational attitudes, understanding the significance of argumentation in human life, the presence of ideas about how to implement it in the process of communication with peers and adults, in acquired personal qualities and well-founded skills.

Thus, the integrative approach involves the consideration of various aspects of the process of formation of substantiated skills in children of preschool age when familiarizing themselves with nature as a single, systemic and holistic education [5]. As a practice-oriented research tactic, a problem-communicative approach was chosen, which constitutes the methodological and technological level of the methodology of our study. From the perspective of the problem-communicative approach, the formation of substantiated skills is ensured by the presence of an

informational context that provides motivation for the speech and substantiated activities of preschool children.

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