

ORGANIZATION OF THE TEACHING AND EDUCATIONAL PROCESS

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Annotation: This article examines the issues of organizing the educational and upbringing process in preschool education institutions. The article reveals the role and importance of preschool education institutions in human development. It also analyzes the specific features, goals, and tasks of organizing the teaching and educational process in child upbringing.

Keywords: preschool education institutions, education and upbringing, system, educational process, child, content of upbringing, forms and types of education, group dynamics, pedagogical observation, types of games.

Introduction. One of the main priorities of any state policy is the implementation of reforms in the field of education. This is because such reforms are aimed at the education and upbringing of the younger generation and serve to ensure the country's future development. Therefore, the relevance of reforms in the education system will never lose its importance.

From the moment a child is born until the age of 30, before they establish their position in life, they are supported by a single, continuous system — the education and upbringing system. Reforms in this field have always been of great importance, as globalization strongly influences the minds of young people. In addition, in today's rapidly developing scientific and technological world, the demand for highly qualified personnel is increasing. From this point of view, the state focuses its main attention on reforms in the education system and directs more capital toward the education and upbringing of the younger generation.

In fact, **human capital** (a concept introduced by Nobel Prize winner Theodore Schultz in the 1950s–1960s) is considered a unique form of wealth. Human capital refers to the total amount of family and state expenditures on a person's education, upbringing, professional training, retraining, skill development, and health care until they reach adulthood. Research conducted by economist J. Kendrick, who studied the formation of total capital in the United States, showed that the main factor that made the country wealthy was human capital [4, p.23].

In this regard, the President of the Republic of Uzbekistan, **Shavkat Mirziyoyev**, stated: “In developed countries, great attention is paid to investing in the full cycle of education - that is, to investing in the upbringing of a child from the age of 3 to 22. This investment brings 15-17 times more benefit to society. In our country, however, this figure is only 4 times higher. Therefore, we must strengthen our attention to human capital and mobilize all available resources for this purpose.” [3, p.224.]

Main Part. In the New Uzbekistan, great attention is being paid to the issues of forming and developing human capital. In particular, the fourth direction of the **Development Strategy of New Uzbekistan** is aimed at implementing a fair social policy and developing human capital

[2]. Within this framework, one of the main goals set is to bring the quality of education in the preschool system to a new level.

To achieve this goal, it is planned to introduce an improved system for enhancing the professional training and skills of preschool staff, to improve the qualifications of more than 160,000 pedagogical personnel during 2022–2026, and to advance preschool education and upbringing processes based on scientifically grounded approaches.

These objectives highlight the need to organize the preschool education and upbringing process purposefully and meaningfully. The organization of educational and upbringing activities in preschool institutions is considered the main subject of **preschool pedagogy**. Therefore, this field analyzes and studies the problems of nurturing the physical and psychological development of preschool children, provides them with education, and applies its achievements in practice.

Preschool pedagogy studies the regularities of providing all-round education to children from birth to the age of seven. It develops the content, forms, methods, and means of organizing educational and upbringing work in preschool institutions, taking into account the age and individual characteristics of preschool children, to ensure their comprehensive and harmonious development. Preschool pedagogy ensures the continuity between preschool institutions, families, and schools and prepares children for school education.

Preschool pedagogy is a specific branch of **general pedagogy**, relying on its universal laws, principles, methodological foundations, organizational forms, methods, and means. The theory and practice of preschool pedagogy are based on the goals of providing general education to preschool children, the importance of considering their age-related capabilities, the role of early education, the necessity of linking preschool education with life, practice, and modernity, as well as the decisive role of the environment in the formation of a child's personality.

Because the science of **preschool pedagogy** focuses on two important aspects of a child's development — **education** and **upbringing** — its main structural components include **didactics** (the theory of education) and the **theory of upbringing**. Didactics (from the Greek *didaktikos* – “teaching” and *didasko* – “to learn”) is the branch of pedagogy that seeks answers to the questions: “Why teach?”, “What to teach?”, and “How to teach?” [5, p.56].

Didactics studies the theoretical aspects of education — the essence, principles, and laws of the educational process, the activities of teachers and learners, the goals, content, forms, methods, means, and results of education, as well as ways to improve the teaching process. The theory of upbringing, in turn, is one of the most important parts of pedagogy. It studies the content, forms, methods, tools, and organization of the upbringing process.

In preschool educational institutions, **social upbringing** is organized in various areas such as intellectual, moral, physical, labor, aesthetic, economic, legal, and environmental education. From this perspective, in the context of **New Uzbekistan**, the processes of education and upbringing play a vital role in ensuring the comprehensive and harmonious development of preschool children and preparing them for school education.

In this process, special attention is paid to the following tasks:

- studying the essence of the pedagogical process aimed at the comprehensive development of the child's personality;
- identifying the regularities of all-round personal development;
- improving the education system based on the experience of developed foreign countries, taking into account the level of social progress;
- defining the content of the activities of preschool institutions and their educators;
- generalizing and applying advanced pedagogical practices;

- equipping educators with knowledge of preschool pedagogy and teaching-upbringing methods;
- studying the pedagogical conditions for ensuring the interconnection between education and upbringing and between the various areas of social education;
- creating effective technologies for teaching and upbringing;
- developing scientific and methodological recommendations for parents to help them organize family education successfully.

The **main categories of preschool pedagogy** serve to reveal the essence of organizing the preschool education and upbringing process. This essence is reflected in the **Law of the Republic of Uzbekistan “On Preschool Education and Upbringing”**, according to which preschool education and upbringing is defined as a continuous type of education aimed at providing children with education and upbringing, developing them intellectually, spiritually, morally, aesthetically, and physically, and preparing them for general secondary education [1].

The **main principles of preschool education** are as follows:

1. **Considering children’s individual characteristics.** Each child has unique developmental pace and traits. Therefore, in the educational process, the child’s individual needs, abilities, and interests must be taken into account.
2. **Central role of children’s activity.** In preschool education, children are not just passive learners; they are active participants who engage in the learning process through exploration, interaction, and discovery.
3. **Play-based learning principle.** Play is one of the main tools in preschool education. Through play, children develop social, emotional, and cognitive skills in a natural and enjoyable way.
4. **Continuity of education.** Preschool education serves as preparation for future learning and development. The process must be continuous, consistent, and progressive.
5. **Importance of emotional and social development.** Preschool education should not only provide knowledge but also help children develop emotional intelligence, communication skills, and the ability to solve problems and express their feelings.
6. **Ensuring safety and well-being.** The child’s physical and psychological safety is the top priority in the learning environment.
7. **Age-appropriate pedagogical approach.** Teaching methods and approaches must correspond to the child’s age, as their needs and abilities change with each developmental stage.
8. **Educational and moral approach.** Education should not only transfer knowledge but also shape moral and social values in children.

In pedagogy, **upbringing (tarbiya)** is one of the key concepts. It can be understood in both a **broad** and **narrow** sense. In a broad sense, upbringing refers to the influence of society on the individual — a social phenomenon closely linked to socialization. In a narrow sense, upbringing refers to the specially organized pedagogical process carried out by educators and learners to achieve educational goals. In this case, the teacher’s activity is called **educational work**. The sum of the knowledge, skills, habits, and worldview acquired by the learner as a result of education and upbringing is called **education**. From an early age, children are eager to learn and explore the world around them. Their curiosity motivates them to absorb a great deal of information, which supports their mental and cognitive growth. As the **First President of Uzbekistan, Islam Karimov**, stated: “Scientific research and long-term observations show that a person receives about 70% of all information throughout their life before the age of five.” [6, p.33]

Therefore, it is essential to pay special attention to preschool education and upbringing. The knowledge acquired in this period not only plays a key role in primary education but also becomes the foundation for lifelong skills and personal development. Among the main categories of preschool pedagogy, **formation** is of great importance. Pedagogue **Yu.K. Babanskiy** defines it as: “Formation is the process and result of a child’s development under the influence of environment, heredity, and upbringing.” [7, p.10] Similarly, **V.A. Slastenin, I.F. Isayev, and E.N. Shiyanov** emphasize that formation is a vital form of human development resulting from both life activity and purposeful educational influence. They state that “personal formation is the process and outcome of socialization, upbringing, and self-development.” Formation means shaping into a definite and complete form. [8, p.91]

According to **I.P. Podlasy**, formation is the process of human development under the influence of various factors — social, ecological, economic, pedagogical, and others. He adds that although the concept is widely used, it has not been fully mastered in pedagogy, as its meaning is sometimes too narrow or too broad. [9, pp.60–61]

Development refers to the lawful, step-by-step changes that occur in a learner’s mental and physical growth. It is the process of movement and transition to a new qualitative state.

In preschool pedagogy, development is studied in several aspects:

- **Age-related development** (linked to the characteristics of preschool age stages);
- **Individual development** (unique features of each child’s growth);
- **Personal development** (formation of individual personality traits).

Conclusion. There are several ways to increase the effectiveness of the pedagogical process in preschool education. To make this process more efficient, it is necessary to apply **methodological** and **organizational** approaches. The following strategies play a crucial role:

- **Individual approach:** tailoring teaching to each child’s abilities, needs, and interests.
- **Using innovative technologies:** incorporating multimedia tools, interactive programs, and mobile applications to make learning engaging.
- **Learning through play:** integrating games as a natural and motivating learning method.
- **Improving teachers’ qualifications:** ensuring educators continuously enhance their skills and adopt new teaching methods.
- **Improving the learning environment:** creating a safe, well-equipped, and psychologically supportive space for children.
- **Collaboration with parents:** maintaining effective communication and partnership with families to support children’s learning.
- **Developing creativity and critical thinking:** encouraging children to think independently and solve problems creatively.
- **Project-based learning:** involving children in projects that foster deep understanding and practical skills.
- **Integrating subjects:** combining different disciplines (e.g., art with math, or science with physical education) to provide a holistic learning experience.
- **Organizing engaging activities:** designing creative and meaningful experiences that spark children’s curiosity and motivation.

In summary, the preschool education process must not only deliver knowledge but also ensure the **holistic development of the child’s personality**. Educators, through their professional skills and innovative approaches, play a crucial role in shaping the future of the nation’s youngest learners.

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