

## NON-TRADITIONAL FORMS OF EDUCATING CHILDREN IN THE KINDERGARTENS

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**Abstract:** *the content and methods of pre-school education are organized in an environment where the formation of a child's personality is recognized as an independent person. Pre-school age is the child's motive, self-esteem, creation, self-realization, desire to do something, and a time to develop. During this period, the foundation for the development of the child is created. The forms of teaching are based on the quantitative composition of pupils according to the nature of the interaction between students and teachers (level of activity and independence); according to the methods of work. This article deals with these problems.*

**Keywords:** *pre-school tutor, development stages, principles of competitiveness.*

## НЕТРАДИЦИОННЫЕ ФОРМЫ ОБУЧЕНИЯ ДЕТЕЙ В ДЕТСКИХ САДАХ

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**Аннотация:** *содержание и методы дошкольного образования организованы в среде, в которой формирование личности ребенка признается самостоятельной личностью. Дошкольный возраст - это мотив ребенка, самооценка, творчество, самореализация, желание что-то делать и время для развития. В этот период создается основа для развития ребенка. Формы обучения основаны на количественном составе учеников в зависимости от характера взаимодействия студентов и преподавателей (уровень активности и самостоятельности); согласно методам работы. В этой статье рассматриваются эти проблемы.*

**Ключевые слова:** *дошкольный воспитатель, этапы развития, принципы конкурентоспособности.*

The location of the event varies depending on the position that it holds in the study process. This position is determined by the nature of the educational tasks that the learning process will be settled in the formulation of a particular form.

The organizational form of training is characteristic of the following series of exercises. Children learn the skills of one or another category of education provided in the "Kindergarten Training Program". Classes are held for a certain age group of children. Classes are organized by adults. They define the content and function of the sessions, select methods to guide and articulate children's knowledge of the work, skills and abilities.

In the classroom, the content of the program is mastered by all children, so they are the main form of training. Other forms of teaching are used as a means of enriching the skills and expertise of children in developing the content of the study, or as part of the process of learning change. The above-mentioned attributes approach to the form of teaching as a form of teaching, so that the sequence of teaching is ensured. The main differences between classes and exercises are the structure and methods used to carry out the load intensity training. The sessions focus on the following sections of the curriculum:

- ***Introduction to the environment and children's speech development;***
- ***Mathematical imagination development;***
- ***Visualization and construction;***
- ***Physical education and music education.***

The curriculum includes quizzes, characteristics of objects, their changes, relationships, methods of movement, etc., a certain amount of knowledge, their initial acquisition, expansion, consolidation and systematization.

Capacity and skills are used in productive types of activity.

Establishing relationships among the peer educators regarding the behavior of children in relation to their own activities, the formation of children's perception of events, events and phenomena, as well as the adoption of rules and norms of behavior within the framework of training sessions are very important.

Thus, both the content of sessions and training are aimed at solving the educational tasks in their interaction.

The amount of educational content in each session is small. It is based on the memory and talents of children of different ages.

For example, during the observation of new objects, the children of the same age group may be reminded of the 2-3 signals, while the average age group of children up to three or four years of age can recall up to five to six symbols.

No knowledge of skill is made in the structure of child-friendly workshops. This work is done in the process of monitoring the activities of children in the analysis of the results of children's activities, as well as by studying the achievements of daily life and childhood through various scientific methods.

Classes are held for all children. This requires special attention to the organization and management of children's activities. First of all, hygienic conditions should be created to ensure children's overall work capacity. The workshops should be clean, well ventilated, in a room fitted with children's furniture.

A specific case for each particular exercise should be appropriate to the nature of the curriculum that is to be carried out.

The children should be provided with the best opportunity to work in the room: the children should sit at the table with the educator or make a half-room, sit or sit around the combined tables.

The use of illustrative and practical methods of teaching pre-school age children is linked to the use of a variety of visual materials such as drawing, illustration. One of them is used in children's work, others are used as a distribution material. When organizing the session, it will provide reasonable accommodation for the material, the consistency of use, the method of propagation, the working nature of it. The educator will have the opportunity to do the whole day using the various forms of organizing children. In the course of the tour, a large-scale observation of nature events is conducted with adult children. Occasionally in the second half of the day educative children are known and read the favorite literary works. In everyday life, educational work with children, using different methods, is inextricably linked with its basic form of education. Here are two objectives: to develop skills to advance the experiences that are used later in the training, and to consolidate ideas from the exercises.

For this purpose, the daily pedagogical process is used in a group-wide form of teaching, which involves a small number of children. Usually, auto-math games are used.

It is a requirement of every child to be recognized as a person in the process of education, as well as formation of knowledge, skills and qualifications based on his / her age characteristics, interests and needs. "We must not forget that the foundation of our future is created in the educational institutions, in other words, what tomorrow's day depends on how our children are educated and educated today. "For this purpose every parent, teacher and trainer must first see the person in the image of every child" - says President of the Republic of Uzbekistan Shavkat Mirziyoyev.

It is a simple requirement that your children have the ability to think independently and widely we must admit that it is essential that education and training be the primary goal and task of adult educating people who have the consciousness of life. This requires proper education and upbringing. The content and methods of pre-school education are organized in an environment where the formation of a child's personality is recognized as an independent person. Pre-school age is the child's motive, self-esteem, creation, self-realization, desire to do something, and a time to develop. During this period, the foundation for the development of the child is created. It is in the pre-school period that all human qualities are built to help them succeed in all future activities and in life.

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