

## THE CONTENT OF THE ACTIVITY OF COMMUNICATION CULTURE OF PRESCHOOL CHILDREN

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**Annotation.** This article analyzes the state of study of the content of communication culture of preschool children.

**Key words:** preschool education methodology, culture, content, age periods.

Further improvement of the pre-school education system, strengthening of the material and technical base, expansion of the network of pre-school educational institutions, provision of qualified pedagogic personnel, radical improvement of the level of preparation of children for school education, modern approach to the educational process PQ-2707 "On measures to further improve the preschool education system in 2017-2021" in order to implement educational programs and technologies, and create conditions for all-round intellectual, moral, aesthetic and physical development of children. Decision No. PQ-3276 "On measures to further develop non-state educational services" Decision No. PQ-3276 "On measures to fundamentally improve the preschool education system" - Decision No. 3261, "On the organization of activities of the Ministry of Preschool Education of the Republic of Uzbekistan" Decision No. PQ-3305, "On measures to fundamentally improve the management of the preschool education system" Decree No. PF-5198 was adopted.

The development of the curriculum "State requirements for the development of children of primary and preschool age" and "First Step" created wide opportunities for the effective implementation of preschool

education in the continuous education system. Of course, such innovations, aimed at updating preschool education both in form and content, require all pedagogues, starting from parents, to approach child education and his readiness for education based on the needs of the times. Today, arming the young generation with modern knowledge and educating them to be the possessors of strong knowledge that can compete with their peers in the world has become an urgent issue of today. The huge opportunities that are being created contribute to the education of the young generation. Special attention to the growing young generation at each educational age indicates that youth education has risen to the level of state policy. Interest in learning, aspiration, enthusiasm, perseverance, ambition, high potential, characteristic of our nation, are qualities that ensure continuity of generations.

The methodology is based on the principle "I learn what is useful for me, I know where and how to apply the acquired skills and knowledge", which ensures a balance between theoretical and practical skills. This allows to activate the natural interest of children and direct it in the right direction. At the same time, the child will always be the "leader", and the teacher will be given the role of "slave", who will obey the interests and desires of the preschool child, but will control his activities. This allows for the abandonment of authoritarian pedagogy in favor of cooperative principles in joint activities. The development of cognitive interest as a complex personal education gradually takes place in an activity with a practical orientation that allows the child to enter a problem situation. This type of activity, which ensures the possibility of obtaining, synthesizing, combining and actively using information on the subject, is considered a project activity. For a long time, special attention was not paid to the development of educational interests of preschool children in the field of pedagogy. One of the first scientists, such as B.G. Ananyeva, L.N. Bojovich, L.S. Vygotsky, L.A. Wenger, A.G. Zaporozhets, began to consider cognitive interest as one of the leading motives that encourage children to learn and learn [1].

Their research shows that cognitive interest is formed more successfully with active cognitive activity. A child's cognitive interest is to learn new things, to determine the qualities and characteristics of objects, and to identify incomprehensible things about real events, to understand their essence, and to understand the existing relationships and connections between them. appears in the desire to find.

Currently, various approaches to defining the concept of cognitive interest have been formed. It is considered as follows:

- the chosen direction of a person (N.F. Dobrinin, T. Ribot);
- manifestation of mental and emotional activity (S.L. Rushinstein);
- activator of various emotions (D. Freyer);
- a person's specific attitude to the object arising from the consciousness of its vital importance and emotional appeal (A.K. Kovalev);
- active cognitive attitude of a person to the world (V.N. Myasishchev);
- selected orientation of the person to the objects and events of the surrounding world (T. A. Kulikova, N. G. Morozova, G. I. Shukina) [2].

Modern research presents various aspects of the problem of formation of cognitive interest. G. I. Shchukina considers the components of cognitive interest: intellectual, emotional, regulatory and creative processes. A. Vallon analyzes cognitive interest through the prism of emotional attitude to the subject of knowledge. According to him, one of the first objects of knowledge of a small child is the objective world, and the formation of a cognitive attitude to the objective world determines the success of the child's development and largely determines the process of his socialization.

The project method has a holistic nature as a means of developing cognitive interest in the history of the objective world. A number of authors consider the project activity as a variant of the integrated method of teaching preschool children, a method of organizing the pedagogical process based on the interaction of the

teacher and the student. , step-by-step practical activity to achieve the goal (L.S.Kiseleva, T.A.Danilina, M.B.Zuykova). Others analyze the essence of project activity, its problematic nature, its place in the educational process. (T.A. Danilina, B.V. Ignatiev, U. Kilpatrick, M.V. Krupenina, N.G. Cherniglov[5]. At the same time, many studies have not sufficiently explored all the potential possibilities of project activity, its role in the development of cognitive interest in objective world history.

Practical projects in the activity of a preschool educational institution prove that the students:

- gives flexibility and independence of thinking in decision-making;
- encourages the use of sensors in solving practical problems;
- allows to recognize the limits of knowledge and ignorance.
- Teachers also feel a positive dynamic because:
  - search for professional activity;
  - learning to plan work according to children's interests and abilities;
  - planning the educational process independently.

Unfortunately, teachers of preschool educational institutions often need methodological support, consultations, master classes on advanced project technology, because they are often insufficiently aware of the principles and features of project activities. shows that he is not, he does not want to abandon the usual education system, he lacks motivation to improve his professional skills. and show initiative. Not everyone understands the difference between design and research activities: a project is a method of organizing work that ends with a concrete solution used in practice.

Project activity in a preschool educational institution has the following characteristics:

1. Project work is not educational, but intended to solve life problems of interest to one student or a group of children. Therefore, it is important that the studied problem is relevant for the children, and not for the teacher.

2. Using the project method, it is recommended to solve problems that do not allow a linear (simple) solution. Because design is an intellectual, labor- and resource-intensive method, it is used to solve really complex and important problems.

3. Each project combines resource constraints, deadlines, and strict requirements for the finished product. It is easier for children to adapt to business, knowing that they work in "adult" conditions and solve important problems. Thus, children need to understand how to allocate their time and the time of the teacher, how much paper, paint, pencil or plasticine is needed to complete the project, what the result of the work should be (you can imagine material, touch, look). The last point is very important, because the completion of the project is the product, and the result of the activity is the skills and competences that the children have acquired. It is impossible to confuse the concepts of product and result, as well as to create projects of patriotism, friendship, and mutual understanding. Such projects are accepted, but in a different direction: to instill a sense of patriotism, you can study the genealogy of the family, study the lives of great compatriots, and create a photo collage with friends for friendship, and do it together. an important task is to take care of the plants, making bird feeders to befriend in the process. The product of preschool children's project activities should be socially and financially significant.

4. Project activities at all stages of childhood include teamwork. Creating a team allows children to understand how to interact with parents and caregivers, who to involve as help [3].

The project activity in the pre-school educational institution is aimed at forming the child's creative personality. This technology ensures the psychological well-being and physical health of preschool children. When children are involved in a joint project, each child's cognitive abilities develop, creative thinking develops, and communication skills are formed. The result can be achieved by involving children of preschool age in the game process, in which the leading role belongs to the teacher. In older age groups of the preschool educational institution, children

divide into groups and perform tasks, develop independence and interest. These qualities help children to easily and quickly adapt to primary school. Here, children who attend kindergarten who acquire project activity skills are sure to become successful students in secondary school.

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