

**SPECIFIC FEATURES OF THE PEDAGOGICAL APPROACH IN FORMING A TEAM
OF PRESCHOOL AGE CHILDREN**

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Annotation. This article discusses the formation of a preschool children's team, the activities of the educator in the joint social relations of the team, and cooperative relations in the children's team.

It also describes the requirements for team members and their activities, as well as the activities of the educator, in the formation of a children's team.

Keywords: preschool education, children's team, child's personality, social relations, team formation, team members, self-management, cooperation, educator, didactic games, communication, activity.

Аннотация. В данной статье рассматриваются вопросы формирования детского коллектива дошкольного образования, деятельность воспитателя в формировании совместных социальных отношений в коллективе, а также отношения сотрудничества в детском коллективе.

Также описываются требования к членам коллектива и их деятельности, а также деятельность воспитателя в формировании детского коллектива.

Ключевые слова: дошкольное образование, детский коллектив, личность ребенка, социальные отношения, формирование команды, члены команды, самоуправление, сотрудничество, воспитатель, дидактические игры, общение, деятельность.

As is known, the formation of a child's personality is carried out directly in the process of social relations, first in the family, and then in the preschool education system, through the assimilation of the socio-historical experience created in society, through education and upbringing. This occurs in various activities. As a result of education, the child enters into contact or begins to interact with the social system of the society in which he lives. The child's assimilation of social experience is a long-term, complex process. The complexity of this is that the child, on the one hand, assimilates and studies the complex content and volume of human experience, and on the other hand, the methods of acquiring this experience. In this complex activity, it is advisable for the educator to be able to determine the mental and physical state of children when forming a children's team and take it into account in the educational and educational work carried out with children. Also, a skilled educator should regularly hold conversations and meetings with parents, familiarize them with the content and methods of their work on educating children, and use positive examples of family upbringing in their own educational work [1].

In the preschool education system, the formation of a children's team is a complex process that requires a long time. Initially, joint activities often merge into activities related to the world. This union is unstable, short-lived, and quickly breaks down. The first organizer of

such initial union is the educator. Because he offers the children to play together. One of the children loads the toys, the second carries them, and the third unloads the load. On this basis, the educator shows the children how to play with dolls, plays interesting games, assigns roles to them, and gives practical recommendations to make the game interesting. Through such social relations and games, the educator takes into account the specific characteristics of children when uniting them into one group, for example, unites children who are more active in one group and more passive in another. The task of the educator at this stage is to form organizational skills in all children through the widespread use of play and labor in the process of joint activities.

The initial foundations of a team are formed in preschool age. A preschool children's team is a group of children in a kindergarten, a lifestyle that is interconnected on the basis of joint activities, united and organized under the leadership of an educator with goals, interests and experiences. In a preschool children's team, the educator plays the role of the main organizer and gradually instills in children the importance of the team, trying to form a good team of children by spending all their efforts together to achieve common results [2]. The common joyful experiences of preschool children, joint interesting activities are the basis for the development of a children's team. By the end of preschool age, if upbringing in a preschool group is properly directed, such features as cooperation, mutual assistance, and responsibility appear in the children's team. In this way, the team combines the specific goals of people and their joint activities.

A children's team is a complex union of a team of educators and children, an independent system that organizes the process of self-control, self-management, as well as a group with its own psychological environment and traditions. Today, pedagogical scientists, analyzing the process of development of a children's team, pay attention to the following three aspects:

1) the initial formation of the team; 2) the formation of the team, the individual development of each of its members, and the third, the constant complexity of the practical activities of the children. Organizing the joint activities of the team members, the educator uses forms and methods that affect the formation of mutual relations between team members, which allow them to gain positive experience. From an early age, a child feels a need for communication with others, with a team of children. However, a small child cannot choose a team on his own. He joins a team by necessity.

The adaptation, integration, and free interaction of each child in the preschool children's team, that is, the group, directly depends on the educator's ability to create a positive atmosphere in the children's group. If the team in which the child lives is organized in an attractive, friendly manner, the child can feel free in such a team. For this, it is important that the team is rich in content, and the relationships in it are based on humanism. In forming a team, uniform requirements for team members and their activities are of great importance. In particular, self-management by children should not allow some team members to dominate over others [3]. Therefore, the educator should monitor the purposeful activity of children. Also, when organizing individual educational work with the child, the educator should adhere to certain conditions, communicate sincerely with the children, and be in a childlike mood. For example, conversations in individual education, activities, viewing pictures and books together, and didactic games are appropriate if they are held in the morning hours, and in the evening hours for a walk.

The general plan of the educator should indicate what kind of work will be carried out with children. It is also important for the educator to record the results and

characteristics of these observations in his diary and to note important or problematic situations. Although the process of sincere and close relations of the educator with the children's team cannot cover all aspects of the task of raising the younger generation, if the educator can approach his work with sincerity, responsibility, systematically and consistently, he can more effectively carry out the work of preparing children for independent life and work with a specific goal. Thus, the educator plays a special role in the formation of the child's personality. In particular, it is necessary for educators to be a role model for children in everyday life, games, classes, joint work, interaction with them, and communication, to study the child in all aspects, to know his personal characteristics and abilities, to demonstrate pedagogical tact, to receive the results of the work of children, and to be interested in their family situation [4].

During the period of preparing children for school, the following types of collective educational cooperation can be implemented: implementation of educational cooperation between educators and students; organization of educational cooperation of children with their peers in the group; implementation of self-knowledge of the child and interaction with the educational materials being studied during the preparation process, etc.

In conclusion, the children's team and the activities of the educator are of particular importance in the socialization of preschool children, their comprehensive development, and the acquisition of healthy and independent thinking skills. At the same time, it is necessary to effectively teach children from childhood through the team that each child, as a separate social subject of a certain community, should respect the community and develop their interests in harmony with the interests of the community. Because one of the most urgent tasks today is to raise a physically healthy and spiritually mature generation that has an active civic position and can become the foundation of civil society. Developing the child's personality through the team in preschool education, forming a healthy and friendly children's team requires responsibility and professional skills in the pedagogical approach to the activities of each educator. Therefore, the educator of a preschool educational institution must, first of all, fully understand the high responsibility for the future and fate of the child.

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