

Social Relations and Social Development of Personality In the System Of Preschool Education

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Abstract: In this article, the preparation of preschool children for general secondary education, their social relations and the social development of personality in the preschool education system are discussed in detail.

Key words: : Preschool education, trend, society, psychology and pedagogy, parents, objectivity

INTRODUCTION

Introducing the ideal of a person of the 21st century into the education system is related to the qualitative renewal of all its links, including the preschool education system. As everyone knows, the period of preschool education, which covers the first seven years of a person's life, is a unique situation in terms of its importance. It is during these years that a child develops his basic human abilities, and the foundations of his personality development are laid.

MATERIALS AND METHODS

A person's future, his behavior, abilities, and worldview depend in many ways on what his childhood was like and what his education was like. All this is the exchange of childhood determines the indispensable importance, the special role in his formation as a well-rounded person, and turns the problem of ensuring the quality of education from preschool age into a priority of the state education policy.

It will be possible to achieve a level of education that ensures the formation of the foundations of a “perfect person” only when management, goals, content, tools and methods in the preschool education system are directed to quality, that is, to increase quality and efficiency. As long as improving the quality and efficiency of the educational process in preschool educational institutions serves as a self-sustaining unit of the overall system of educational quality management, it should be considered

as a component of this process.

Efficiency in any activity is to achieve the intended goal in a short time, with the least effort and the least financial expenditure. However, if we apply it to the activity, then the convenience aspect is also taken into account. But its practical solution depends on certain conditions.

Determining the main trends in the development of the preschool education system, taking into account the current situation in education and society, determining their impact on the quality of education should be its initial stage.

Like any other scientific social theory, the theory of improving the quality and effectiveness of the educational process in preschool educational institutions is derived from general approaches, rules, and principles developed by various sciences, primarily philosophy.

The principle of objectivity. This universal principle is related to the dialectical-materialist interpretation of the process of knowledge. Recognition of the objectivity of scientific knowledge, which accurately or approximately accurately reflects objectively existing existence, is at its core. Truth is the essence of knowledge, which does not depend on the will and desires of the person who perceives the knowledge. But at the same time, objective qualities, connections and relations of the external world are perceived in the mind of the subject of knowledge and become the subject of his knowledge, certain conclusions are drawn from it, one or another relationship is formed.

These subjective conditions correspond to the objective content in the conditions of good theoretical preparation of the pedagogical and management staff of the preschool educational institution that manages the quality of the educational process.

As long as the process of managing the quality of preschool education always includes, first of all, a sufficient number of subjective factors related to the selection of evaluation indicators, the use of appropriate evaluation criteria, the correctness of the interpretation of the obtained data during expert evaluation, etc. It is very important to strive for the objectivity and accuracy of the information and its assessment for its subjects.

In relation to improving the quality and efficiency of the educational process in preschool educational institutions, the implementation of this principle requires the following: to separate the important characteristics that determine the quality of the educational process from the insignificant characteristics that appear due to temporary factors, and as a result of this, the full management effects choosing a direction;

- study of the educational process as a unit of its quantitative and qualitative descriptions;

- consider the quality of the educational process and its results in the context of specific external and internal circumstances that caused them;
- use of control-evaluation tools that meet the requirements of informativeness, objectivity and reliability.

The principle of mutual solidarity. Regardless of the conditions of implementation, any pedagogical situation does not exist in its own shell, but only on the basis of mutual cooperation with other processes in the surrounding existence. Coherence is the method of connection of elements of any structure, the basis of its variability and stability, therefore, the need to penetrate into the essence of this or that object requires to consider it through various relationships with other cases of pedagogical activity. Knowing the means of mutual cooperation of one or another objects, it is possible to forecast their state at any time.

Within the framework of improving the quality and efficiency of the educational process in preschool educational institutions, the principle of mutual solidarity should include the following:

- to determine the cause-and-effect relationship between the state of the educational process, its results and the external and internal factors that caused them, and based on this, to predict their future changes; using the results of analysis and prediction as a basis for designing the quality of the preschool education process;
- to consider the quality of the preschool education process as a set of features (integral and simple), to reveal the mechanism of their mutual harmony;
- research of quality improvement in relation of its procedural and performance parts;
- establishing the necessary connections between the structural and functional parts of the quality management process;
- management on the principles of harmonizing linear-functional and basic structural units; establishing mutual relations between employees in the implementation of pedagogical activities.

The principle of development. This principle is to consider any object in the process of emergence, formation and change; it requires revealing its contradictory nature, taking into account changes in quantity and quality, and the possibility of transition from one state to another.

This principle applied to the quality and efficiency of the educational process in preschool educational institutions requires the following:

- conducting systematic monitoring of the quality of education, which allows to see changes in quantity and quality in the management object, to determine the nature of these changes (progressive or regressive);
- to determine the reasons and means of transition of the managed object from real quality to potential quality;
- directing management not only to the operation of the management process within the established framework, but also to its development, as a result of which it reaches a new quality state;
- leader and attention to the activation of the human factor within the framework of expanding the team's creative transformation activities aimed at achieving the quality state of the educational process.

A number of ideas and rules expressed by psychology and pedagogy are of fundamental methodological importance in the development of the pedagogical system of improving the quality and efficiency of the educational process in preschool educational institutions.

The theory of personality and activity, which determines the special role of activity in the development of personality. In the considered theory, the following are the most important issues for improving the quality and efficiency of the educational process in preschool educational institutions:

- education in systems of activity main purpose and result as child of the person development separation, competence, initiative, discretion, independence, creativity, behavior freedom and security, itself understanding and himself – himself evaluation his main descriptions be to the field comes out;
- justification of the role of leading activity in the development of a person;
- subject enrichment of the activity basis of the development of a child of preschool age, which substantiates the special importance of creating a subject-developing environment as a means of supporting the activity and full development of the child in it;

RESULTS AND DISCUSSION

A number of ideas and rules expressed by psychology and pedagogy. Pedagogical system of improving the quality and efficiency of the educational process in preschool educational institutions.

Scientific principles that ensure the quality and effectiveness of the educational process in preschool educational institutions distinguish the uniqueness of activity in educational systems, which consists in the fact that its laws are more fully revealed in terms of the joint activity of adults and

children, and the pedagogue and It is defined in the subject-subject relations related to the child's interaction and cooperation.

The value of preschool age childhood, its immovable importance as a unique period of the formation of the first foundations of further human development, its realization, the need to create conditions that meet the general laws of physical and mental development of children of each age, and children's needs to take into account its uniqueness. The sum of these conditions should be aimed at ensuring full and integrated development of the child in all main directions, i.e. physical, cognitive, social, artistic and aesthetic development.

The concept of creative assimilation of socio-cultural experience. It justifies the need to create conditions to open up the creative potential of every child, which is formed and developed while mastering this or that activity.

The idea of humanization of education, which has its concrete expression in the person-oriented model of teaching. This idea, applied to the problem of improving the quality of the educational process in a preschool educational institution, can be presented through the following rules:

- the development of the child's personality should be the main criterion of the quality of the educational process and its results;
- quality-oriented education should be built on the basis of supporting the individuality of the child;
- recognition of the priority of universal human values and values of world and national culture in the development of educational content;
- creating conditions for meeting the child's needs when choosing the content and methods of activity;
- to give the pedagogue independence in organizing pedagogical work with children, at the same time increasing his responsibility for quality education.

CONCLUSION

Since the object and subject of our research are among complex categories, their essence and mechanisms were studied by involving knowledge in the fields of such sciences as systemology, synergetics, management theory, cybernetics, qualimetrics, pedagogy and psychology. Relying on the knowledge of these subjects made it possible to comprehensively imagine the methodology of ensuring the quality and effectiveness of education in a preschool educational institution as a sum of the following approaches: cybernetic, systemic, systemic-genetic, complex, synergetic, human-centered,

software- objective, qualitative, situational.

The cybernetic approach is based on the fact that the object exists in different situations in space-time, which allows considering it in a dynamic aspect (A.I.Berg, U.R.Ashby, etc.).

Considering quality improvement as an open system, which interacts with the external environment, the actions (functions) that make up the interrelated and management process necessary to solve the tasks of achieving the quality of education. characterized by its existence and ability to develop.

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