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MORE COMMUNICATION, GAMES AND INITIATIVE. WHAT IS IMPORTANT FOR THE DEVELOPMENT OF CHILDREN IN KINDERGARTEN

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ABOUT ARTICLE

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Abstract: The article is devoted to the topical topic of the development of initiative. At the present stage of the development of pedagogical thought, special attention is paid to supporting the initiative of preschoolers. The author analyzes the prerequisites for the emergence of this phenomenon, the concept of "initiative", conditions and technologies for supporting children's initiative.

INTRODUCTION

The purpose of modern education is the formation of an active, purposeful, initiative, creative personality. This is due to various factors: economic (in conditions of increasing competition, the business community needs people with a supra-situational vision, proactive and not afraid of difficulties), social (modern society needs people who are able to sympathize, empathize, help selflessly, direct their energy to transform social reality), personal (they can succeed in conditions of uncertainty only strong, easily adaptable to changing personality conditions).

MATERIALS AND METHODS

Of course, the formation of most personal qualities begins in early childhood. That is why preschool education, as the first level of general education, has extremely important requirements today. Thus, the Federal State Educational Standard of Preschool Education, approved in 2013, among other things defines the socio-normative characteristics of a child's possible achievements before starting school, which includes the manifestation of initiative in various activities. Thus, the development and support of children's initiative is one of the tasks, facing the teacher of a preschool educational organization. In

order for this task to be achieved, it is necessary to correctly define the concept of children's initiative, to distinguish it from synonymous concepts. Initiative is often associated with independence. But, despite the connection of these concepts, their essence is different. Independently, the child can perform both actions imposed from outside (to make a sandwich, because mom said), and on his own initiative (to make a sandwich for mom). At the same time, the action initiated by the child can be performed both independently (he draws himself), and with someone of his peers or adults (he invited his sister to draw a postcard for dad together). So, initiative is independence in making decisions and planning your actions to achieve your intended goal. Initiative should also be distinguished from diligence. Of course, both of these concepts are based on will and moral feelings. The ability to finish the job, to be responsible for the actions and actions taken are important components of both diligence and initiative. However, performance is limited to specific instructions from outside, without which the execution of the action becomes impossible. Initiative implies self-motivation of the child, the desire to transform reality, creativity in solving problems, the ability to see a way out in non-standard conditions. This is an extremely important difference that teachers should pay special attention to and direct their pedagogical efforts in this direction. Any action initiated by a child should be based on clear moral values so that the initiative does not turn into a violation of the boundaries of others. So, for example, if a child lacks a toy to implement a game plan, and he takes it away from a peer - this is a negative initiative. However, if a child finds a compromise in this situation (agrees to be given this toy voluntarily, finds a replacement, etc.), then this is a positive initiative based on respect for the feelings of peers, taking into account their opinions and needs. Teachers should strive for this by supporting children's initiative: it should be formed on the basis of the child's understanding of moral values and boundaries. Here it is also important to instill basic safety requirements and talk to children about the fact that some of their actions may have negative and sometimes dangerous consequences for them. After all, passivity should develop to initiative, and initiative should not develop into adventurism.

Initiative is a complex, multidimensional concept. As a characteristic of a strong personality, it includes such components as self-confidence, responsibility, critical thinking, creativity, determination, will, and communication skills. Initiative support should have a clearly defined individual orientation, based on the strengths and weaknesses of the child's temperament. Thus, the teacher should identify exactly those personality traits that are particularly in need of attention and work with them. For example, in order for a melancholic child to feel the strength to make proactive decisions, it is important for him to be self-confident, so the teacher should work to increase his self-esteem. Sanguine children may not be persistent enough and not finish the job. Therefore, the teacher works on the strong-willed side of the personality and forms perseverance, because initiatives abandoned halfway through adult life are

synonymous with failure. Phlegmatic people are excellent performers, but it is difficult for them to think situationally. Therefore, it is important to focus on the development of creativity and creative potential of the child. It is important for impulsive choleric people to control themselves better so that their initiative actions do not have a negative connotation and take into account the interests of others. The harmonious development of the child in general and the support of initiative in particular should take place in a psychologically comfortable climate. It is extremely important to recognize the personality and interests of the child, follow his aspirations and support his activity and curiosity, an adequate adult response to initiatives. Recognition creates a healthy basis for the development of a child's self-confidence and, as a result, he is not afraid to take the initiative and take responsibility for his actions. The authority of an adult should not suppress children's initiative, but on the contrary, through praise and encouragement to support his active actions. At the same time, the very attempt to show initiative or independence is already an occasion to note and evaluate his successes and praise him for his efforts.

RESULTS AND DISCUSSION

It is easier to support the initiative against the background of the child's personal motivation. This means that the child's motivation for some activity should develop into self-motivation, which is the basis of initiative. Self-motivation is closely related to the child's interest in a particular type of activity. Undoubtedly, the activity will be interesting for us when we succeed in it. Therefore, the experience of successfully overcoming difficulties, victories and positive results plays a huge role in supporting initiative. What approaches can a teacher use in this case? The use of fairy tale therapy, coaching and case technologies seems to be effective. If we talk about fairy tale therapy as an effective way of developing the personality of a preschooler, then there are 2 main areas of work. Firstly, the discussion of fairy tales, the determination of the motives of the characters' actions, their assessment, the reflection of what they read on the subject of how the child himself would act in this situation. Secondly, the composition of fairy tales, where the hero, on whose behalf the child, with the help of an adult, comes up with a story, getting into various situations, finds a way out of difficult circumstances, tries various ways to solve the problem, without fear of making a mistake. The coaching approach implies following the interests of the child. The adult controls and directs the child's activities less and less, giving him the opportunity to independently search for solutions and research. Thus, the child increasingly shows initiative in making decisions, courage in their implementation, responsibility for the consequences. Case technologies are an innovative interactive form of organizing the educational process. In addition to the fact that the case (a game organized by the teacher, which consists in finding solutions to the task) stimulates the intellectual abilities of the child, his curiosity, cognitive activity, communicative

qualities of the individual, it also creates favorable conditions for the child to put forward hypotheses, various solutions to the problem, thereby supporting his initiatives.

CONCLUSION

Thus, the use of modern technologies that give a child the opportunity to offer, try, analyze various solutions to a problem or problem should be extremely effective to support children's initiative and have a positive effect. The task of the teacher is to choose the right technology, taking into account the individual characteristics and temperament properties of the pupils.

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