



THE ESSENCE OF ORGANIZING CHILDREN'S ACTIVITIES IN PRESCHOOL EDUCATIONAL ORGANIZATIONS

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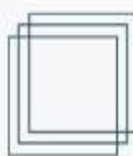
Annotation

The article emphasizes the importance of the child's participation in various activities in the formation of the personality of preschoolers, the further development of all types of vigorous activity, the formation of valuable spiritual qualities in children: patience is satisfaction, independence, organization, the formation of a community is one of the main important tasks in the education of preschool children.

Introduction

One of the main factors of socio-economic development in the world is the development of the intellectual potential of the individual on the basis of modern requirements, raising it to a new qualitative level. The concept of international education, defined by international organizations and most countries of the world until 2030, states that "a solid foundation of knowledge, the development of creative thinking" is an urgent task, which, in turn, creates the need to develop the intellectual potential of children in preschool education based on pedagogical support in cooperation with UNESCO. Pedagogical support for pupils of preschool educational institutions is considered as a key factor in intellectual development. This requires the development of professional competencies, updating the content of education, such as the Decree of the President of the Republic of Uzbekistan "On measures to further improve the system of preschool education in 2017-2021" DP-2727 and other regulatory documents to prepare children for schooling.

Participation in various activities forms the personality of a preschooler. One of the main tasks of educating preschool children is the further improvement of all aspects of vigorous activity and the formation on this basis of valuable spiritual qualities: independence, organization, sociability. The tutor's guidance will be aimed at further enriching the content of the activity and methods of its implementation, the formation of the ability to jointly plan activities, cooperate in the process of activity, and achieve certain results with common aspirations. An indicator of the success of children's play activities, including creative play activities, are the following skills: reflection in games of positive events in social life, coordination of the game, joint definition of the plot, fair



distribution of roles, independent preparation of the play environment, active development. the plot, understanding each other in the game, reaching out, supporting friendly baskets, fully understanding its meaning, carrying toys and materials to the place without reminders. As a rule, especially in games common among seven-year-old children, the formation of gaming skills is manifested in the fact that children with intellectual disabilities are able to follow the rules of the game and establish friendly relations between the players.

In the labor activity of children with intellectual disabilities in preschool educational institutions, the educator uses them to form in them a sense of independence, diligence, patience, organization and responsibility. In the labor activity of children with intellectual disabilities in preschool educational institutions, the educator uses them to form in them a sense of independence, diligence, patience, organization and responsibility. When evaluating shifts, the educator relies on the opinion of the team: the quality of work is assessed, as well as the responsible attitude of the duty officers to their duties, the ability to fairly distribute tasks, work together, and adhere to cultural rules of conduct.

The content and organization of the collective work of children with intellectual disabilities in preschool organizations are complex. Children with intellectual disabilities work in groups, and work within a group is often done in the form of collaborative work. Students successfully master the basics of working in a team, children with intellectual disabilities, an indicator of independence and organization of work, understand the purpose of work (or are able to set it on their own), plan the stages of the labor process with a teacher-defectologist and present the results, allocate the necessary equipment and materials, distribute with the help of a teacher (or independently), the acquisition of basic labor skills and abilities in accordance with the "Preschool Education Program" The main professional skills and abilities are the ability to work together, be kind to each other and help each other, achieve positive results, correctly assess the quality of work. When an educator directs children, he requires children to be accurate in achieving results in work, dexterity and ingenuity in mastering materials and means of labor. In the working corner there should be everything necessary for independent work with types of work understandable to children. Children with intellectual disabilities develop a sense of responsibility for maintaining equipment, toys, aids, order in the group room.

The teacher conducts a wide program of physical education in large and preparatory groups: supports active movement in the group, improves all types of movements, engages in various sports with children, organizes sports activities and competitions, constantly monitors the posture of children. uses various hardening methods. Proper physical education is the key to active children's skills in school.



It is important to nurture an active interest and desire for school in children with intellectual disabilities. To solve this problem, a general direction of work has been determined to prepare children with intellectual disabilities for preschool education, as well as special work: school excursions, the work done in this way forms in children a serious desire to become a new, proud student by the end of preschool age.

Thus, the entire system of correctional work with children with intellectual disabilities should be aimed at a gradual restructuring of the psyche, behavior, activities and personality of preschool children, the formation of an active comprehensive preparation of children for the new conditions of school education. This will serve as a basis for faster admission of children with intellectual disabilities to school and increase the effectiveness of learning.

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