

PSYCHOLOGICAL AND PEDAGOGICAL BASIS OF SOCIALIZATION OF PRESCHOOL CHILDREN IN CHILDREN'S HOUSES

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Annotation

The article reveals the importance of the development of children from birth to 3 years old. The features of educational work with young children in children's homes are highlighted. The general problems in the development of methodological foundations, issues arising in the training of personnel, the development of educational programs are touched upon. Some solutions are proposed to improve the quality of educational, social and developmental services for children brought up in children's homes.

Keywords

Orphans; children left without parental care; institutional institutions; sensitive period.

In accordance with the historical roots, national spirituality, the ideas of Eastern thinkers, the main value is caring for the younger generation, the well-being and prosperity of every person, every child. All this forms the basis of the social policy of the Republic of Uzbekistan. The upbringing of the younger generation is one of the primary tasks of our state. The future of Uzbekistan, its development, its forward movement towards progress largely depends on what the young generation will be like.

Uzbekistan belongs to a state dominated by children. Children make up more than 40% of the total population of the republic. Childhood is an important stage in the development of the personality as a whole. It is necessary to realize that children occupy their appropriate place in society. Undoubtedly, the future is closely related to their development and upbringing. The strong social policy of the state testifies to the relevance of the issues of comprehensive protection of children, starting from early childhood. In the light of the Concept of modernization of education, the problem of psychological and pedagogical support of children, their social integration into society, is relevant and significant. The state policy in education is aimed at achieving international quality standards and ensuring equal access for all children. All children have the right to a happy childhood. The Government of the Republic of Uzbekistan is making every effort in this direction. This is confirmed by the adoption of a number of laws and by-laws, government programs that ensure sustainable development in this area, in particular, the Constitution of the Republic of Uzbekistan, the Laws "On Education", "On Guarantees of the Rights of the Child", the Decree of the President of the Republic of Uzbekistan "On additional measures to improve the system of protecting the rights of the child", the Decree of the Cabinet of Ministers of the Republic of Uzbekistan "On measures to improve the management of the system and the choice of alternative forms preventing social orphanhood of children left without parental care, strengthening the institution of the family and placing orphans" and other regulatory legal acts. Based on this, the main task of pedagogy

is to achieve a set of interrelated actions. First of all, it is necessary to ensure equal opportunities in realizing the rights and legitimate interests of vulnerable groups of children. Outstanding teachers and psychologists (L.S.Vygotsky, A.V. Zaporozhets, D.B. Elkonin, M. Montessori, etc.) have long shown the importance of preschool age, namely from 0 to 3 years, covering sensitive periods of a number of functions. In the mental development of the child, that is, those periods when this function is especially sensitive to external influences and develops especially rapidly under their influence.

The uniqueness of this age lies in the fact that it determines the further development and socialization for the formation of all subsequent intellectual, communicative, physical and emotional development of the child. At an early age, there is a close relationship between the physical and neuropsychic development, health and behavior of children. These children are in dire need of physical activity, rich sensory sensations, constant communication with adults, and later with peers. This is the period of the formation of functional systems, the formation of higher cortical functions as a result of the child's interaction with the environment, which occurs especially intensively in the first three years of life.

During this period, the ability of the brain to receive signals from the outside world, to process and store information is improved, the processes of attention, perception, thinking, and memory are formed. The basis for further mental development is being created. Failure to meet these needs at an early age can have a negative impact on overall development.

Caring for children, including orphans, has always been a priority of the Uzbek people and state problems of Uzbekistan.

However, despite all efforts, in practice not all children are able to exercise this right. At the age of 2-3 years to 7 years, children have the opportunity to receive educational and educational assistance in preschool educational organizations. From the age of 7, children receive educational services in school institutions. Children-orphans or children left without parental care from birth to 3 years old, who are in children's homes, are in a vulnerable position.

Children's homes occupy a special place in the system of upbringing, education, health improvement of children from birth to 3 years of age. There are a number of features of the living conditions of children in children's homes. First of all, this is the absence of loved ones and relatives, the impossibility of obtaining a wide range of sensory information, the constant stay of children in a team of adult staff and peers, which has a huge impact on behavior, development and their health.

These institutions are designed to replace parents and loved ones for every child and to ensure all-round development. Children who have a history of developmental disorders in the prenatal period, during childbirth, diseases during the neonatal period, premature babies are more likely to enter the Children's Home. There are children with a burdened genetic inheritance. Children from socially disadvantaged families and other features that interfere with the normal course of development fall here.

The main task of children's homes is to ensure timely, full-fledged physical and mental development, social adaptation of children and their preparation for life in society. The widespread introduction into practice of the main provisions of the scientifically grounded

system of upbringing and education leads to positive shifts in development, affects the health and behavior of children.

To implement the set tasks, it is necessary to comprehensively monitor the development and health of children in children's homes. This requires the work of personnel to plan educational activities in accordance with the tasks and the actual level of development of the child, timely adoption of measures to overcome the backlog of development standards and undesirable manifestations in the child's behavior.

Taking into account the state of development and health of children in the orphanage, all work of the staff should be aimed at the formation and satisfaction of the needs of each child in physical activity, active communication with adults, in receiving sensory sensations, positive emotions. When organizing the educational activities of all personnel, it is advisable to take into account the climatic, geographical and cultural-national characteristics of the region.

The pedagogical team, the maintenance and care staff of the orphanage, which is constantly in the field of view of children, are an important source from which children take a sample of the correct behavior and culture of communication in their native language. Children at this age imitate adults in words, manners, assessments, feelings, actions. They are completely adult oriented.

All adults involved in early childhood education and training must have strict requirements such as:

- Real activity and manipulation with objects should be included in verbal communication with the child, since many abstract explanations and requirements of adults may remain incomprehensible to the child;
- Teachers and other adults should correctly, clearly articulate and pronounce all the sounds of their native language, with a clear pronunciation of the endings of words and each word in a phrase;
- When communicating with children, it is necessary to use a benevolent tone and means of intonational expressiveness of speech, such as voice strength, tempo, logical stress in phrases, pauses. Emotional content will help the baby to better understand the meaning of words and phrases;
- The interaction of an adult with children should be interesting, expressive and emotional, since they focus only on objects that are interesting to them and the surrounding reality.

Educators have to deal with such problems as lack of discipline, refusal to take walks, refusal to participate in classes, etc. Very often, opposition to requests arises as a defensive reaction of the child to psychological pressure. Adults raising children in institutional institutions must be able to correctly assess the condition of the child, his actions and their reasons; be able to empathize with the child, seek his location and understanding, and not seek unquestioning obedience.

As you know, the interaction of adults with a child is an important condition in the overall development of children. From the experience of educational work, two types of interaction between an adult and a child can be distinguished: an authoritarian and a personality-oriented approach to education.

Within the framework of authoritarian pedagogy, children are viewed as an object of care and pedagogical manipulations aimed only at the formation of knowledge, skills and abilities. Pedagogy, built on the principles of the authoritarian model, does not single out basic concepts such as positive self-awareness, trust in other people, initiative, creativity, freedom of choice, etc. as a pedagogical goal. In this case, the main tasks of the teacher are the satisfaction of the requirements of the leadership, the implementation of the program material, the upbringing of an obedient, executive child who is able to obey the authority of an adult. Children's activity is suppressed for the sake of external order and formal discipline. It can be understood that this path will not give the child the ability to be creative, inquisitive, proactive, to make an independent choice.

The implementation of the authoritarian model of raising children in institutional institutions leads to undesirable consequences:

- Complete submission to someone else's influence;
- Strong dependence on an adult in solving problematic issues;
- Dependence on external control;
- Suppression of the feeling of will;
- Adapt to situations;
- Be like everyone else.

An alternative can be presented by a personality-oriented model of pedagogy, the purpose of which is the development of the child's personality. The basic principle of this model is to accept in the child his personality as a whole. Therefore, the tasks of the educator are focused on uncovering the potential capabilities of each child, fostering self-confidence, and developing trust in the world and people. Knowledge, abilities and skills are considered not as the ultimate goal of upbringing, but as the basic means for the general development of the child.

With this model, an adult does not adjust the child to a general standard, but is able to see and adapt to the individual characteristics of each child, based on his interests, capabilities, and preferences.

The way an adult interacts with children in a personality-oriented model implies:

- recognition of the rights and freedoms of the child;
- cooperation;
- empathy and support;
- joint discussion of issues;
- flexible introduction of restrictions.

Using this model of upbringing, the teacher of the Children's Home provides the child with a sense of psychological security, positive relationships with adults, and trust in the world and people.

A personality-oriented parenting model contributes to the fact that the child will:

- respect yourself and others;
- to feel confident, not to be afraid of punishment for mistakes;
- think for yourself;

- be decisive in their actions;
- freely express your feelings;
- be able to empathize.

Success in working with young children in a child's home is possible only in close, interconnected work of all specialists, where the principle of a team interdisciplinary approach is implemented. The creation of a single, cohesive team of specialists makes it possible to jointly discuss and plan developmental work with each child individually, competently and clearly distribute the tasks of each participant in educational and developmental work, including parents or persons replacing them.

Mental development, the formation of the child's personality, especially of such aspects as independence, initiative, creativity, occurs only in the process of active activity. Therefore, it is necessary to organize the life of children in such a way that as much time as possible is filled with independent activity.

The correct organization of the independent activity of children presupposes the observance of some general conditions:

- Compliance with the principle of gradualness;
- The premises should be spacious for movement and specially equipped for all types of activities in the "Development Centers";
- For each type of activity, a specific place should be allocated. Children should be well aware of where the material is stored, where to get the toy they need, and where to put it back. The habit of order is a guarantee of organization and discipline;
- In the process of independent activity, the teacher should be able to communicate with each child individually;
- It is necessary to ensure that all activities are properly directed to keep all children busy and in a cheerful, calm state.

Need to mark:

1. A children's home is an institutional institution that is organized according to the type of activity of educational institutions for children living in families, only with round-the-clock stay. The main focus is on the implementation of the educational function. The child living in the family returns home from the preschool organization every day. In the circle of relatives, he has the opportunity to realize basic needs, such as the love of relatives and friends, emotional closeness, understanding, communication, etc. without this, full-fledged development of the personality is impossible. This approach to raising a child in a child's home does not contribute to normal, full-fledged development.
2. The child does not receive adequate vital satisfaction of basic needs. This is due to the fact that theoretical and methodological models of education and development of the pedagogical process in the conditions of a child's home have not been developed.
3. The activities of the orphanage educators are based on the type of activity of teachers of preschool educational organizations intended for children living in families. Therefore, it is necessary to revise the role of the educator, his functional responsibilities with a focus on

compensation (as far as possible) to the child of absent parents, the organization of various forms of emotional and personal communication with each child, etc.

4. There is a problem in the training of teaching staff in children's homes. At present, the teaching staff in the direction of preschool education is trained only to provide services to children living in families at home. The theoretical, methodological system of training educators working in children's homes has not been sufficiently developed. This work should be carried out both in the conditions of higher and secondary pedagogical educational institutions (special bachelor's courses, special master's programs, etc.), and in the institutes for improving the professional competence of specialists already working in this system (development of special advanced training courses, theoretical seminars, trainings and etc.).

In connection with the above, special theoretical, methodological and organizational work in this direction is necessary. The implementation of such an approach is impossible without scientific and methodological substantiation and development of a model of professional activity of the teacher of the Children's Home.

Taking into account all the features of the specific activity of educational work, it becomes necessary to carry out a number of measures. Requiring urgent solutions:

1. A deep theoretical analysis of the consequences of the experience of life, upbringing in an orphanage is needed; influence on its development. Development of directions of educational work to prevent their consequences.
2. Creation of a comprehensive educational program based on modern scientific ideas about the laws of the psychophysical development of a child from birth to 3 years, covering the main areas of child development: physical, cognitive, social-emotional and spiritual-moral.
3. Development and organization of a theoretical, methodological system for training educators working in children's homes with young children.

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