

ОСНОВЫ ФОРМИРОВАНИЯ КОМПЕТЕНТНОСТИ СОЦИАЛЬНОГО РАЗВИТИЯ ВОСПИТАТЕЛЕЙ ДОШКОЛЬНОЙ ОБРАЗОВАТЕЛЬНОЙ ОРГАНИЗАЦИИ

Muhammadiyah Feruza To'raqulovna

Термезский государственный педагогический институт

Старший преподаватель кафедры дошкольного образования

Аннотация: В данной статье изложены методы, приемы формирования социально-развивающей компетенции воспитанников дошкольной образовательной организации, в которой описан процесс социальной адаптации у дошкольников, проблемы, возникающие при адаптации, пути их преодоления. На сегодняшний день работа с оригинальной методической, педагогической, психологической подготовкой в совершенствовании содержания дошкольного образования стала периодическим этапом.

Ключевое слово: социальное развитие, образовательный стандарт, дидактический материал, интерактивный метод, дошкольник, информационно-педагогическая технология, учебно-воспитательный процесс, нравственная ценность

FUNDAMENTALS OF THE FORMATION OF THE COMPETENCE OF SOCIAL DEVELOPMENT OF EDUCATORS OF THE PRESCHOOL EDUCATIONAL ORGANIZATION

Muhammadiyah Feruza To'raqulovna

Termez State Pedagogical Institute

Senior teacher of the Department of preschool education

Abstract: This article describes methods and techniques for the formation of social and developmental competence of pupils of a preschool educational organization, which describes the process of social adaptation in preschoolers, problems arising during adaptation, and ways to overcome them. To date, work with original methodological, pedagogical, and psychological training in improving the content of preschool education has become a periodic stage.

Keywords: social development, educational standard, didactic material, interactive method, preschool child, information and pedagogical technology, educational process, moral value

On the basis of the requirements of our current development, educational standards are improved, programs are modernized and delivered to educational organizations. The presidential decision on measures to improve the management of the preschool education system was adopted. According to the document, the innovation center of Information and pedagogical Technologies was established in

the form of a state organization. The introduction of advanced pedagogy and information technology into the educational process, ensuring the introduction of the Information System of preschool education management, as well as the preparation and production of educational and methodological, didactic materials for preschool educational organizations were determined from the main tasks of the Center. Main part. Today, a competency approach to achieving the quality and effectiveness of preschool education provides for a rational and systematic analysis with the aim of enriching groups with literature suitable for each age group, meaningful and interesting organization of children's daily activities, productive use of their free time, identification of abilities and, accordingly, a creative approach to the process, bringing Problems of the formation of the methodological significance of the development of the personality of the child and the implementation of interactive methods in preschool educational organizations in Uzbekistan Z.Rahimova, SH.Munavvarov, N.Egamberdiyeva, S.K.Annamuratova, S.Bulatov, F.B.Valikhajayeva1, H.Nurmatov, A.Suleymanov and other researchers studied Today, working with a specific methodological, pedagogical, psychological preparation in improving the content of preschool education has become a prerequisite for the period. Because the improvement of the content of preschool education is a broad concept, the effective implementation of which requires that the state of the building of the preschool educational organization, the participation of educators, educational assistants, parents and children in the educational process should be innavative. It is also important to enrich pedagogical-psychological, methodological, artistic literature in the process of a competency approach based on the state educational program” state requirements for the development of children of primary and preschool age “and” first step”, with appropriate and specific literature for each age group. The involvement of parents and the public in the organization and coordination of their activities and other similar factors, reflecting on the games of problem situations that motivate children to think while playing, increases the content of preschool education in

General important competencies of a child of preschool age (6-7 years old)
Communicative competence is the skill of being able to use communication tools in different situations. Game competence-the child's creative use of experience, knowledge and skills in the process of play and its organization. Is the basis for the educational process. Social competence is the skill of self-control in communication with adults and peers in life situations, observing the rules and norms of ethics.

Cognitive competence is the conscious perception of the surrounding world and the use of the acquired knowledge, skills, qualifications and values to solve educational and practical tasks. Competencies of the child's areas of development
Competencies of the child are determined in the following areas of the development of the child: • physical development and the formation of a healthy lifestyle; * socio-emotional development; * speech, communication, reading and writing skills; * development of the cognitive process; * creative development
In achieving the quality and effectiveness of preschool education, it provides for a rational and systematic analysis of the daily activities of children with the aim of meaningful and interesting organization, productive use of free time, identification of abilities and, accordingly, a creative approach to the process, bringing activities and resources conducted for children to a state that meets the needs of children and society. One of the innovative methods for this, the use of the " Keys-stadi " technology even in a preschool organization, encourages children to receive an active education. By using this method, the educator teaches the child to correctly answer the question posed. Reading more books or giving books to children makes them grow their memory and thinking, in addition to increasing their vocabulary[4]. President of the Republic of Uzbekistan Sh.M.It should be noted that the 4th of the 5 important initiatives on raising youth morale and organizing their free time in a meaningful way, the "broad promotion of reading "of March 20, 2019, promoted by Mirziyoyev, should be started from the MTT. The task of educators remains to provide educational opportunities that are interesting for

children and give their creativity a wide range of freedom. The social development of a preschool child cannot be imagined without general factors of influence. In the general sense, socialization is the process by which a student assimilates the socio-moral norms and rules of behavior that exist in society. Socialization is a continuous process that continues throughout life. In preschool childhood, this is primarily the assimilation of the norms of social life. The leading place in the social development of the child is occupied by the assimilation of the moral values of his people and, later, knowledge and acquisition of universal moral values. The experience of moral behavior of preschool children is formed in the process of communication with adults and is strengthened in various joint activities and relationships with peers. Moral and social development of personality occurs in the process of children entering into moral relationships. Already in preschool age, this relationship is built on certain rules, guidelines and requirements of adults. However, this upbringing process is not always effective enough. Having considered the task of social education above, it was shown that a child should develop a certain amount of social knowledge, skills and skills. The process of their formation is associated, for example, with the formation of caring, attentive, loving, compassionate relationships to the father, mother. If, for some reason, social knowledge was not formed in a child, then relations were not formed, that is, some kind of personality traits were also not formed in the socialization necessary for him. Therefore, in the process of social pedagogical activity, such socially significant qualities in a child must be formed – it is the task of social upbringing that it is. [5] That is, social upbringing is understood as the purposeful process of the formation of socially significant child personality traits necessary for successful socialization. In the process of socialization, the child is involved in society, social relations, social machinations, social behavior.- it exposes various knowledge of norms and rules of behavior, various skills and competencies that help it get used to society. This process takes place at a very rapid pace, especially in childhood. It is known that by the age of five a child receives an incredibly large

amount of knowledge, which is reflected in his later life. Conclusion. The distinguishing feature of child socialization lies in the difficulty of its happiness and control over the norms of behavior that society promotes. He only assimilates these, therefore, in the process of socialization of the child's personality, the influence of parents, relatives, specialists working with them (psychologist, doctor, educator, etc.) is great, and it is on them that children, earlier in life, receive the necessary social knowledge; and better; they acquire, strive to apply them in life. This is due to the fact that in the process of obtaining education at a school or other educational institution, the child, first of all, acquires academic knowledge. At the same time, however, certain systematized social knowledge, skills and qualifications are formed in it. This knowledge, skills and qualifications will be very necessary in the process of socialization — when the child needs special help —.[6] The process of conveying social knowledge, the formation of social skills and competencies that contribute to the socialization of the child is called social education. In a word, the content of this activity and to what extent it is organized is of great importance in the development of some socialization characteristics of the personality of preschool children. Because in the course of properly organized activities, the mental, physical and moral development of the child is improved in everyday relationships with those around him. Therefore, the role of parents and organization caregivers in knowing the social activity of children, the formation of useful habits in a child, the development of positive character traits is incomparable.

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