

## The Importance Of Ensuring The Mental, Physical, Spiritual, Spiritual Development Of Educators Of Pre-School Educational Organizations

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### Annotation

In this article, the child's preparation for school includes the development of perception, observation, memory, thinking in it, the world of time and spatial concepts, the formation of imaginations about social events, the development of the child and the pedagogical conditions of his school preparation indicators.

**Keywords:** physical preparation, psychological preparation, social preparation, personality development, pedagogical activity, reflection.

The state requirements for the development of children of primary and preschool age in order to ensure the physical, mental, spiritual development of Educators of pre-school educational organizations are determined by the educational process based on the psychological characteristics of children. Therefore, from the pedagogical staff of pre-school educational organizations, it is necessary to deepen their knowledge of pedagogy and psychology.

The transition of a preschool child to school education always creates serious cardinal changes in his life, morals, interests and relationships. Therefore, it will be necessary to prepare the preschool child for school education in a preschool organization or at home, to acquaint him with the knowledge, skills and qualifications related to the age characteristics of the child. Such an introduction will help to get rid of the serious difficulties of the adaptation period.

The child's preparation for school is determined by the development of perception, observation, memory, thinking in it, the world of time and spatial concepts, the formation of imaginations about social events. The areas are divided into small areas and, at the same time, they reflect the indicators of the child's development in the normtiradi.

One of the main characteristics that distinguishes pedagogical technologies from each other is the degree of its orientation to the personality of the child. At the center of individual-oriented technologies stands the growing person, his desire to fully manifest his or her abilities, the acceptance of a new experience, the ability to make conscious and responsible decisions in various life situations.

The indicators of the child's development and his preparation for school are as follows:

1. **Physical preparation** (physiological level of development of the child's content);
2. **Psychological preparation** (the content of the child's personality is emotional, mental (mental), the level of willpower development);
3. **Social preparation** (the level of social development of the child in terms of meaning).

It is necessary to take into account three areas in determining the indicators of preparation of the educator for the implementation of an individual-oriented approach to preschool education: **development of personality, pedagogical activity, reflection.**

Teaching staff of pre-school educational organizations preparation is a pedagogical thought (Gnostic, that is, rational competences-the skills of distinguishing scientific data, the correct application of scientific knowledge in practical activities, the qualified evaluation of pedagogical tasks); setting a

pedagogical goal (organizational skills - the skills of creating optimal conditions for training and repetition, choosing the necessary forms of training, the right time taqsimlash, providing the educational process with the necessary inventar junctions;

- organize your own labor, plan and conduct all kinds of activities (mornings, literary evenings, etc);
- pedagogical orientation (communicative abilities: the ability to provide information in a co-operative form for the category of those who receive a certain education, the ability to correct the methods and methods of providing information depending on the situation, the ability to trust someone, "pedagogue", literate conclusion of Professional Communication at the levels of " pedagogic-parent", " pedagogic-manager", " pedagogic-child");
- the creation of a positive psychological microclimate in the children's community, etc.).

Professional training of pedagogical personnel of pre-school educational organizations:

- pedagogical tact (ualal project skills on Labor: remove simple standards and decision methods and create new, wonderful izlash; see above this and the known thing in itself;
- coverage of the main dependencies of the usual problems;
- to be able to clearly see several different ways of making a decision and to choose the most effective imaginable;
- perception and presence of the problem in the place where all issues are divided;
- committed productivity;
- design of the educational process of individual development of the child, innovative curriculum, program, self-activity, etc).

Reflection plays an important role in the development and social adaptation of the child in didactic processes in preschool organizations.

**“Reflexive activity** - formation of conclusions on the basis of understanding and independent analysis of their concepts and behavior in a child process”. This means that the stage of reflection in the development and social adaptation of the child in didactic processes in pre-school educational organizations is expressed in pedagogical activity and in the activity of the child (1.1- graph).

### 1.1- graph

#### The importance of pedagogical reflex in ensuring the development and social adaptation of the child

№	Pedagogical reflection	Pedagogical activity	Achievement
1	Feeling of the object	Understanding the interests and needs of children in pedagogical processes	Understanding the interests and needs of children in pedagogical processes
2	Objectektiv understanding the truth	Adequate, correct assessment of changes in the personality and pedagogical activity of the child	Promotes the individual development of the child.
3	Cigarette making	Be able to clearly see several different ways of making a decision and choose the most effective	Projects the educational process, the innovative curriculum, the program, its activities.
4	Pedagogical sensitivity	Predict the changes that are taking place	Feels the presence of problem; provides ideological productivity.
5	Pedagogical courtesy (tact)	It takes into account the characteristics of development; it	It manifests empathy, responsibility, communication,

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		establishes the right communication with the pedagogical community and parents.	initiative.
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As expressed in Table 1.1, the reflexive preparation of the educator is manifested in the following. Pedagogical reflection (reflexive abilities include 3 types of sensitivity:

- feeling of the object;
- The special sensitivity of the educator to what real reality resonates in children, to what extent it manifests itself in the interests and needs of children, "their compliance with the requirements of the pedagogical system";
- perception of the norm and tact are manifested in a special sensitivity to the measure of changes taking place in the personality and activity of the child under the influence of various means of pedagogical influence, what changes are taking place in general, whether they are positive or negative, according to what signs they can be said about; (sense of genius is characterized).

The above is important in ensuring the development of the child in the didactic processes in pre-school educational organizations, as evidenced by the fact that the child and the pedagogical personality act as subjects of the educational process.

The uniqueness of pedagogical work is an indicator of the impossibility of full programming, although there is some continuity of methods and skills used. The application of such standardized techniques in non-standard situations, which are constantly changing, requires constant modernization and Correction. It is a hidden and open dependence between the recorded in pedagogical activity as the source of the action of Individual creativity and the need to find new solutions to the practical issues that arise with the known common actions [1, 84 6].

The effective use of innovations by the educator largely depends on the professional training of the educator and his personal experience. The inadequacy of personal training in pedagogy, the narrowness of their imagination and personal capabilities about the news can be manifested in staying without understanding the educational problem [2, 164 6].

V.P.Bespalko looks at the professional and pedagogical development of the teacher as the process of mastering four levels of solving his pedagogical issues:

- I – the pedagogue independently solves the previously solved problem;
- II – solve the problem by knowing the purpose of the pedagogical situation and using the mastered methods of trying to understand it;
- III – the educator sees the purpose of the activity, but the pedagogical situation to him is not so obvious, because it is not general; this level requires the pedagogical activity of the evrist, the active form replacement of the acquired knowledge and skills;
- IV – a creative degree with a brightly expressed Research Foundation [3, 56-58 6].

The essence of individual-oriented technologies is manifested in the pre-designating of the educational process, taking into account the didactic goal, the achievement of the required level of mastering and its implementation. The central problem of personality-oriented technologies is to ensure the achievement of the educational goal through the development of the personality of the child [10].

At the developing stage of Science and technology, there is a sharp increase in the number of information and the limitation of time for their use in the teaching process, as well as the requirements for the perfect preparation of young people for life are dictated by the introduction of individual-oriented technologies into the pre-school education system.

In our opinion, educators should subordinate their work to the following technological process:

- regulation;

- to come to a system;
- pre-design.

That is, gradually introduce this educational process into practice. Bunda educational process is designed in the following sequence [9]:

1. Clearly set goals and objectives for a highly effective organization of education and training;
2. Pre-recording the result of training;
3. Preparation of the necessary educational tools, conditions for achieving full mastering of the training sessions;
4. Features of the development of children of preschool age (physiologic, psychological, physical, etc.) deep knowledge;
5. It is important to develop a system of necessary measures to achieve a pre-recorded, clearly guaranteed result and to organize the educational and educational process.

Thus, today, in addition to mastering knowledge from a preschool child, it is also required to have thinking skills, understanding of adults and peers, to cooperate with them. Therefore, it is more important not only how much knowledge the child has when he steps into school, but also his willingness to master new knowledge, the ability to adapt to the surrounding world, independently analyze the event and act independently. Consequently, it is important to ensure the spiritual, physical, spiritual, educational development of pre-school educational organizations. It is extremely important for a child to gain confidence in his own strength, to protect his idea, to independently make a decision and to formulate in it the concept of "I".

In order to ensure the spiritual, physical, spiritual, spiritual development of the educators of pre-school educational organizations, it is necessary to formulate the necessary competences in them.

We knit "compotes that should be formed in children".

**Compensation** – the child is a complex of knowledge, skills, qualifications and values. Primary competences, regardless of the sphere of development, serve as the basis for the formation of the personality of the child”[4].

**Child compensation** – an activity that is expressed in the knowledge, skills and skills and values of a child, sufficient for the purposeful performance of tasks that are specific to a particular age period. This means that the primary important kompetents require the holistic development of the child in the quality of the subject of activity and morality.

In the state program " first step", the following are listed as the General significant compartments of a child of preschool age (6-7 years): [4]:

**Communicative competence** – ability to use communication tools in a variety of situations.

**Game compensation** – the child's creative use of experience, knowledge and skills in the process of play and its organization. It is the basis for educational and educational activities.

**Social compensation** – skills of self-esteem in communication with adults and peers in life situations, observing the rules and norms of conduct.

**Cognitive competence** – conscious perception of the surrounding world and use the acquired knowledge, skills, qualifications and values to solve educational and practical tasks.

During the study, it was found that the planning of educational activities is integrated depending on the educational conditions,

content from the principles of diversity and adaptability. To date, the following types of planning have been identified in educational activities in MUS. These are: annual thematic and weekly planning types.

In planning, the objectives, subject, content and types of activities are expressed. When choosing the type of activity, it is taken into account not only the general objectives of educational activity, but also the goals in the areas of development, the content and types of activities integrated.

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**Integration** - if the link between the components of content in child education and development is considered, inclusive education is a process that equates the education and upbringing of children, taking into account the individual educational needs and individual opportunities”.

Consequently, it is necessary to take into account the agenda in planning. The agenda sets the pace of work and should help the child in the easy transition from one activity to another. It should be borne in mind that the game is the main activity of preschool children. When compiling the agenda, the time of day's sleep, rest time and ride are taken into account (Table 1.2).

As expressed in the table, the content and consistency of work with children should be planned taking into account the type of activity (active activity – passive activity, individual activity - activity that takes place in a small group, in a large group, under the guidance of the educator - activity that takes place under the guidance of the child) and the place of its transfer (activity).

**1.2- graph**

**Annual and weekly plans to be considered when compiling the agenda**

№	Annual thematic plan	Weekly plan
1	The annual thematic plan includes month themes and week themes for each age group. The organization of preschool education has the right to formulate its annual thematic plan, taking into account the territory or other characteristics. This thematic plan is approved by the pedagogical Council of the organization of pre-school education	The weekly plan is based on the annual thematic plan and includes small topics of the week, as well as activities on this topic. The weekly plan is aimed at setting goals in all areas of development, preparing the appropriate centers, distributing training in accordance with the theme of the week. The theme of the week should pass through all free activity centers. In the weekly plan, didactic and action games in the group and during the trip are planned

The weekly plan in preschool organizations should be diverse and flexible. In other words, given the change of weather and the interest of the child, the planned activity can be replaced by another, or the activity time can be set for a little more or less.

We provide pre-school educational organizations educatorsualual, physical, mental, spiritual, aesthetic development during the research. We found it permissible to rely on the principles of pedagogy established by Y.A.Komensky. These are:

- scholarly work;
- monandry to nature (training is determined by development and is not formed);
- consistency and systematization;
- assimilation "from known to unknown, from simple to complex”;
- strengthening " repetition”;
- consciousness and activity;
- connection of theory with practice;
- contribution of age and individual characteristics.

Today, the volume, variety, appropriateness of information and the adequacy of its means create the necessary conditions for the organization of effective individual and independent training. Taking into account this, it is necessary to apply to the individual-oriented technologies of education in order to ensure the spiritual, physical, spiritual, aesthetic development of Educators of preschool organizations.

The dominant orientation to the development of the child all over the world is unique. The child is regarded as a holistic person, embodied in the body, mind, feelings and creativity. At the same time personal history and social origin[6].

The theory of development is considered in various scientific works in all countries of the world.

Scientific research shows that there is a link between quality, attention and of course teaching in Child Development and nutrition[7]. To be precise, we will come up with important aspects in the development between 0-7-Year-Olds:

- physical, mental, social, emotional and mental assessments differ in their rhythm, stages and guidelines with the level of development in older children with the first age;
- in modern societies, the child's physical, mental, cognitive (cognition) and social skills are associated with progressive transformations. Transformation includes the development of abilities, the level of its development, communication, playing and learning. This period is the period when the child needs to have contact with his parents, brothers, peers;
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Personality-oriented teaching technology is a relationship between individuals on the basis of higher values, equality[8]. Thus, the system of the child's perceived perception of himself, the development of his reflexive activity begins in pre-school educational organizations.

In the teaching of preschool children, a competency approach is used, and the preparation of the personality of a growing child for life, which is necessary for solving vital issues in it, mastering moral norms and values, communicating with other people, preparing for the formation of methods of activity associated with the construction of the image of "I."

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