



MONTESSORI PEDAGOGY OF PRESCHOOL AGE THE ROLE OF CHILDREN'S DEVELOPMENT

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Annotation

The article discusses the role of Montessori pedagogy in the education of preschool children, its peculiarities, pedagogical conditions and important factors.

Keywords: pedagogy, educators, experience, conditions, education, upbringing, method, ability, ability, environment.

Introduction

The purpose of the educational process in preschool education is one of the important factors in the development of abilities, cognitive skills and abilities of preschool children, the full development of the child's personality. The effectiveness of this process depends on the fact that the educator who organizes the educational process uses different methods in different ways.

Today, each of the development centers established in Preschool is based on the experience and advice of the famous Italian physician-educator Maria Montessori. According to Maria Montessori, she created 10 rules for organizing the pedagogical process of children's activities based on their own desires. The main criterion of these rules is that children act through the desires of the will. Let's take a look at each of its rules in order to convey the essence of this methodology to our educators, to promote the pedagogy of Maria Montessori in the field of modern preschool education.

The child is the main focus.

1. Maria Montessori argued that the most appropriate and only way to treat a child was according to his or her wishes. Only he knows what is important for the child. He/she can pour water into jars and spend an hour an hour exploring its properties and charms, during which time it is against Montessori pedagogy to distract a child from drawing or any other activity.

2. The educator directs the child's attention without

Of course, the child is the main driving force of the educational process. Adults regularly interact with the toddler, but they need to be careful not to stifle the child's natural interests, not to jeopardize their need for knowledge. In his Montessori diaries, she stressed the need to pay serious attention to the training of educators. After witnessing the inability of students to apply the new theoretical knowledge gained on the methodology in practice, she paid special attention to the issue of combining traditional methods of working with children with new ones.

3. The environment around children changes according to their interests.

The environment is the foundation of Montessori pedagogy. The equipment in the children's room is placed according to their needs and changed according to their interests. The educators' hands are in the "group pulse", they monitor the children and update the equipment, exhibitions, depending on the



content and relevance of the lessons. In Montessori schools, it is necessary to create an environment for the growth and development of sensory-practical speech, the formation of mathematical ideas for students in preschool institutions.

4. In some activities, young people of different ages can also participate together.

Children learn a lot from their peers. A team of children of different ages is a comfortable environment for such an exchange of experiences. As a child learns from adults what level of development they need to be at over time, they will enjoy sharing their life experiences with younger ones. In "modern families" (parents who work during the day do not have time to communicate with their children), the conditions for comparison and development of children are not enough. Therefore, such exercises are convenient for the child to develop self-confidence, independent thinking

5. Children should be free in lessons.

When the children in the group enter a special room for training (in the Montessori method, separate rooms are developed for the development of small and large motor skills, speech development classes, etc.), her wishes are taken into account. Once the new knowledge has been explained by the educator, the child can play with the toy or equipment of their choice, sometimes in the process they may quarrel over a single toy. This situation leads to the next rule of the Montessori methodology.

6. The child chooses to play alone or to engage with peers.

Children learn to express their independent opinions, work with each other, find common ground in a free environment. This is provided by tutor supervision. At the end of the year, a child who is new to the group learns to respect and agree with the wishes of others (these skills will help them to live independently when they grow up).

7. Children practice as much time as they want.

In the Montessori group, the children are not pressured, they hold her hand and say, "Give it here! "Is not allowed ?. For example, if a child is studying leaves in a nature study session, if he or she wants to work on vegetables in two minutes, he or she will not be told, "Look what beautiful colored leaves there are." This contradicts the Montessori methodology.

8. There are rules in the group that apply even to adults.

For example, each piece of equipment, exhibit, and toy in the group has its place. Kids (even adults) know that everything needs to be put in place after a session. Over time, this skill becomes a skill and is accomplished without a note. Again in the Montessori group, children learn to work calmly without interrupting each other with the help of a tutor, and even educators can't speak loudly.

9. The child is allowed to evaluate his /her own work.

In the Montessori method, there are devices that allow the child to practice independently and generate new knowledge. For example, placing cylinders of different shapes in places that fit their size. Observations revealed that the children who completed the task under the tutor's instruction made a mistake in re-showing the task the next day, while the children who completed it independently completed the cylinder almost flawlessly. The process of independent mastery may take longer, but they retain the knowledge they have acquired independently in their memories.

10. No assistance is offered without the child's request.



The independence of the child is supported; no one can rush him or help him even if he is not needed. But every child always feels the help of an educator when a question arises.

The foundation of Maria Montessori technology plays an important role in nurturing an individual who is an independent thinker and constantly striving for success. In the upbringing of preschool children, we can achieve this goal by combining this technology with the national, cultural and historical heritage of our people and universal values.

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