

**DIDACTICAL POSSIBILITIES WHEN USING COMPLEX INTEGRATION IN THE
FORMATION OF METACOGNITIVE SKILLS***Alina Imankulova, Taisiya Lederman**Pedagogy and psychology of preschool education at Nizami TSPU 2nd year students*

Abstract: the formation of the younger generation as individuals and subjects, mental development, and raising the educational level begins with preschool education. Effective organization and management of this process serves as a condition for ensuring the continuity of the education system, because the pedagogical process with young souls depends on who they will become in the future, what civic position they will take.

Аннотация: формирование подрастающего поколения как личности и субъекта, умственное развитие, повышение образовательного уровня начинается с дошкольного образования. Эффективная организация и управление этим процессом служит условием обеспечения преемственности системы образования, потому что педагогический процесс с молодыми душами зависит от того, кем они станут в будущем, какую гражданскую позицию займут.

The Law of the President of the Republic of Uzbekistan dated December 16, 2019 No. ZRU-595 "On preschool education and upbringing" was approved. For the first time in the history of our country, this important document established standards for preschool education, types of preschool education and state educational programs, standards for attracting potential and spiritually mature teachers, and mandatory free one-year education for children 6 years of age in preschool educational institutions.

The law strengthened the education system, the language of instruction, the operating hours of preschool educational institutions, and the standards for the admission and expulsion of children from preschool educational institutions.

The current situation in our country contributes to the implementation of measures to improve the preschool education system.

Improving the didactic process in preschool education is the most important condition for raising the spiritual, moral and intellectual development of the younger generation to a qualitatively new level, as well as introducing innovative forms and methods of teaching into the educational process. It helps. The use of metacognitive methods in the didactic process and the rational organization of the pedagogical system play an important role in preparing children for school in the process of preschool education.

The concept of "metaknowledge" was first introduced into science in 1976 by John Flewell. According to him, the area of knowledge that encourages a person to control a set of general knowledge about cognitive processes is called the area of metaknowledge. J. Flavell identifies 4 components of metacognition: metacognitive knowledge, metacognitive experience, metacognitive goal, metacognitive strategy.

According to the English scientist A. Brown, metaphysics is the knowledge of one's own knowledge. The scientist recommends studying metaphysics in two categories:

1. Cognition is a set of actions, a reflective process that consciously controls cognitive behavior and abilities;
2. Cognitive regulation is a set of behaviors and actions that coordinate the desire to learn in didactic processes.

In the same way, A. Brown argues that metabolic processes serve to coordinate and control learning processes, as well as to organize activities, consisting of several systems:

The process of planning activities (formation of a plan, the ability to see the result, analysis of shortcomings);

Activity control process;

Monitoring the effectiveness of cognitive activity [3].

The English scientist R. Klyuv also distinguishes two systems that coordinate and control cognitive activity in metabolic processes. Especially: The control process is a guiding process that contributes to the definition of a given task, the evaluation of its performance, and the planning and effectiveness of future activities;

The regulation process is the process that determines the algorithm for performing a task, which contributes to the allocation of resources to complete the task. In their studies, D. Wrigley, P. Schetts, R. Glanz and S. Weinstein describe metaphysics as the process of applying reflection to the conscious study of their knowledge, aimed at determining the strategy of their mental activity. Behaviors. According to scientists, planning, behavioral strategies, and monitoring of cognitive processes play an important role in a person's conscious learning activity. S. Tobiasi, H. T. Eversons proposed a hierarchical model of metaphysics, in which it is important to evaluate knowledge, evaluate the quality of teaching, plan future learning activities and determine learning strategies. According to scientists, monitoring knowledge is an important step in the formation of metacognitive skills, which help a person think about what he knows well and what else he needs to learn. Russian scientist M.A. Kholodnaya, like other authors, argues that metabolic processes are not limited to the idea that knowledge can be determined through conscious control. M.A., who studied the intellectual field of preschool children. Cold distinguishes three stages in the formation of mental abilities:

Cognitive knowledge (experience) - mental content, i.e. the stage of systematization, interpretation and perception of the information received;

Metacognitive knowledge is the acquisition, management (regulation) of information obtained directly or indirectly in the management of intellectual activity. Metacognitive knowledge provides intellectual control over directly acquired information and serves to develop metacognitive knowledge Intellectual knowledge (experience) is the mental content that guides intellectual tendencies.

In preschool education, it is important to prepare children for school through the use of methods that develop metacognitive skills (self-control, observation, reflection).

Criteria for preparing children for school through the use of metacognitive methods in preschool education have been developed:

Table 1

Criteria for preparing children for school using metacognitive methods in preschool education

№	Criteria for the formation of metacognitive skills	Metacognitive methods	Result
1	Highlighting the most important concepts in explained information	Classification	Of understanding of educational materials;

	Be able to analyze information in the database		
2	Be able to compare data;	Imitation	To be able to present educational materials in the educational process in accordance with the personal experience and knowledge of children;
3	Be able to express an independent opinion	Comparison	temperament, passion, perception of learning, creativity as an indicator of cognitive activity
4	Be able to justify your views;	Reflection	behavior in non-standard learning situations, independence in solving educational problems, etc.
5	Be able to comment on topic events	begin to solve existing problems.	Each child in the group completes the task in cooperation with each other.
6	Be able to compare data;		understanding of learning, creative expression

As shown in the table, the components of preparing children for school through the use of metacognitive methods in preschool education: the object and subject of cognition, methods and means of cognition, the result in the form of cognition and the type of human cognitive activity. reveal the essence of the cognitive process on the basis of an active, relative, value-based approach, which is considered asSo, in this process, reflection manifests itself in the form of reflection, which is aimed at analyzing the personal thoughts and experiences of the child. Through reflection, the child becomes a real object of knowledge and activity. Based on these criteria, three levels were used to determine the level of readiness of children for school.

1. High level - the need and interest in learning is very strong. Reads and studies textbooks independently. Can identify the most important points in information. Actively participates in a collaborative environment, easily analyzes events on a topic. He compares what he learns with what he already has. Can express himself freely. She knows how to actively discuss with others, is proactive, sociable, and boldly defends her ideas. I can summarize and describe the materials. Can apply what he has learned. Ready for school.
2. Average - you need to know. I can highlight the most important points in the information. Can analyze events on a topic. Proactive, communicative, able to compare existing ideas with others, in some cases a little difficult. I can express myself. He compares his ideas with the ideas of others. Can describe material based on what he/she has learned. Readiness for school is satisfactory.
3. Low level - there is a need and interest in learning, but not consistently. It is not always possible to highlight the most important points in the information. He tries to analyze events on this topic in as much detail as possible. Readiness for school leaves much to be desired. He cannot express himself freely without difficulty. We tried to use some methods that serve to

develop metacognitive skills in children during experiments. In this process, each child demonstrates a certain level of knowledge, skills and competencies. Moderation, enthusiasm, awareness of learning, creativity, behavior in non-standard educational situations, educational goals as indicators of cognitive activity when preparing children for school through the use of metacognitive methods in preschool education, independence in decision-making.

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