

THE ROLE OF ACTIVITY IN THE EDUCATION AND DEVELOPMENT OF PRESCHOOL CHILDREN

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Annotation. This article analyzes the role of activity in the upbringing and development of children of preschool age.

Keywords: activity, ability, activity, development, behavior.

INTRODUCTION

The child's activity helps to master socio-historical experience, on the basis of which his various types of activities such as knowledge, demonstration, play, the simplest work and study, as well as behavior are formed. A child mastering this or that activity, shows activity, and at the same time acquires knowledge, skills, and abilities related to this activity. On this basis, various abilities and personality traits are formed in him.

Activity is a set of actions of a person towards a certain goal in the personal and social sphere, in order to create material and spiritual benefits. Activity is a person's achievement of a defined (planned) goal.

Activity is the desire (process) to do something to determine something. The child's active position in the activity made him not only an object of education, but also a subject of education. This determines the leading role of activity in the upbringing and development of a child. During the age-related periods of children's development and upbringing, various types of activity coexist and interact, but their role in this is not the same. At each stage, a leading type of activity is distinguished, which shows the main achievements in the child's development.

Each activity is characterized by a need, reasons, purpose of activity, subject, actions carried out with means, objects and, finally, a result. Scientific data shows that the child acquires them not immediately, but gradually and under the guidance of an adult. The variety and richness of the child's activities, the success in mastering them depends on the upbringing and educational conditions in the family and in the kindergarten. From the early years of the child, the simplest types of activities are the basis for the formation of his personal abilities, characteristics and attitude to the surrounding things. The simplest

types of emotional and emotional-object interaction of a child of the first age with adults develop his need for impressions and form his imagination. Children become more active as they acquire new ways of movement. However, the level of activity, its development will also depend on the genetic background and imitation. In the first years of life, guided research activities, which include dealing with adults and working with objects, are the main types of children's activities.

When educators interact with children, they bring them into the world of objects. In this way, children acquire activities related to specific objects. In this case, treatment itself becomes a necessary need for the child. Organizing activities related to objects is one of the tasks of raising one- and two-year-old children both in the family and in preschool, because all cognitive processes, goals, and reasons for behavior develop in this activity.

In this activity, under the guidance of educators, children acquire preliminary knowledge about the properties of objects and the actions performed with them. the basis for the transition is created. The first forms of self-awareness are formed in children in communication and activities organized by adults. The child begins to separate himself from the people around him, to realize his potential.

At this stage of the development of independence, children tend to partially limit the guardianship of adults. The initial forms of self-awareness are the beginning of the formation of reasons for behavior.

If the activity and independence of children of the first age occurs directly under the participation and influence of an adult, children of 4-6 years old participate in various activities more and more independently, according to their own wishes, in which the role of consciousness increases and sometimes A woman has a creative nature.

According to scientific studies, the social and cognitive activity of a preschool child develops in the game activity that becomes the leader in the preschool age. During the games under the guidance of educators, children acquire knowledge about various movement methods, objects, their properties and signs. Children understand space and time relationships, similarities and similarities, and acquire concepts.

Action games help to develop movements, to find directions in space. In joint games, children understand and master the importance of relationships between people, coordination of actions, and expand their imagination about the things around them.

Children of senior preschool age have a diverse content of play activities, and opportunities for comprehensive development expand. The game helps to develop the imagination, to deepen knowledge about the surrounding reality, people's work, and to form social characteristics of the person.

Regular work assignments educate and develop the skills of subordinating one's activities to public interests, following social benefits, and enjoying the general results of work. The simplest educational activities in the classes help to acquire knowledge about the surrounding nature, social life, and people, as well as to form intellectual and practical skills.

If at the age of 3-4 years, children's attention is focused on concrete facts and events in nature, people's lives, then education of 5-6-year-old children is aimed at mastering important connections and relationships and generalizing connections and forming the simplest concepts. Iadi, which leads to the development of understanding thinking in children. Children use acquired knowledge and developed mental abilities in various games and work. All this affects the development of the child's personality, forms interest in the new content of the activity.

Education and development of needs, feelings, reasons, goals in the preschool age reaches such a level that it allows the child to go to regular studies at school.

At the junior school age, reading becomes the main thing, and children perceive it as a socially important activity. The child's new position in society makes it necessary to evaluate his behavior and the behavior of his peers from a different point of view, from the point of view of a school student.

CONCLUSION

The child shows activity, creativity and strives to fulfill the increasingly complex demands of adults on his behavior and activities. The socio-historical nature of the content and structure of each type of activity is objectively given to each young generation. The

results of productive activities of people, concentrated in production tools, knowledge, art, ethics, etc., during joint activities and communication, education and it is given from the older generation to the younger ones as a means of education.

This is how the social nature of a person is formed. The teacher achieves the expected results only when he awakens a strong need for activity in the student and helps to form new behavioral qualities.

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