

INTEGRATIVE EXERCISE AND DIDACTIC GAMES AS A MEANS OF DEVELOPING LEADERSHIP SKILLS IN PRESCHOOL CHILDREN

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Abstract

The article presents some thoughts on the specifics of integrative exercises and didactic games in developing the leadership skills of preschool children and their content. The article also presents some thoughts on the role of integrative exercises and didactic games in preschool education, their role in the development of preschool children.

Keywords. Integrative exercises and didactic games, students in a preschool educational organization, personal characteristics, management skills, interpersonal relationships, problem.

Introduction

Today, ensuring the quality of preparation of students for school and the development of their personal qualities in preschool educational organizations is one of the important pedagogical problems.

According to modern requirements, it is also appropriate to pay attention to the essence of knowledge related to the formation of initial management skills in preschool educational organizations. In particular, the implementation of actions aimed at providing knowledge that is useful in the process of organizing socio-legal, ethical relations, economic knowledge that allows you to determine the value and purity of various products, equipment and objects, as well as knowledge about leadership in the process of understanding the environment, nature, interpersonal relationships requires educators working in preschool educational organizations to deeply master the foundations of modern knowledge, acquire practical skills and qualifications, and competencies.

Arming educators of preschool educational organizations with modern knowledge, in particular, the basics of modern pedagogical technology, is a requirement of the day. A number of scientific and methodological works have been carried out in our country in this area. For example, the organization of seminar trainings in order to arm educators of preschool educational organizations with knowledge of the basics of the theory of innovative pedagogical technology, to develop skills and qualifications in using information technology services in the process of conducting classes, and to establish a creative approach to organizing activities is an effective step towards ensuring a positive solution to the main tasks facing employees in this field.



Literature Analysis and Methodology

The use of integrative exercises and didactic games in the formation of leadership in preschool children is a process of pedagogical activity aimed at a specific goal. The main goal of organizing this process is to form teamwork skills, moral education of preschool children; to form practical skills in using existing opportunities in life situations.

Discussion and Results

The level of skills and qualifications in the development of leadership skills in preschool educational organizations based on a differentiated approach is determined according to the following criteria:

1. The perception of the pedagogical need for the formation of leadership in preschool children.
2. The availability of information by educators on the implementation of a differentiated approach to education.
3. The level of formation of leadership skills and qualifications in preschoolers.
4. The level of creative approaches to the use of games in the formation of leadership skills in preschool children.

In the effective organization of research work, it is appropriate to prioritize the following principles:

1. Clarity of the didactic goal.
2. Continuous, consistent, systematic and purposeful organization of classes.
3. Unity of education and upbringing in the formation of leadership qualities in preschoolers.
4. Paying attention to the existing conditions and the differential approaches of subjects to educational activities.
5. Taking into account the young psychological and physiological characteristics of preschool children.
6. Active demonstration of personal abilities and skills by school-age children.
7. The acquisition of an integrative and dynamic nature of classes organized in a preschool educational organization.
8. The organization of classes organized in a preschool educational organization based on humanistic ideas.

The study found that the formation of leadership skills in preschool children is positively influenced by the following factors:

1. Objective factors (conditions):

- a) the creation of sufficient conditions for the formation of leadership qualities in preschool children in the preschool educational organization (methodological support, the presence of circles);
- b) the equipment of the training process with modern technical equipment and information technologies;
- c) the level of provision of preschool educational organizations with special literature on the formation of leadership skills in preschool children (textbooks, methodological



recommendations, instructional tools, albums, various models, raw materials and tools, use of Internet sites).

2. The attitude expressed by the subjects (subjective factors):

- a) the fact that the management of preschool educational organizations creates sufficient conditions in this regard
- b) the fact that educators pay special attention to the issue of forming leadership skills in preschool children;
- g) the presence of competencies in educators related to the formation of leadership skills in preschool children;
- j) the differential approaches of educators to the formation of leadership qualities in preschool children in the process of educational activities.

It was found during the research that the organization of pedagogical activities aimed at the formation of leadership qualities in preschool children based on a differential approach can give a positive effect.

Based on the study of the essence of the theory of preschool education, familiarization with the content of the resources created in this regard, the essence of a differentiated approach to the organization of pedagogical activities aimed at the formation of leadership qualities in preschool children reflects the following circumstances:

1. A clear definition of the goal (as well as the correct definition of specific goals within the framework of the general goal).
 2. The correct setting of tasks for the use of integrative didactic exercises in the educational process.
 3. The correct selection of knowledge related to pedagogy and psychology in accordance with scientific and methodological objectives.
 4. The use of highly effective methods and technologies in the process of integrative exercises and didactic games to achieve the set goals.
 5. The correct selection of effective tools from a scientific and methodological perspective.
 6. Clarity of the roles and tasks of the educator and the students, who are the active subjects of the training, in the training process.
 7. Effectiveness of the process of integrative training and didactic games.
 8. Appropriate selection of forms and methods of control aimed at determining the activity of the students and its effectiveness.
 9. Scientifically and practically correct formulation of the goal in terms of leadership formation.
- Based on these approaches, the development of leadership skills in preschool children guarantees the achievement of the intended goal.

Based on these considerations, the following conclusion can be drawn: the development of the content of activities aimed at the formation of leadership in preschool children in a scientific and practical way, in accordance with the interests and age characteristics of the child, allows for the establishment of practical activities in this direction in preschool educational organizations and ensures their effective conduct; educates children in the spirit of conscious interpersonal relations.



In the process of forming leadership qualities in preschool children, the regular and consistent use of integrative exercises and didactic game technology ensures that the exercise is interesting. The game not only motivates the mastery of leadership concepts, but also prepares children for life, teaches them to be able to navigate correctly in their work and relationships. The need to use integrative exercises in the education of preschool children is explained by a number of reasons:

- the diversity of the world surrounding children, often sections of the preschool educational program aimed at studying individual phenomena of the surrounding world do not give an idea of the whole phenomenon, dividing it into various parts;
- integrative exercises develop the potential of students, encourage them to actively perceive the surrounding reality, understand and find cause-and-effect relationships, develop logical thinking, communicative and leadership skills;
- integrative classes, being non-standard, interesting, attract the attention of students with various types of activities, which allows to increase the effectiveness of preschool education;
- integrated classes open up important pedagogical opportunities, relieve fatigue, prevent excessive stress of students by switching to various educational activities, significantly increase cognitive interest, serve to develop imagination, thinking, speech and memory;
- integration in modern society emphasizes the need for integration in education, society needs highly qualified, well-trained specialists. Meeting this need begins with the training of highly qualified, skilled specialists;
- in integrative didactic classes, conditions are created for the development of students' activities, as well as practical classes, based on the strengthening of interdisciplinary ties;
- integration creates opportunities for the educator's self-expression, self-awareness, development, creativity, and contributes to the disclosure of his abilities.

Also, integrative activities should meet one of the main requirements of preschool didactics - to be small in size but capacious.

Conclusion

In an integrated lesson - different areas of education are equally combined and complement each other (music, literature, visual arts). With associative connections between them, it becomes possible to combine tasks through different types of activities (a conversation about fire safety rules turns into drawing a poster on the topic). At the same time, in such lessons, one type of activity prevails, and the other complements it, creating an emotional mood.

An integrated lesson is an activity aimed at revealing the holistic essence of a particular topic through various types of activities that are combined in a broad information field.

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