

Contents of Experimental Work on the application of Methodological Skills formation in Preschool Education

Nosirova Rano Khamidovna

*Chirchik State Pedagogical Institute of Tashkent region
Lecturer at the Department of Preschool Education. Uzbekistan*

E-mail: rxamidovna@gmail.com

ABSTRACT

The article reflects on the ongoing reforms in the country to further improve and develop the pre-school education system, the preparation of children for school education using metacognitive methods in the educational activities of preschools.

Key words: preschool education, organization, young generation, intellectual, aesthetic, physical, metacognitive, skills, spiritual potential, school preparation, improvement

I. Introduction

The formation of the younger generation as a person and a subject, mental development, raising the level of education begins with preschool education. The effective organization and management of this process serves as a condition for ensuring the continuity of the education system, because the pedagogical process with young souls depends on who they will become in the future, what civic position they will take. considered.

The Law of the President of the Republic of Uzbekistan dated December 16, 2019 No. ZRU-595 "On Preschool Education and Upbringing" was approved. This important document is the first in the history of our country to set standards for preschool education, types of preschool education and state educational programs, norms for attracting potential and spiritually mature teachers, compulsory one-year free education for 6-year-olds in preschool education the system of education, the language of instruction, the mode of operation of preschool educational institutions, the norms of admission and expulsion of children from preschool educational institutions have been strengthened by law. [1.].

The current situation in our country serves to implement measures to improve the system of preschool education. Improving the didactic process in preschool education is the most important condition for raising the spiritual, moral and intellectual development of the younger generation to a qualitatively new level, as well as the introduction of innovative forms and methods of education in the educational process.

II. References And Methodology

The use of metacognitive methods in the didactic process and the rational organization of the pedagogical system play an important role in preparing children for school in the pre-school education process.

The concept of "metabolism" was first introduced to science in 1976 by John Flewell. In his view, the field of knowledge that motivates a person to control a set of general knowledge about cognitive processes is called the field of metabation. J. Flaywell distinguishes 4 components of metacognition: metacognitive knowledge, metacognitive experience, metacognitive goal, metacognitive strategy. [2].

According to the English scientist A. Brown, metacognition is the knowledge of one's own

knowledge. The scientist recommends studying metaphysics in two categories:

1. Cognition is a set of activities, a reflexive process that consciously controls cognitive behavior and abilities;
2. Cognitive regulation - a set of actions and activities that coordinate the sense of desire to learn in the didactic process.

Similarly, A. Brown argues that metabolism processes serve to coordinate and control learning processes and organize activities that consist of several systems:

Activity planning process (plan formation, ability to see results, analysis of shortcomings);

Activity control process;

Monitoring the effectiveness of cognitive activities [3].

The English scientist R. Kluve also distinguishes between two systems that coordinate and control cognitive activity in metabolism processes. In particular:

The control process is a guiding process that encourages the identification of the assigned task, the evaluation of one's own activities and the planning and effectiveness of future activities;

The process of regulation is a process that determines the algorithm of the task, which facilitates the allocation of resources to perform the assigned task [4].

In their research, D. Rigley, P. Shetts, R. Glants, and S. Weinstein describe metabolism as a process of applying reflection to the conscious study of their knowledge, aimed at defining a strategy for their thinking activity. are recognized as a set of behaviors [5]. According to scientists, planning, behavioral strategies, monitoring of cognitive processes play an important role in a person's conscious learning activities.

S. Tobiasi H. T. Eversons proposed a hierarchical model of metabolism, in which it is important to assess knowledge, assess the quality of teaching, plan future learning activities and define learning strategies [6]. According to scientists, knowledge monitoring is an important step in the formation of metacognitive skills, which helps a person to think about what he knows well and what else he needs to learn.

The Russian scientist M. A. Kholodnaya, like other authors, argues that metabolism processes are not limited to the idea that knowledge can be determined by conscious control. M.A. Kholodnaya, who has studied the intellectual field of preschool children, distinguishes three stages in the formation of mental abilities: [7].

- Cognitive knowledge (experience) - mental content, i.e. the stage of systematizing, interpreting and perceiving the received information;

- Metacognitive knowledge - the reception, management (regulation) of information received directly and indirectly in the management of intellectual activity. Metacognitive knowledge provides intellectual control over the information received directly, and it serves to develop metacognitive knowledge.

- Intentional knowledge (experience) - mental content that directs intellectual tendencies.

Studies have shown that children with metacognitive skills are more likely to have high intellectual abilities when they are admitted to school. Metacognitive skills increase a child's level of thinking, develop metabolism processes. In doing so, the child learns to concentrate, sort information, and evaluate his own performance.

Manifestations of human metacognitive activity J. Piaget's operational theory, J. Bruner's Cognitive Concept A. Nioell, J. Shaw, P. Lindsey, G.A. Simon, and others theories of thinking, The concepts of activation of mental processes by P.Ya. Galperin, N.F. Talizina and others also shed light on the state of human ability to control cognitive processes. From the analysis of the above scientific views, theories and concepts, it is important to emphasize the formation of metacognitive skills in the preparation of preschool children for school. One of the important components of metacognition is metacognitive strategies. According to J. Flaywell, these strategies serve to control and monitor a person's learning goals [8]. The scientific views of D. Kyun, V.A. Molako study the structure of individual cognitive strategies of human. In our study, it is the formation of metacognitive skills in preschool children (6-7 years) that is the main guarantee process in preparing them for school. Research by A.Venger, N.N.Poddyakov, N.G. Salmin and others also emphasizes the importance of intellectual formation in preschool children when they use metacognitive strategies.

As a result of the literature review, we were able to describe metacognitive strategies. Metacognitive strategies are specific thinking structures that guide thinking strategies and guide dialectical mental movements.

Metacognitive strategies coordinate cognitive processes and encourage them to perform the following mental behaviors:

- 1) *the dialectic of the development of an alternative, alternative strategy, the understanding that the existing mental strategy is unfounded and that there is a need to develop a new structure;*
- 2) *transformation of the existing strategy, i.e.*
 - a) *by developing a new one to replace the old one;*
 - b) *aggregation of two or more strategies through mental generalizations, etc.*

Based on the above considerations, it should be noted that the pedagogy of preschool education should take into account the organization of metacognitive education in modern preschool institutions, which continues the integration of preschool education and primary education. Variety in preschool education creates a state of mindfulness by shaping the young generation's adaptability to the socio-economic spheres of life. On the other hand, flexible teaching aimed at the formation of metacognitive knowledge in preschool education is measured by the determination of the level of humanism-based subjectivity during a child's interaction with adults. [9].

III. Results

In pre-school education, it is important to prepare children for school based on the use of methods that develop metacognitive skills (self-control, observation, reflection).

Specific criteria have been developed as part of a study to prepare children for school through the use of metacognitive methods in preschool education:

Table 1.
Criteria for preparing children for school through the use of metacognitive methods in preschool education

| № | Criteria for the formation of metacognitive skills | Metacognitive methods | Result |
|---|--|-----------------------|--------|
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|---|--|--------------------------|--|
| 1 | Distinguish the most important concepts in the information explained Be able to analyze the information in the database | Classification | comprehension of educational materials; to be able to consistently develop children's interests and aspirations on the basis of dialogue; |
| 2 | To be able to compare one's own ideas with others; | Comparison | to be able to present educational materials in the educational process in accordance with the personal experience and knowledge of children; |
| 3 | Be able to compare data; | Comparison | moderation, passion, perception of learning, creativity as an indicator of cognitive activity |
| 4 | Be able to express own opinion | Reflection | behavior in non-standard learning situations, independence in solving learning tasks, etc. |
| 5 | Be able to substantiate their views; | begin to solve problems. | Each child in the group completes the task in collaboration with each other |
| 6 | Be able to comment on the events of the topic | | comprehension of the study, creative expression |

As shown in the table, the components of preparing children for school through the use of metacognitive methods in preschool education: the object and subject of cognition, methods and tools of cognition, the result in the form of knowledge and the type of cognitive human activity to reveal the essence of the cognitive process on the basis of an active, relational, value approach, which is considered as. So, in this process, reflection is manifested in the form of reflection, which is aimed at analyzing the child's personal thoughts and experiences. Through reflection, the child becomes the real subject of knowledge and activity.

Based on these criteria, three levels were used to determine the level of readiness of children for school.

1. **High level** - the need and interest in learning is very strong. Independently reads textbook materials. Can identify the most important points in the information. Actively engages in a collaborative environment, easily analyzes events on the topic. He compares what he is studying with what he already has. Can express himself / herself freely. Able to actively discuss with others, enterprising, communicative, boldly defends his ideas. Can summarize and describe materials. Can apply what has been learned. Ready for school.

2. **Intermediate** - needs to know. Can distinguish the most important points in information. Can analyze events on a topic. Proactive, communicative, able to compare existing ideas with others, in some cases a little difficult. Can express himself / herself. He compares his ideas with those of others. Can describe material based on what he / she has learned. His readiness for school is satisfactory.

3. **Low level** - there is a need and interest in learning, but not stable. It is not always possible to distinguish the most important points in information. It tries to analyze the events on the subject as much as possible. School readiness is poor. He cannot express himself freely without difficulty.

We have tried to use some methods that serve to develop metacognitive skills in children during experiments. In this process, each child demonstrates a certain level of knowledge, skills and

competencies.

Moderation, enthusiasm, awareness of learning, creativity, behavior in non-standard learning situations, learning objectives as indicators of cognitive activity in preparing children for school through the use of metacognitive methods in preschool education independence in solution, and so on.

IV. Discussion

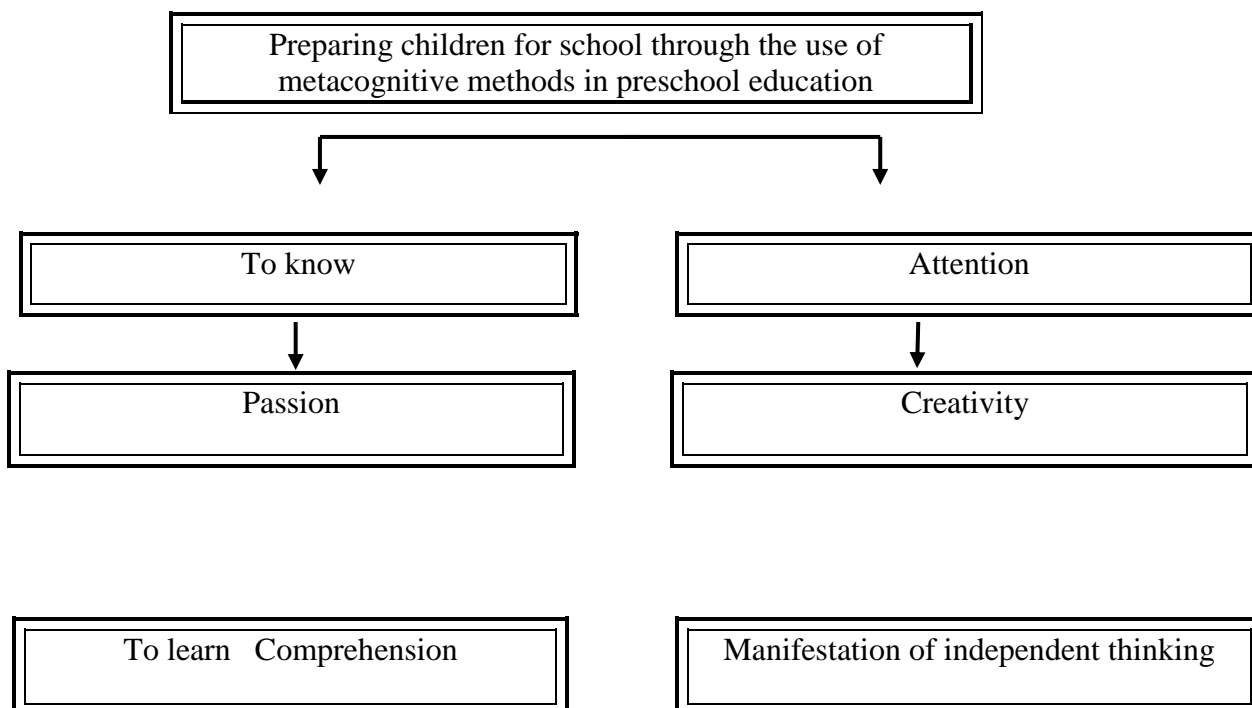
Experimental work on the use of methods for the formation of metacognitive skills in didactic lessons in preschool education was organized in 2017-2020, and the first experimental materials were prepared.

These materials include:

1) With the help of authoring technologies and methods of forming metacognitive skills, classes were organized to develop children's competencies based on the State Program "First Step", to develop skills to work in a collaborative environment, to broaden their worldview.

2) Their interests and inclinations in preparing children for school were studied. Prior to the start of the pilot project, individual interviews were conducted with preschool teachers, their questions were clarified, and scientific and practical advice on the implementation of the pilot project was provided.

Preschool educators were introduced to the forms and methods of control before and after the experiment and came to a unanimous conclusion on the summarization and generalization of the results.



Recommendations for preschool teachers describe the conditions for the organization of didactic lessons:

- organize each session in three stages - Challenge - Understanding - Thinking;
- to ensure that children work mentally during the training;

- approaching them individually and stratified;
- respect and appreciation of their freedom, initiative, diversity of opinion;
- to provide the classroom with the necessary didactic tools, to choose the right teaching methods, forms and tools, to predict the expected results in the fall.

Since the types of games are suitable for all generations of preschool children, the experiments focused on the development of plots from everyday to production and from it to the reflection of socio-political events. Classes were held in groups according to the schedule with the use of modern information and communication technologies, interactive teaching methods. The quality of these lessons was discussed at the pedagogical council of the educational organization.

V. Conclusion

The following conclusions were drawn from the doctoral dissertation on "Methods of preparing children for school through the use of metacognitive methods in preschool education":

1. Recent research has focused on pedagogical research to improve the development strategy of the preschool education system of the country and the model of teaching quality monitoring, which determines its effectiveness, defining and implementing a system of quality indicators of education. showed that there was a need.

2. Analysis of the content of the sources related to the research problem showed that the use of one-sided Program in preschool education is limited. In our opinion, the use of metacognitive methods in preschool education to prepare children for school and to compare the results with the achievements of children in developed countries guarantees the effective functioning of educational institutions and the system.

3. The results of the study show that the development and implementation of state programs, teaching materials, multimedia applications based on a competent approach as a fundamentally new methodology of preparing children for school through the use of metacognitive methods in preschool education has become one of the most pressing issues today.

4. Improving the model of preparing children for school through the use of metacognitive methods in preschool education consists of an interrelated relationship of several interrelated, pedagogical, psychological and socially independent concepts, the quality of education, monitoring and modeling. scientific descriptions were compared, and the monitoring mechanism and technologies were scientifically based on legal, social, pedagogical, psychological and scientific-methodological aspects.

5. An important condition for the economic, political and spiritual development of our country and its place among the developed countries of the world is the introduction of an improved model of methods of preparing children for school through the use of metacognitive methods in preschool education.

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