



**IMPORTANCE OF PHYSICALLY HEALTHY,
PSYCHOLOGICAL AND AESTHETIC UPBRINGING OF PRESCHOOL
CHILDREN**

Abdullaeva Masuda Abdubannaevna

Namangan State University Associate Professor of Preschool Education
Methodology Department, Candidate of Pedagogical Sciences

Abdullaeva Nilufar Sodikzhanovna

Namangan State University Department of Psychology PhD,

Abdullaev Dilmurod Sodikjanovich

Deputy Dean of the Faculty of Physical Culture of Namangan State University

Allanov Ayapbergen Jabbarbergenovich

Head of the "Music Education" department

Annotation. In this article, the importance of physically healthy, psychological and aesthetic upbringing of preschool children in the family and in preschool education organizations is widely covered. In the article, the solution to pedagogical and methodical issues related to this issue is analyzed in detail. Only the right approach to the process of organizing and conducting excursions in the pre-school district will provide a high-quality result.

Keywords: family, aesthetic education, physical health, psychological excursion, observation, preschooler, senior preschool age, speech development, tasks, planning, vocabulary.

Creating conditions for the comprehensive development of preschool children, the widespread introduction of the state program "First step" and inclusive education, the development of educational materials, ensuring continuity of preschool and primary education will increase coverage, ensure equal access of children to quality preschool education, which will affect all aspects of preschool educational activities, including the development of speech of preschool children. President Shavkat Mirziyoyev signed resolution PP-4312, which approved the Concept of development of the preschool education system until 2030 and the roadmap for its implementation in 2019. The Concept defined the goals, objectives, priorities and stages of development of preschool education in the medium and long term. According to the Ministry of preschool education, the Concept provides for solving the problems of lack of qualified teaching staff, overloading of state kindergartens,

inadequate material and technical condition and low percentage of provision of educational materials.

To date, the relevance of research on the psychological health of schoolchildren is increasing due to the increase in neuropsychiatric and somatic diseases, emotional disorders.

The reason for this can be many factors: the organization of the educational process, individual maladaptation, the intensity of training, the uneven use of time for educational activities and recreation, as well as a number of economic, social, and environmental indicators. This article focuses on the influence of the family system on the formation of psychological health as the basis for the development of the child's personality, his success in the educational process and interpersonal communication within the school environment. This is due to the fact that education is one of the main functions of education and the institution of the family.

A child, moving to the stage of primary school education, finds himself in a qualitatively new environment, which differs both from preschool education and from the family. Primary school becomes the most important aspect of a child's life, qualitatively transforming his activities, status position, relationships with others. This transformation is two-way. So, on the one hand, learning activities (a clear schedule of classes, their time duration, sequence, assessment criteria, status positions in the classroom, etc.) affect attitudes and behavior in the family system. Not only the child, but also the parents need to adapt to the new lifestyle, daily routine, the school team of teachers, parents and students, which affects a number of areas of family functioning (social, economic, territorial, cultural, etc.). At the same time, parents are forced to share the upbringing function with the teacher, since the child begins to function in a new social role, immersed in a situation of regular interaction with the teacher. Such a transformation from the point of view of a systematic approach leads to a crisis and affects various family subsystems and their interaction (child-parent, marital, sibling), and this, in turn, affects the emotional, communicative, adaptive, regulatory spheres of the child. For a child, entering school, the beginning of educational activity is a critical period (both in terms of age characteristics, and in terms of family, social and pedagogical parameters), which can provoke the development of anxiety, neuropsychiatric disorders, deterioration of physical health, the risk of developing somatic and psychological diseases.

Given the above, the purpose of the study was to study the styles of family education of younger students as a factor influencing the formation of psychological health in the context of pedagogical activity. At the same time, we understand psychological health as a dynamic state of internal well-being that allows a person to actualize his individual and age-psychological capabilities at any stage (V.E.Pakhalyan). In this case, an important criterion for psychological health is the well-being of the emotional sphere, the absence of personal anxiety, adequate self-esteem and harmonious relationships with others.

To diagnose the style of family education, we used the questionnaire "Analysis of family education" (FAI) by E. G. Eidemiller, V.V. Justickis, which allows us to identify the type of family education and the nature of its violations (level of protection, degree of satisfaction of needs, level of exactingness to the child in the family, the instability of the style of education), as well as the method for diagnosing the level of school anxiety by R. Phillips, designed to identify the level and nature of anxiety associated with the school.

The connection between speech and mental development of children clearly appears in the formation of coherent speech, the development of their thinking, perception, and observation. What would be good, coherent to tell about something, you need to clearly imagine the object of the story (subject, event), be able to analyze the subject, select the main (for this situation of communication) properties and qualities, establish cause-and-effect, time and other relationships between objects and phenomena.

Speech development according to the requirements includes as a component the development of coherent, grammatically correct dialogic and monologue speech. Our coherent speech consists of two parts—a dialogue and a monologue. The building material for it is a dictionary and the development of the grammatical structure of speech, i.e. the ability to change words, combine them into sentences. Speech development is still the most relevant in preschool age.

However, at present, the problem of developing coherent speech in older preschool children has not been sufficiently studied in pedagogy, despite the traditional Declaration.

In the process of studying the problem of developing coherent speech in older preschoolers, there is a contradiction between the need to develop coherent speech in older preschool children and the lack of special pedagogical work on its development in PRE-school settings.

According to M. M. Alekseeva and B. I. Yashina, the development of coherent speech occurs gradually along with the development of thinking and is associated with the complication of children's activities and forms of communication with people around them. In the first year of life, in the preparatory period of speech development, in the process of emotional communication with an adult, the foundations of future coherent speech are laid. Of particular importance is the development of coherent speech. The development of vocabulary, mastery of grammatical forms, etc. are included in it as special moments.

Teachers and psychologists who study the problem of coherent speech development refer to the characteristic given to it by S. L. Rubinstein. This is the definition of situational and contextual speech.

Being sociable, overcoming taciturnity and shyness, helps the child to tell stories. However, the development of the formal side of speech should not be underestimated. Expanding and enriching the child's knowledge and ideas should be associated with the development of the ability to correctly Express them in speech.

The primary form of language existence is known to be oral speech. The Russian literary language has two main forms of existence: oral and written. The development of oral speech in preschool age is considered as one of the most important tasks for the further development of written speech. There are many similarities between spoken and written speech: both forms are a means of communication, both require a well-known vocabulary, and in addition, you need to use a variety of ways to connect words within a sentence and ways to connect between sentences. Psychologists explain the connection between oral and written speech by the fact that both forms are based on internal speech, in which thought is formed.

In the preschool period, moral concepts become more and more strict. Adults involved in their education, as well as peers, heroes of artistic works can be the source of moral concepts.

Ethical experiences are mainly gained and strengthened through communication, observation, and imitation, and at the same time, thanks to the letters and comments of adults, especially mothers. The child always tries to get praise, especially praise. These praises and letters are very important for the success of the child's personality, his spiritual maturity, even physical development, as well as his personal life and career choice.

In the pre-school age, children develop new motives for communication. These are personal and business motives. The assessment given by adults is very important for children in preschool age. First of all, children acquire the norms and rules of household ethics, attitude to their obligations, compliance with the daily routine, norms of dealing with animals and things. Acquiring such norms is considered later for children of this age.

By the end of kindergarten age, most children have clear moral views, as well as personal qualities that are good in relation to people. This is the characteristic of being attentive and kind to people.

By the end of kindergarten age, most children have clear moral views, and personal qualities related to relationships with people are also formed. This is the characteristic of being attentive and kind to people.

The ability of self-awareness develops from the age of a large child, first he tries to think about how he has been and how he will be in the future. "What was I like when I was little?", "What will I be like when I grow up?" are what children give to adults. It appears in questions like Thinking about the future, children try to acquire strong, brave, intelligent and other valuable human qualities in the future.

The formation of the child's character continues in the junior and senior kindergarten years. It is mainly based on children's observations of adult characters. From these years, important personal characteristics such as will, independence and initiative begin to develop in the child. At the age of 5-6, the child begins to try to communicate and interact with the people around him in various activities.

This will benefit him in the future in getting along with people, normalizing work and personal relationships. In the formation of the personality of children of this age, the opinions of their parents and the values they give to them are extremely important. Toddler-age children's imaginations mainly develop in their various home activities. Kindergarten children's imaginations are always growing in various activities. For example, children of preschool age like to play with clay, that is, to make different things out of clay, to play with making different things out of sand, and to paint. Such activities actively affect the development of children's imagination. Fairy tales are another factor that actively affects the development of the imagination of children of kindergarten age. When children hear different stories about animals, a certain attitude towards the characters in these stories is formed.

In the process of pre-school education, children should be mentally and emotionally prepared for school education. As children enter schooling, they develop personal qualities, self-awareness and self-management skills. The development of a child's personality and the formation of moral and social behavior in it are based on the Greek scientist Protagoras. According to him, there is a concept of good and bad, goodness and ignorance in society. Therefore, it is necessary to influence the personality of the child, conduct communication in a moral context, and develop skills and abilities to overcome life's difficulties.

The purpose of such an influence, in his opinion, is not only to improve moral standards in a person, but also to help him adapt to the social conditions in which he lives. According to him, the social influence directed without purpose for the natural development of the child's psyche does not help his socialization.

At this time, in ancient Greece, "What favorable conditions are necessary for a child to become socially active and flexible?" the question was asked. Protagoras endorses the need for external influence for social adaptation, that is, the method of being influenced by others in educating a child.

In Greece, the art of oratory was considered the most convenient way to influence a child. People can be influenced, interested, and persuaded through words.

Protagoras says that in the education of a child, teaching through the art of oratory is the main place. Scholars of Rome and Greece suggest that people with wealth of words and speech can easily find their place in society. They argue that the art of public speaking is related to the criteria of talent.

In the development of children's speech and in the development of a child of preschool age, the factor of mental development of the child is assigned. The field of direct observation is pushed apart by drawings. The images and representations called by them are, of course, less vivid than those given by real life, but in any case they are incomparably more vivid and definite than the images called by the naked word. Drawing classes are held in all age groups. But while younger and middle-aged children learn to describe drawings based on questions from the

teacher, in the senior and preparatory school groups, the main focus is on independent storytelling.

A preschool child likes to look at drawings and talks about them vividly and with interest. Great is his desire to share his impressions with others about what he sees. The task of the teacher is to teach the preschooler to start the story correctly on the chosen topic and convey it vividly, interestingly, logically sequentially.

Classes allow you to accumulate knowledge about subjects that are not always present in the daily life of the child. Any new drawing that tells about the next event in the life of familiar characters helps children master the skills of competent storytelling, and later competent construction of a monologue.

Of particular interest to kids are classes on the possibility of using ordinary objects in a new form. A simple example is plain paper. Children are always interested in how it turns into three-dimensional toys. Even the kid himself can make them. Let him crumple the paper and wrap it with thread to make a ball. They can also be played, for example, to throw in a bucket or a target.

Older children can fold their own airplane or boat. But to do this, you need to show them consistently how they can be made. The kids' memory is quite good, so they will quickly make a new toy, and in the future they will make it independently, without the participation of their parents.

Drawing storytelling is based on indirect perception of the surrounding life. Drawing not only expands and deepens children's ideas about social and natural phenomena, but also affects the emotions of children, arouses interest in storytelling, encourages even the silent and shy to speak. In the process of learning, it is necessary to ensure that the child's story is understandable to the audience, i.e. that all its parts are interconnected and mutually conditioned. There are a number of requirements for storytelling drawings:

- the content of drawings should be interesting, understandable, and foster a positive attitude to the environment;
- the drawing should be highly artistic;
- images of characters, animals, and other objects must be realistic;
- conditional formalistic images are not always perceived by children;
- you should pay attention to the availability of not only the content, but also the image.

Drawings with excessive accumulation of details should not be, otherwise children are distracted from the main thing. Strong obscuration and reduction of objects causes them to be unrecognizable. Avoid excessive hatching and incompleteness of the drawing. Viewing and talking about its content is one of the techniques that prepare children for telling stories based on drawings.

Thus, in the current socio-economic conditions, it is necessary to take into account the socio-educational potential of higher pedagogical education, which combines the leading factors in the formation of the personality of future teachers of preschool educational organizations – activity and connected communication, has a significant range of social openness, accelerates the process of interiorization

of socially significant experience by a person, contributes to the formation of professional-value prosocial attitudes among future teachers, focuses on the implementation of the "prosocial vector" of higher education, which can bring the culture of human and pedagogical relations to a qualitatively new level, ensure the restoration of regional solidarity, people's awareness of their common interests with the interests of the region, country, fellow citizens, colleagues, and close people, their readiness for socially approved behavior, socially significant activity, collective actions, systematic mutual assistance and mutual support.

In the process of reviewing, Dialogic speech develops: the ability to answer questions, justify your answers, ask questions yourself, and the vocabulary is activated and refined. Therefore, the purpose of the conversation on drawings is to bring children to the correct perception and understanding of the main content of drawings and at the same time, the development of Dialogic coherent speech. Typical methodological mistakes of the teacher are often predetermined by difficulties in children's perception and understanding of drawings: the lack of introductory conversation and stencil, template-based questions.

Stories based on a series of story drawings prepare children for creative storytelling on the subject of paintings, for inventing the beginning and end of the depicted episode. Writing different types of stories is the most difficult type of speech activity for children. Therefore, the teacher should gradually move from setting simple tasks to more complex, but at the same time feasible for children of this age. It is necessary to constantly consolidate the speech skills acquired by children, improve them and thus develop a coherent monologue speech of preschool children.

List of references:

1. Mirziyoev Sh.M. «Uzbekistan » Buyuk kelajagimiz Mard va oliyjanob halkimiz bilan kuramiz. (We will build our great future together with our brave and noble people) T: 2019
2. Smirnova, E. A. Using a series of story lines in the development of coherent speech of older preschoolers. – Moscow, 2007. – 183p.
3. Rubinstein, S. L. Fundamentals of General psychology / S. L. Rubinstein. – St. Petersburg: Piter, 2011. – 720p.
4. Alekseeva, M. M. methods of speech development and teaching the native language of preschool children: textbook for students of higher and secondary pedagogical educational institutions - 3rd ed., stereotype. – Moscow: Publishing center "Academy", 2000. – 400p.