

THE USE OF INDUCTIVE AND DEDUCTIVE METHODS IN WORKING WITH PRESCHOOL OLDER CHILDREN

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Abstract

This article reflects on the use of inductive and deductive methods in working with preschool adults, the comprehensive development of children.

Keywords: Education, inductive, child education, method, perfection, deductive, older age, development, trait, process of activities, ability.

Introduction

Today, all spheres of life of the New Uzbekistan have become a field of deep reform. No matter how much we talk about changes in the educational system, which are considered the basis of the social sphere in this regard. The fact that the decision of the president of the Republic of Uzbekistan on approval of the law of the Republic of Uzbekistan "on preschool education and education" No. 595 of December 16, 2019, PQ-4312 of May 8, 2019, "the concept of development of the preschool education system until 2030" is aimed precisely at reforming and developing the preschool education system, which is considered the initial foundation of the educational system.

Preschoolers ensure that the child is mentally mature, physically healthy, matured and formed in every possible way, in which, instilling a sense of aspiration to study, prepares children for regular education. The preschool educational organization activities process introduces children to knowledge, understanding, skills and qualifications that are not difficult for them until they reach the age of 6-7 years.

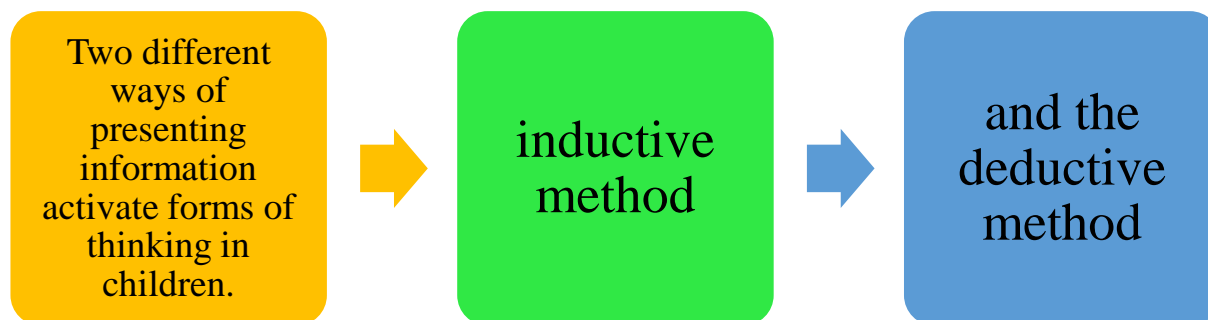
The implementation of the educational program is not an easy task for an educator. The older the children, the more diverse and broader the material learned by the children, and a special place is given here, in addition to the content, to the ways in which information is presented. The use of inductive and deductive methods for the comprehensive development of preschool children is one of the effective methods.

Inductive and deductive teaching methods characterize an extremely important feature of methods - the ability to reveal the logic of the movement of the content of educational material. The use of inductive and deductive methods implies the choice of a certain logic of revealing the content of the topic under study - from private to general and from general to private.

Let's consider the use of an inductive and deductive approach in the process of activities of preschool educational organizations in a conversational way. Conversation with children is a certain form of dialogue of communication on a particular topic conversation with children on a topic: "signs of Autumn. Autumn months " can use the deductive form of conversation (from



general to private). What time of year has come – autumn. This is a fact, a general view of the autumn season. By what signs can we determine this? (the day has shrunk, the leaves fall, the birds fly, etc.). Or it is possible to build a conversation on the principle of inductive. (from private to general) what changes did you notice in nature, what is happening to the animal world, how have the leaves of trees changed? (all this is happening because autumn is coming and etc).



The use of the inductive and deductive method in the process of pictorial activity of preschool educational organizations. Visual activity is a creative process, but it is also subject to certain tasks, rules and directions. In the process of activities, it is one of the main tasks for children to set a task in advance. And let's look at this through the method of deductive approach. Having carefully considered the finished result, we disassemble all the stages of the task, determine what materials we need, how and in what sequence they are applied, what tools are needed for this. Working in this direction, over time we began to make “technological maps” in the process of direct discussion with children, thereby further activating their independence.

The inductive approach is opposite in goal setting. Let's look at the example of drawing. The program always has creative topics based on results, any holidays, events, memorable dates. For example, the topic: “New Year's Eve”. We remember with children all the details of the holiday, unexpected moments, dresses, feelings, experiences, hopes-therby activating all the emotions that we experienced on that day. And then we draw everything that the child wants to describe on this topic. When we work on small details, we get the final result. This result is achieved mainly in older children - through mental processes such as perception, thinking, memory, attention, speech, conscious activity develops, aimed at understanding the surrounding reality. It is at this age that the cognitive interest of the child begins to intensify, it is during this period that children switch from clearly productive – to visual – figurative thinking. Immediacy and curiosity are probably the main qualities of a child at this age.

Thus, from early childhood, we teach children that the problem can be solved in different ways, that the problem is not ambiguous and that it can be learned from different sides, that we learn the world around us from a certain object or phenomenon, gradually revealing all its properties, or that we achieve the desired result through experiments, tests and mistakes.

The use of inductive and deductive methods in working with preschool adults gives us the opportunity to develop volatility of thinking, which in the future can serve as the basis for successful self-awareness of children.

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