

CREATION AND HISTORY OF THE EDUCATION PROGRAM FOR PRESCHOOL CHILDREN

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Annotation. This article describes the history of the creation of the program for teaching and educating children of preschool age.

Keywords: socio-political education, labor education, music-movement education, visual activity, mathematics, literacy.

INTRODUCTION

With the development of education from history to social school, the program of co-education is also improving. In 1919, the main instructions regarding the organization of the work of preschool institutions, its content and methods were described in the "Instructions on the management of family hearth and kindergarten", the task of the preschool education department of the People's Education Commission. To improve the quality of preschool education, the creation of a scientifically based program of kindergarten work has become of great importance. Each document related to the program was created at a certain historical stage and reflects the corresponding stage of development of the theory and practice of preschool education.

The first draft of the program was released in 1932. This document consisted of knowledge corresponding to the relevant types of children's activities: socio-political education, labor education, music-movement education, visual activity, mathematics, and literacy sections. There was an attempt to determine the scope and tasks of working with children in kindergarten. The creation of the "Program" helped to organize the work of pre-school educational institutions, to give more direction and meaning to the activities of educators. In 1934, an improved "Educational Program" was published. In

it, great attention was paid to the issues of organizing the multifaceted life of children in kindergarten and its content.

The following are included in the "program": social education, physical education, drawing, making things from clay and plasticine, labor training, speech development, training with books and pictures, budding of knowledge about nature, development of early mathematical ideas, literacy. there were departments for training exercises. At the same time, there were important shortcomings in it, such as the introduction of complex cognitive material, the fact that children's age characteristics were not taken into account, and the leadership role of the educator in the organization of the pedagogical process was not sufficiently evaluated. In 1938, "A Guide for Kindergarten Teachers" was published. In it, the tasks of raising children of preschool age were correctly explained. It is more clearly said about the development of the personality in all aspects, taking into account the age characteristics of children.

As before, the "Manual" defined the content of working with children not according to age groups, but according to certain departments of education. This would put the educator in a difficult situation when choosing the program material for working with children of this or that age. Many issues of physical, mental and moral education are sufficiently reflected in the "manual". The issues of education for children of preschool age are revealed on a scientific basis. Working with parents was also adequately covered. In connection with the introduction of kindergarten education in 1953, the "manual" was redeveloped in order to improve the quality of educational work and prepare children for pre-school. In the program, the content of the knowledge that children should master in the activities organized with the educator's leadership role is provided.

In May 1959, a decision was made "On measures to further develop preschool education institutions, improve the education of preschool children and the provision of medical services." In particular, taking into account local conditions and opportunities, it was planned to combine two types of children's institutions -

kindergartens and kindergartens into a single preschool institution (green kindergarten) and to develop a single program of education for children of preschool and kindergarten age.

The new document is based on the information collected by preschool education pedagogy, child psychology, and related sciences that study children's growth, as well as the generalization of the best education of children of preschool age. The unified program of educational work with children from preschool to pre-school age prepared by a large collective of neighborhoods was announced for the first time in 1962.

The program focused on ending the disconnect between the age continuum in the education process. Compared to the methodical aspects of the previous program, it reflected more the issues of education of children of preschool age. The program material presented in the "Education in classes" section is convenient for systematic implementation of education, full mastery of children's minimum knowledge, and their ability to understand the interdependence of objects and events in the surrounding reality. creates conditions. "Program" also envisages the formation of certain knowledge, skills and competencies, positive habits in walking, and moral qualities necessary for the comprehensive development of the child's personality. It includes training, rest, entertainment, sleeping, eating, and walking. According to the "Kindergarten education program", the educator should ensure that the multifaceted tasks of educating a preschool-aged child through games, entertainment and education in work and life are solved. was Improved in 1969.

"Kindergarten education program" was published. It was created on the basis of scientific research and the use of the best work experience, and takes into account the requirements of schools related to the transition to new programs of primary education. In the following years, this "Program" was republished several times with some additions and corrections. For example, in 1978, 1988 and 1995.

After our country gained independence, there was a need to implement many reforms in education and training, as in all areas. For this, a prospective program was required, incorporating specific goals and tasks that had been carefully worked out. From the day a child is born, the state and society, as well as parents, are tasked with raising him to be healthy, intelligent, and well-behaved.

The future of the state and society largely depends on how the young generation grows up. In turn, the development of society is determined by the moral level of the nation. Raising a healthy generation is the priority of the state and society. The state and society set the task of developing children of preschool age based on a single requirement. Accordingly, in 2002, the "Child of the Third Millennium" program was created by Uzbek scientists in order to provide comprehensive education to preschool children based on the "State requirements for the education of preschool children".

Today, 17% of children of preschool age are educated in educational institutions, and the remaining 83% are educated directly in the family. Therefore, the presented program is intended for educators and parents. In 2010, the educational program "Bolajon" was established.

To sum up, all the good work carried out in the organization of social education in Uzbekistan will be of great importance in the further development and improvement of preschool education in the future.

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