Principles of Educating Preschool Children in the National Spirit

Dildora Abdullajonova
Senior Teacher of the department of methods of primary and preschool education, ASU
Pedagogical Institute

Abstract: The article discusses the specifics and principles of educating preschoolers in the national spirit. The essence of these principles is explained in terms of their importance in the practice of the field.

Keywords: preschool education, national education, national spirit, principles, professional competence of the educator.

Introduction. It is important to define the principles of any scientific activity, educational and pedagogical goals. It is also important to clarify the principles of educating children in the national spirit of preschool education, which is the subject of our article, as it is impossible to be effective in educating children in the national spirit in MTT classes, as at any stage of education without appointing them.

Principles (Latin principum - foundation, elementary) - the most important system of rules and attitudes in the education and upbringing of children. The principles are the result of the need to organize pedagogical practice properly. Principles are a set of requirements for the process of education and upbringing.

The literature provides educational principles that apply to all stages and forms of education. In most cases, the developmental and pedagogical principle of education; the principle that education is relevant to life; the scientific principle of education; the principle of systematization and coherence of education; the principle of educating and developing; the principle of demonstration of education; the principle of comprehensibility of the knowledge imparted; There are several other forms, such as the principle of thoroughness of the acquired knowledge.

These principles must be followed at every stage of the learning process. However, the proportions and content of the principles will vary to some extent, depending on the content of the subjects, the age of the students, and the availability of visual aids. For example, if the principle of demonstration is related to the organization of observations of natural phenomena, flora and fauna in the teaching of natural sciences, to show grammar tables in the teaching of the native language or any foreign language, to write on the board, drawings consist of drawings and so on. However, in the teaching or training of any subject, it is necessary to have a live observation, that is, to understand certain things and events, to follow the principles of thinking, to understand and know the theoretical conclusions, to apply them in practice, in life.

Literature review and methodology. It is worth noting that, as education and upbringing technologies differ in their approach, it is possible to say that this pair (i.e., education and upbringing) is interconnected and forms a whole. Principles are also unique in their essence. This approach is also a priority in the approach to methods. The principles of acquaintance with examples of fiction in preschool education are described in a textbook created under the guidance of Methodist scholar K. Husanbaeva. There is also a separate article by Doctor of Pedagogical Sciences V. Kadirov. Of particular importance are the scholar's views that "the proportions and content of the principles may vary to some extent depending on the content of the subjects, the age of the pupils, and the availability of instructional materials."

The first stage of education in the PEO is the process of educating children to have national
spiritual qualities, and the following principles apply to the proper organization of training in this area:

The principle of relying on national values in the conduct of national education. According to this principle, not only in the activities of the PEO, but in all areas where the child participates in everyday life in general, should be surrounded by relationships based on national etiquette. This requires, first of all, an environment of national language and speech culture. The fact that the child is in the family, in the MTT, and in public places as much as possible in the national language environment, is crucial. No other factor can replace the national language in inculcating the national spirit in the human mind. Because the national language factor is a prerequisite for the existence and survival of all mentality chromosomes in the spiritual genes of the nation's spiritual heritage. While the language and speech skills of a child who comes to PEO are based on a well-defined curriculum, it should not be limited to quantitative vocabulary and the ability to convey ideas to the interlocutor. Be able to relate to the nurse, the children in the kindergarten, depending on whom they are talking to, whether they are older or younger, whether they are boys or girls, and be able to describe in more detail what they have heard and seen. the etiquette of listening to others is important. At the same time, the child should witness and learn from the culture of high national dialogue, based on age and gender differences in the interaction of adults, and assimilate them into the emerging world of personality, the spiritual world.

National holidays, customs and traditions also have a great impact on the national upbringing of the younger generation. Independence Day, the two Eid holidays, should be celebrated in PEO and families with the same high spirits and joy as the New Year. The initiative and propaganda work of PEO educators is of great importance in organizing the celebration of the Uzbek Language Day on October 21, not only in work and educational institutions, but also in families.

Adults (parents, educators) explain to children the meaning of the neighborhood, family customs and traditions of our nation in an age-appropriate manner, lead them to ceremonies and events in which children can participate. ensuring their participation is important in this regard.

The principle of the need for an integrated approach in all forms of education. National education is provided in all classes and extracurricular activities in PEO. In this sense, it is safe to say that national education is a link between other types of education, such as labor, moral, political, legal, intellectual, environmental. Because they are all different from other nations because of their national identity. For example, in environmental education, an aggressive and respectful approach to land, water and air resources depends on our ancient national traditions. For example, according to him, not only throwing garbage in the running water, but even spitting is condemned in our mentality. In our labor tradition, both the employer and the employee end up asking for each other's consent. In order to reach an agreement, sincerity and honesty were the mottos of both parties.

Integration in the development of national education is carried out simultaneously with the training conducted by the educator in the PEO and family relations. As with other forms of education, both sides need to work together to ensure that national education is conducted in an integrated and continuous manner.

The principle of individual approach. It is well known that each person (child) differs to some extent in their intellectual capacity, abilities and talents. Not all students in the group have the same personality. The basis of this principle is to work as individually as possible with each of the children. When working with a student, it is necessary to take into account his / her individual characteristics: ethnicity, gender, specificity, memory, level of mastery, character and interests in mastering the content and materials of the lesson. For example, in one group, along with Uzbek children, children from Kyrgyz, Kazakh, Tajik and Russian families are educated. The educator will have to respect their language, customs, national and family traditions, and arrange the national education as much as possible in agreement with the parents. The national approach to the upbringing of boys and girls is also guided by the principle of individuality.
The principle of taking into account the age characteristics of children. The transition of the "I" from the family to the wider system of social relations, which begins to take shape at birth, is associated with the transition to PEO. As he interacts with his neighbors' children and adults, he realizes that he belongs to a community. Gradually, the notions of belonging to a neighborhood, district / city, country and nation take root in the consciousness. The educator is required to know at what age children can understand national concepts, when (from what age) what aspects of the national mentality can be absorbed. That's what determines the form and content of a lesson.

The principle of interaction between children and adults.

The experience of educators' colleagues in shaping the national upbringing of children, the search for the best example in the family, and on this basis to determine the vital norms and values of their work leads to the active participation of children in the educational process. For children whose worldviews are not yet fully formed, the life experiences of adults and their personal examples have the power to educate. Adults mean educators, parents, grandparents, brothers and sisters. The influence of younger siblings on the upbringing of children is sometimes decisive. Because they sleep together at home and play together, they spend more time together than anyone else. In this sense, it is important to consider the mechanism by which older adults in the PEO influence the upbringing of children in the lower group.

Discussion. The principle that national education is international and tolerant. It is a well-known fact that it is a vital necessity to follow this principle in the establishment of national education in educational institutions of any multi-ethnic, multi-religious and multi-religious country. At the same time, in today's globalized world, where space borders are no longer a barrier, this principle is becoming more relevant. Forces that seek to sow discord anywhere on the face of the earth and thereby pursue their geopolitical and other selfish ends rely primarily on national and religious factors. Therefore, the implementation of national education based on this principle from the preschool stage will help to prevent many problems that may be painful in the country in the future. The diversity of the population in neighborhoods, apartment buildings, national and ethnic diversity, the upbringing of children of different nationalities and faiths in preschools and other educational institutions allow the formation of national education in the spirit of internationalism and tolerance.

The principle of voluntariness. In no upbringing is the expected effect achieved by type coercion. The goal of education cannot be achieved without the free will of the students. If the process of upbringing is organized wisely, it will serve to enrich the morale of both the child and the educator at the same time. "If an educator can see and understand children's interests, activities, friendship and civic duty, and their desire for independence, it will be clear that he or she is strong-willed. When the will of the pupil is ensured, it is effective in the process of influencing the personality of the pupil." They must be motivated so that the child can voluntarily engage in any type of activity or relationship. It is not possible for a person to respect, love or hate someone or something on his or her own, or to suddenly act on the basis of our national values. To do this, it is necessary to carry out systematic pedagogical activities on the basis of a clear plan, so that children apply the values of their ancestors in their lifestyles and follow them on a voluntary basis.

Result. The principle of team orientation. This principle is based on the fact that the child is influenced by the community to which he or she belongs and uses a mechanism to influence him or her. In the context of educational work, it is important to decide on a positive attitude towards the community. With the help of the team, the child's personality is fully developed, his understanding of existence, a complete interpretation of the world, the emergence and development of a sense of humanity and cooperation. Community-based learning and pedagogical activities can be traced back to the educator-learner, the educator-individual learner, and the learner-individual learner relationship. These forms should serve to provide interpersonal communication in the children's community. "... there is a law of psychological interaction in the
community, and the resulting mood can increase in intensity and quickly spread from person to person. It's harder to "fire" a team than it is for some people, but then the emotions can be very intense. Kids feel brighter and deeper together than they do alone. ” Children continue to spontaneously and consciously assimilate the moral values of a national character formed as a label in the family to which they belong, the group of foster children, and the general children's community in the PEO.

In addition to the principles described, the sources also specify other principles, such as the clarity of the purpose of education, self-awareness, and the orientation of education to the individual. In the context of the subject we are studying, we can see that they are in harmony with the above-mentioned principles. For example, if the clarity of purpose, the principles of self-awareness are the first, that is, the principle of reliance on national values in the conduct of national education, the orientation of education to the individual is close to the seventh principle of voluntariness, which we describe.

**Conclusion.** In short, whatever type of education (national education according to our theme) is carried out in the education system, first of all, it is designed to define the purpose, tasks, as well as to reveal them. normative documents, methodological guidelines and methodological manuals related to the content of education require a creative approach, taking into account the type of education and the age characteristics of children. Also, come from goals, responsibilities

**References:**