iJRASET
International Journal For Research in Applied Science and Engineering Technology



INTERNATIONAL JOURNAL FOR RESEARCH

IN APPLIED SCIENCE & ENGINEERING TECHNOLOGY

Volume: 9 **Issue:** XI **Month of publication:** November 2021

DOI: https://doi.org/10.22214/ijraset.2021.38743

www.ijraset.com

Call: 08813907089 | E-mail ID: ijraset@gmail.com

International Journal for Research in Applied Science & Engineering Technology (IJRASET)
ISSN: 2321-9653; IC Value: 45.98; SJ Impact Factor: 7.429
Volume 9 Issue XI Nov 2021- Available at www.ijraset.com

How Do We Develop Modern Pre-School Education in Size 4K

Dilnoza Takhirovna Ergasheva[1], Sattarova Saodat Narzullaevna[2], Irgasheva Dilnoza Maksudjonovna[3]

[1]*Department of Russian Language and Literature, Samarkand State Institute of Foreign Languages*

[2]*Lecturer Assistant at the Department of Russian Language and Literature, Samarkand State Institute of Foreign Languages*

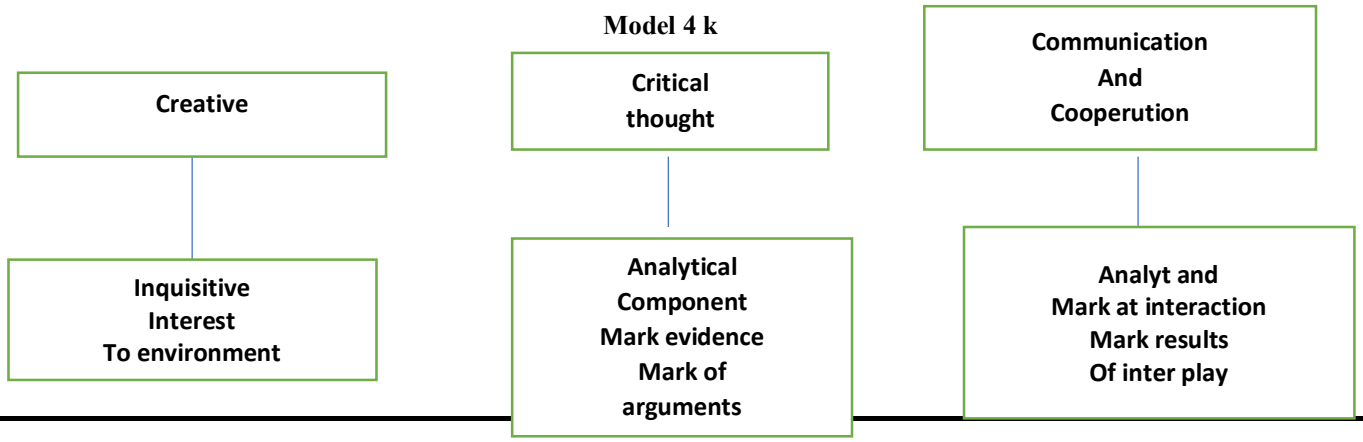
[3]*Teacher of Samarkand State Medical Institute*

Abstract: Model 4Khas benefits which can help us to identify and differentiate it. Not only has it got advantages which can develop child' brain, but also it helps to adapt a child to the kindergarten and school. Child development theories focus on explaining how children change and grow over the course of childhood. Such theories center on various aspects of development including social, emotional, and cognitive growth. We help people find answers, solve problems and get inspired. Parents often focus on what are known as developmental milestones, which represent abilities that most children tend to display by a certain point in development. These typically focus on one of four different areas: physical, cognitive, social / emotional, and communication.

Keywords: adaptation, nursery, kindergarten, child, teaching, training, modern, level, goal, communication.

I. INTRODUCTION

Education and science identifies the main tasks of pre-school upbringing, education, establishments of a state program for education in the Republic of Kazakhstan in 2016-2019 years.-Updating. The content of pre-school upbringing and education; - Introduction to innovative methods and technologies focused on the quality preparation of children to school, development of ability and skills of pre-school age children. -Implementation system of controlling indicators(EGRN2016). The development of the school content of pre-school education will be focused on teaching children within the walls of the school and preparing in the future for a successful personality in adult life. In this regard, updating the content of education and training in school organizations are associated with the new educational policy of the Republic of Kazakhstan aimed to increase the cultural role of education in society. The main goal of updating the content of pre-school upbringing and education is the formation of an unique personality which capable of maximizing age potential of the child competent functionally and also use the acquisition of knowledge skills in a life conditions effectively. Therefore,as the head of State noted that the emphasis in education is shifting towards the 4K model the development of creativity, critical thought, communication skills and the ability to work in an opportunity. Because from early childhood we want yo interrupt our children that they participate in a team spirit,the habit of seeing each other as rivals. Scientific research and researching aimed to determine abilities of children participate in a modern labor market,andhelds in an internationally level. For example,partnership with skills 21century(Partnership for 21st century Skills) it examines critical thought, creativity, communication and teamwork as an important part of an educational aspects. Furthermore, a number of children centered educational philosophy is based on theories of specialists and psychologists who believe these pre-school children learn better through play and the other things themselves. Among of these philosophical theories the most known for us were F.Frebelia,M. Montessor,RedjioEmilie,Valdorf-Steiner,A. Baytursinav and N. Kuljanov. All these methods from the point of view of the devely of pre-school education pays attention to the importance of play and independent study. These research methods have a lot in common because they all strive to educate child as an integral person and believes that children should be responsible for their learning to varying degrees in addition,there are features of teaching methods.



©IJRASET: All Rights are Reserved

Detailed about every from 4K. Critical thought- is ability that orientates in fade information,see caused investigative relations,remains unnecessary and make withdrawal. In order to find possible solution, if case failures,we must understand causes our achievement and unsuccess. Creative allows to assess situation through a different of ways,takes irregular decision and feels himself or herself self-reliance in changeable situations. Person with development of creative can become creator. He or she can generalize ideas and develop undertaking with other people. And these difficulties become fascinating conundrum. Communication. Nowadays everything belongs to space of telephone voice or messages of practical round 24 hours. Ability of communication and put in order contacts hear interlocutor and wear out you from the standpoint becomes basic skill of life. Coordination (collaboration) belongs to communication,but it behaves to professional sphere. It is a skill to asses, general aim and methods its progress distributes roles and assess result. Model 4K:Creative . Inquisitive. Interest to environment. Critical thought: Analytical component. Mark evidence. Mark of arguments. Communication and cooperation: Analyse and mark of interaction. Mark results of interplay.Upbringing and education about renewal.Mental arithmetic. It si unique method which is factual in system oral counting allows to develop intellectual skills children from 4 to 16 age. In the beginning of teaching pupils execute arithmetic calculation with the help of timetables, analogy usual Russian counting. After that,pupils learn how to create intellectual front of eyes manner of virtual mirror. Composing substractionaugmentation,partition , calculation,square root number of pupils teaching program mental math deals with several works. Methods of Mary Montessor. Agreement with this method development individual of child happens when child is in a practical full free. Mary Montessor named her pedagogical technics -system of development child in a special-prepared cultural develops midst. Furthermore, surrounding should be prepat such a way that child could learn it without by heart, in the reverse child should feel activities in a free development. During activities children choose something which more interests them. Pedagogue's problem or pedagogue work is only showing something. Benefits of Nikola Zayseva.Comletes of educational materials for teaching reading, mathematics,grammar of Russian language,English language which intends for usage in household condition in kindergartens,primary and middle school. In the quality of methodic material Zayseva cultivated special bricks which were afterwards were called wonders of way. Like this,syllabes are in a table and in a bricks distinguish with their colour,size capacity, phonation. It can help to the child. Mnemonics.Mnemonics,in other words mnemonics is a set of techniques that increases amount of memory and facilate memorization is called basi visualization. This is a kind of figurative note-taking during which abstract concepts are replaced by those that has a visual,auditory or kinesthetic embodicment in a person's memory. Subjet-Spatial development environment. Children of pre-school age accordance to basics each of recurrent level guardiang and strengtheny their health.

Adaptation is distinguished into 2 parts; psychological and socio-psychological. With its results socio-psychological adaptation is different: positive, negative, on the implementation mechanism-voluntary and compulsory. In the process of adaptation,some patterns can be noted. First of all,up to 2-3years child doesn't feel requirement of communication with their same age childs while child doesn't organize it yet. At this age,adults participate as a partner in a game for child, example for imitation and satisfies child's need for benevolent attention and cooperation.

ld's adaptation to the kindergarten -is getting into the way or adjustment nursery organism to the new environment. For children kindergarten is seemed like unknown space with its new threaten relations and surroundings.

What do we get in the total? Accessibility and mibiliy. Created conditions: - reception to kindergarten school,transfer to other organizations of teaching; -marks,hometasks;-All COR world; - Entrance to institute of higher education in schools. - Education of school,highereducation,and colleges. Timetable of portfolio studying. -Archieves of diplomas. Transparention and Justice. All information in a free access . All changes are fixed (Blockchain). Appointment of leader,awarding grants ,regular of marks, documents about education. Control.Integration of all informational system. Improvement quality of knowledge and mastering of erudition.-Modernization; - Regularrenewal.

A. Learning Through Play

More examples Children at play learn how to:

1) Make a plan and follow through ["I want to draw my family. Who will I put in my picture?"]
2) Learn from trial and error, using imagination and problem-solving skills ["My tall tower fell down! Maybe my friend can help build it up again."]
3) Apply concepts of quantity, science and movement to real life ["I like these big seeds. How many will I need to cover this part of my picture?"]

©IJRASET: All Rights are Reserved

4) Reason in a logical, analytical manner by acting on objects ["There are still some pieces missing in this puzzle. Which ones might fit?"]
5) Communicate with classmates and negotiate differences in points of view ["I want to be the mother. Could you be the baby? Or maybe the grandmother?"]
6) Derive satisfaction from their own accomplishments ["We did it together!"]
7) Develop creativity and explore aesthetics and artistry ["I wonder what will happen if I mix these colours together?]

Children learn critical skills and develop as they play

When children choose to play, they are not thinking "Now I am going to learn something from this activity." Yet their play creates powerful learning opportunities across all areas of development. Development and learning are complex and holistic, and yet skills across all developmental domains can be encouraged through play, including motor, cognitive and social and emotional skills. Indeed, in playful experiences, children tap a breadth of skills at any one time. Often this occurs during 'corner play' or 'centre time' in the context of early learning or pre-primary programs. Corner play, when well planned, promotes child development and learning competencies more effectively than any other pre-primary activity. By choosing to play with the things they like to do, children actually develop skills in all areas of development: intellectual, social, emotional and physical.9 For example, while children are playing, they can try out new social skills (e.g., sharing toys, agreeing on how to work together with materials), and they often take on some challenging cognitive tasks (such as figuring out how to make a building with smaller blocks when the larger ones are not available). Children are 'hands-on' learners. They acquire knowledge through playful interaction with objects and people.10 They need a lot of practice with solid objects to understand abstract concepts. For example, by playing with geometric blocks they understand the concept that two squares can form a rectangle and two triangles can form a square. From dancing a pattern such as step forward, step back twirl, clap and repeat, they begin to understand the features of patterns that are the foundation for mathematics. Pretend or 'symbolic' play (such as playing house or market) is especially beneficial: in such play, children express their ideas, thoughts and feelings, learn how to control their emotions, interact with others, resolve conflicts and gain a sense of competence.11 Play sets the foundation for the development of critical social and emotional knowledge and skills. Through play, children learn to forge connections with others, and to share, negotiate and resolve conflicts, as well as learn self-advocacy skills. Play also teaches children leadership as well as group skills. Furthermore, play is a natural tool that children can use to build their resilience and coping skills, as they learn to navigate relationships and deal with social challenges as well as conquer their fears, for example through re-enacting fantasy heroes.12 More generally, play satisfies a basic human need to express imagination, curiosity and creativity, which are key resources in a knowledge-driven world. They help us to cope, to find pleasure, and to use our imaginative and innovative powers. Indeed, the critical skills that children acquire through play in the preschool years form part of the fundamental building blocks of future complex "21st-century skills".

Child who is in a pre-school age should know logical experience of development. For pre-school education in a modern level is appeared competition keys of children who is in a pre-school age; necessarity organize creative thought ability of find new subject quickly;analyze new situations;set and solve unstandard problems, which isn't met before;teaching work with information;training with communication,adapt to dinamic picture in the world working in a team. After all child has got a school-life; new activity,new responsibilities and new requirements. Through get control over competitions in a sized 4K provides pre-school age children orientates in a varied environment activities understanding that world is rich and it would be reached with different ways and also provides successful education in a school.

Therapeutic game "Sandwich" will be useful for children, anxiety of hypermobile will get out for babies whose legs are throbed for overtired children, when they collapse and come across. "Sandwich" helps to children in order to they feel their body,return sense themselves. In addition,in this game mother or father spare child's attention in order to give back child's sense themselves. So, you lay pillow for child or also head in a pillow and legs are in a pillow (or in a soft blanket) -is bread for sancer. You can put bread with oil -take a child and put he or she with hands very accurate and very carefully. Speak with child in a good voice in every conditions. After that polish oil in a cheese brand or in a second piece of bread -also 1 or 2 cushions(in order to close all places of child) again polish it with oil-already strongly with pressure. And then yum,yum-eat sandwich,put a child in her or his place and pressure him or her near place. After that,caress child's head,smile and give him or her choice sleep in a pillow if he or she doesn't want to get. Therapeutic game"Sandwich" helps to come to one's senses and calm down rule Adaptation. 1. First of all visiting of kindergarten should be limited in time: no more than 1-2 hours. Nursery psyche is very quick surcharging that's why for the first time it is enough for them. During a week,it is increased in sojourn.2. If a child doesn't want to stay with his or her mom, it needn't to insist: first days of it, mothers shouldn't be with their child in a group,in order to child feels that is isn't dangerous.3. First 2 weeks it doesn't recommend that leaving them in an hour,though parents think that adaptation goes successfully. Remember that,for child rules don't

©IJRASET: All Rights are Reserved

play so important role in a child life than taking easy to them. 4.In order to lighting adaptation psychology is recommended that for the first time give to a child thing which his or her favourite from home:softtoy, car and small bag. 5
For children who mostly don't use to separation sometimes with good support would be not great album in 3-4 pages, which is given photos most close people-mother, father, grandmother and grandfather. 6. Leaving child on a whole day is an ancestor than beginning well sleeping and counting hour. If whole day Sunday wouldn't be it is better to take away child before but he or she can't bear whole day loading.
Play is an essential strategy for learning and teaching Learning through play in organized pre-primary setting In organized pre-primary settings, play experiences are enhanced when children are provided with ample time and space to engage freely with the pre-primary setting/environment. Play can occur in many forms: play with objects; imaginary play; play with peers and adults; solitary play; cooperative play; associative play; physical play. Play is considered children's "work" and is the vehicle through which children acquire knowledge and skills, allowing children to engage independently and with others. The role of teachers and other adults in the room/environment is to enable and scaffold playful experiences and learning - this requires thoughtful planning (for example, setting out materials to pique children's curiosity) and spontaneous interactions building on natural curiosities and ideas (for example, following the children's lead in pretend play). Providing children with active and playful hands-on experiences help foster and enrich learning.

B. Learning Through Play at Home and in the Community

While this brief focuses on the systems approach to integrate play in all aspects of pre-primary programs and to ensure developmentally appropriate practice, we must not forget that young children do not only learn in formal or organized settings. The home environment and the community are where young children spend the larger, if not the largest, part of their early lives, interacting with parents, siblings, extended family members, and neighbours. These interactions and relationships have a significant influence over how children understand and experience the world around them. Indeed, home environments and the community provide excellent opportunities to promote learning through play from the early years through pre-primary and primary years. Primary caregivers, as children's "first teachers", are the biggest supporters of children's learning, and therefore have an important role in creating the space for learning through play. It is therefore essential to support caregivers and empower them to take an active role in shaping children's learning and development, as well as to facilitate playful learning for their children at home and in the community in day-to-day experiences.

1) Learning through play in theearly grades of primary school
2) Learning through play is not only for pre-schoolers.

In the primary grades, play opportunities enhance children's mastery of academic concepts and build motivation to learn. In fact, two of the most important things that play can develop are interest and motivation.
Encouraging these in the early grades brings children on board in contributing to their own learning. For example, playing board games can strengthen math concepts while building social competence. Book clubs, dramatizing stories, and other reading games, make it much more likely for struggling readers to move ahead and not give up. Exploration of a wide variety of printed materials and writing tools at a 'writing corner' can engage reluctant writers and help children learn from one another. Further, play fosters creativity and imagination, critical components in enabling us to cope, to find pleasure, and to innovate. Play and opportunities to engage actively in learning strengthens student's creative powers. Letting primary grade students engage actively with materials, issues, topics, opens up the space for inquiry and problem solving.
Subject-role game "Kindergarten". What is necessary? Figures for role children,parents, pedagogues,nannies,musicleader,teacher of physict training. What to do? Play traditional game in a kindergarten a day. Parents take away children in a group.,children take off clothes and they say goodbye to parents. Furthermore,children go to morning activities, do breakfast,nursery conduct activities and organize games with them. After 2nd physical training all children go to walking. And then game is went in a timetable: lunch,silenthours,mid-lunch,games,evening walking and meeting parents. Why is game useful? It can promote child's adaptation to the kindergarten give an demonstrative timetable of day. For children who leave already used to kindergarten it is possible to tell parents, what happens,yet you can't see the most basic you will hear a game ,how nurseries speak, how they communicate with children which causes difficult conditions and you can help to solve these problems in a game form. How is idea for you? Save it in a note in order not to lose. Effective teaching and training. It will be planned beforehand with adults or participated children which contains interplay itself: -communication language and modeling;- showing;- explanation;- studying ideas,support,rewarding;- interrogation;- opinion;- description about actualizes actions;- simplification problem and organization problem. Reading through

©IJRASET: All Rights are Reserved

games. Basic elements of technology teaching through game:- Before a game, concrete teaching goal should be standed;- Concrete pedagogical result is achieved.

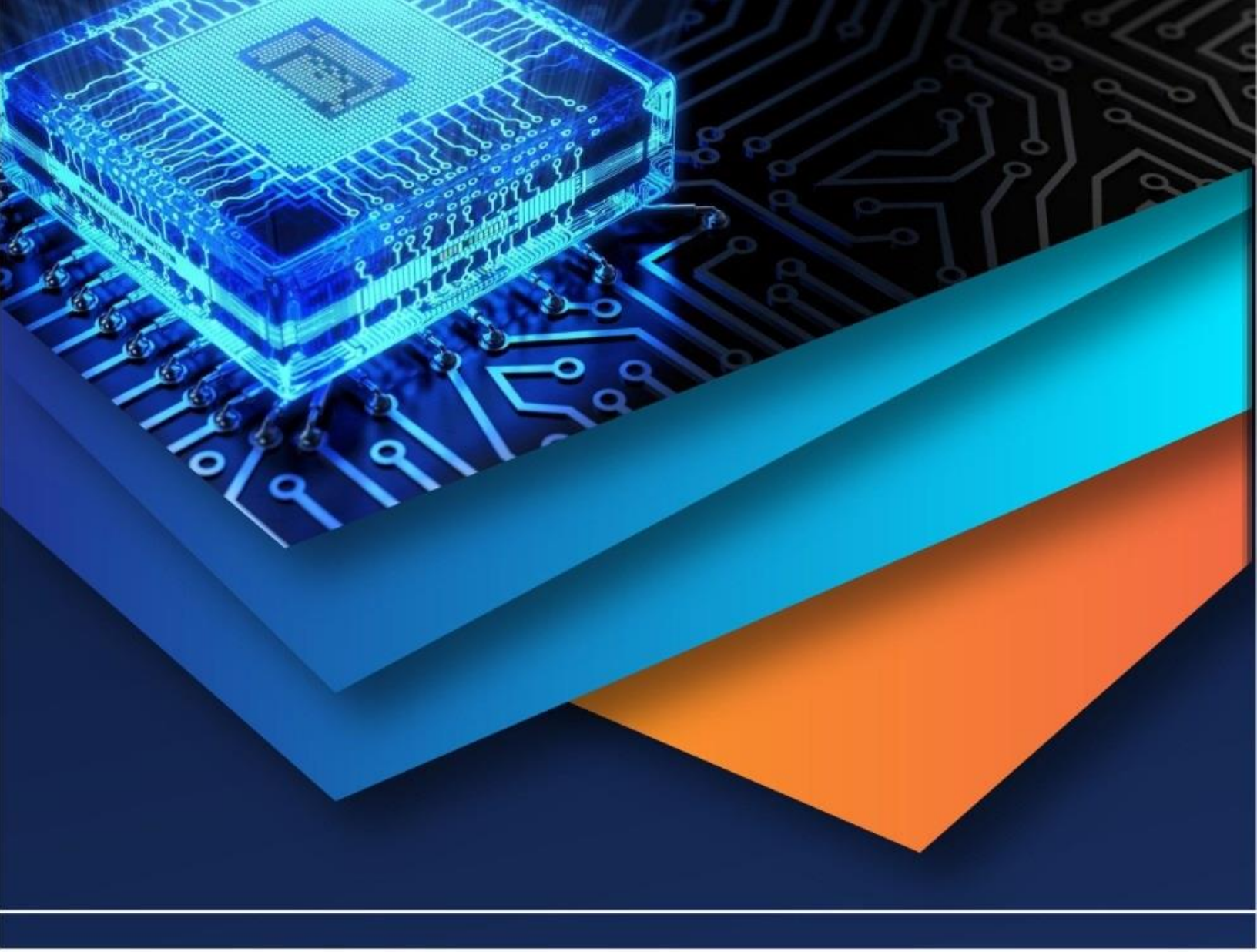
Educational activity is subjugated in game discipline:- educational materials are appeared game grant; Games for upbringing and teaching also we can separate it to 3 group: -game under the guidance of a teacher; - structured game;- free game.

In the process of adaptation next problems are decided by pedagogue:1. Setting such relations with child that educator becomes for him or her close person. 2. Help to the child in order to he or she adapts to new atmosphere which for her or him unknown and target to it. 3. Help to the child ease and adapt fast him or her to new which is elements of life. 4. Help to the child in order to set correct relationships with the same age children.

REFERENCES

[1] "Eurydice" (PDF). Archived (PDF) from the original on 9 October 2016. Retrieved 25 March 2017.
[2] Jump up to:a b Stephens, Terence (28 November 2013). "Preschool Report". ChildCareIntro.com. Archived from the original on 12 December 2013. Retrieved 9 December 2013.
[3] Turner, Martin; Rack, John Paul (2004). The study of dyslexia. Birkhäuser, ISBN 978-0-306-48531-2
[4] Dustmann, Christian; Fitzenberger, Bernd; Machin, Stephen (2008). The economics of education and training. Springer, ISBN 978-3-7908-2021-8
[5] Samuel Lorenzo Knapp (1846), Female biography: containing notices of distinguished women Philadelphia: Thomas Wardle. p. 230
[6] Manfred Berger, "Kurze Chronik der ehemaligen und gegenwärtigen Ausbildungsstätten für Kleinkindlehrerinnen, Kindergärtnerinnen, Hortnerinnen ... und ErzieherInnen in Bayern" Archived 4 September 2013 at the Wayback Machine in ''Das Kita-Handbuch '', ed. Martin R. Textor
[7] Vag, Otto (March 1975). "The Influence of the English Infant School in Hungary". International Journal of Early Childhood. 7 (1): 132–136. doi:10.1007/bf03175934. S2CID 145709106.
[8] "New Lanark Kids: Robert Owen". Archived from the original on 15 August 2010. Retrieved 1 December 2013.
[9] "Education in Robert Owen's New Society: the New Lanark Institute and schools". Archived from the original on 23 January 2013. Retrieved 1 December 2013.
[10] "Socialist – Courier: Robert Owen and New Lanark". Socialist-courier.blogspot.co.uk. 29 June 2012. Archived from the original on 23 October 2013. Retrieved 27 November 2013.
[11] Wilderspin, Samuel (1823). The Importance of Educating the Infant Poor. London: W. Simpkin & R. Marshall, Goyder, printer. p. 3.
[12] Budapest Lexikon, 1993
[13] Public Preschool Education in Hungary: A Historical Survey, 1980

©IJRASET: All Rights are Reserved



10.22214/IJRASET

45.98

IMPACT FACTOR: 7.129

IMPACT FACTOR: 7.429

INTERNATIONAL JOURNAL FOR RESEARCH

IN APPLIED SCIENCE & ENGINEERING TECHNOLOGY

Call : 08813907089 (24*7 Support on Whatsapp)