

EXPERIENCE OF FOREIGN PRESCHOOL EDUCATIONAL ORGANIZATIONS IN THE FIELD OF EDUCATION OF PRESCHOOL CHILDREN

Sodiqova Madina G'ulomjon qizi

Otaboyeva Gullolaa

540-20 group students

Abstract.

In this article, on the basis of a comparative analysis, the best practices of preschool education and upbringing in foreign countries are studied. Information is presented on the forms and conditions of preschool education in the main developed Western countries. Opinions on the content of ongoing reforms and their effectiveness are emphasized.

Keywords: integrated approach, reform, developed foreign countries, concept, measures, forest kindergartens, children's conference, Integrated kindergartens.

Determining the place of the Republic of Uzbekistan among the developed countries directly depends on the development of the young generation as a perfect person. President of the Republic of Uzbekistan Sh. It was held on August 16, 2017 under the leadership of Mirziyayev At the meeting, he mentioned the important tasks of fundamental educational reform of the preschool education system, full inclusion of children in the educational institutions. Analyzes in this regard as a result, three major documents were issued in a short period of time - the Decision of the President of the Republic of Uzbekistan dated September 9 "On measures to fundamentally improve the preschool education system" No. PQ-3261, September 30 improvement measures" Decree No. 5198 and Resolution No. PQ-3305 "On the organization of preschool education activities of the Republic of Uzbekistan".

Taking into account advanced foreign experience among the main tasks and areas of activity of the Ministry of Preschool Education of the Republic of Uzbekistan, its territorial units. It was decided to create conditions for all-round intellectual, moral, aesthetic and physical development of preschool children.

In fact, during the past short period of time, the President of the Republic of Uzbekistan "On measures to further improve the preschool education system in 2017-2021", "Measures to radically improve the management of the preschool education system" on", "Organization of activities of the Ministry of preschool education of the Republic of Uzbekistan on" decrees and decisions, as well as the "Program for the further improvement of the preschool education system for 2017 2021" and the "Road map" for the further improvement of the preschool education system in the republic on the basis of which unprecedented works were carried out.

The changes implemented in the system, as well as in all areas, the execution of the tasks defined in decrees and decisions, among other areas, are under the constant attention of the head of our state. We are witnessing that it is happening. The state of spiritual and moral education of preschool children based on an integrated approach in developed foreign countries.

In order to study, we will analyze the experience of several foreign countries below. Importantly, Germany has a preschool education system. German preschool education we will study the system in detail. The variety of forms and types of preschool education organizations in Germany is surprising. The most interesting types of kindergartens are as follows:

- Waldkindergarten (from the German word Wald - forest, Kindergarten - kindergarten) The idea of creating such kindergartens started in Scandinavia. Often such gardens are located in the forest. Children are always outdoors, study trees and other plants and make different things from natural materials. Children are taught to love and protect nature.

- Bauernhofkindergarten (from the German word Bauernhof - farmyard fortification: Kindergarten-kindergarten Such kindergartens are located on farms, farms or will be located near them. As long as the children are strong enough, they help the farms in raising cattle, in the fields and gardens, growing vegetables and fruits.
- Reggio Kindergarten. The concept of creating such kindergartens originated in the Italian city of Reggio-Emilia, and that's how it got its name. Until such a school The educational organization is reminiscent of a large room (hall) in the middle, reminiscent of a market square, and small rooms leading from it to various < theme > of the town.

In this type of kindergartens, the environment where children are located is called the main educational spread in homes. One room to build and play, assemble builders. There is also a drawing room, usually with paints and wallpaper hanging on the walls placed The children were dressed in special clothes and they could draw anywhere they wanted - the walls, the floor, each other. There are handicrafts, music and other crafts. In such kindergartens, educators help children only in mastering the surrounding area.

- Freinet-Kindergarten. This area of preschool pedagogy takes its name from an Italian couple who developed a unique approach to child education received. The main principle of this direction is the complete freedom and independence of the child.

At Freinet Kindergarten, children decide for themselves what to do, what to play, what to do, when to eat and sleep. <Children In the so-called "conference" meetings, children define the rules of behavior within the framework of MTT. In such kindergartens, creativity, plot-role games, experiments, nature sheep or companies and organizations of the city were given great importance in going on excursions.

- Integrated kindergartens. In this type of mttts, physically and mentally unhealthy children are brought up together with healthy children. Such conditions are seen as an excellent opportunity for ordinary children to learn endurance, tolerance and respect. Children with limited opportunities are not separated from society, they learn to be in communication and solidarity with their peers. The large number of kindergartens and schools in Germany creates favorable conditions for disabled people to learn and develop themselves.
- International kindergartens. Such mttts are created for emigrants and often they are organized for the children of emigrants themselves. There are a lot of Turknems, Jewish, Russian-German kindergartens in Germany.¹

The concept of this organization is based on the principle of bilingualism. That is, in the groups there is always a teacher who speaks the mother tongue with the children, as well as a teacher who speaks German, and there are also Waldorf kindergartens and Montessori kindergartens in Germany. If we take the middle statistical German kindergarten, it is impossible that it is organized on the basis of the principle of activity projects. For example, during the <Profession> project, children go on excursions with the teacher, make various things, they put on theatrical scenes, bake cookies, make things out of clay, etc. Creativity, spiritual and moral education of children in the German preschool organization the integration method is widely used in the approach.

At the same time as such positive efforts in the upbringing of children in preschool education organizations, it is worth saying in conclusion that it is our country's responsibility to study the preschool education systems of foreign countries, analyze their advanced experience, and develop concrete measures to adapt them to the conditions of our country. It is not an exaggeration to say that it creates an opportunity to improve and modernize the preschool education system.

¹ file:///C:/Users/Intel/Downloads/maktabgacha-yoshdagi-bolalarni-tarbiyalash-sohasidagi-xorij-maktabgacha-ta-lim-tashkilotlari-tajribalari.pdf

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