



Effective Technologies For Forming A Sense Of Responsibility In Preschool Children

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Abstract: The organization of the pedagogical process based on innovative educational technologies in the formation of a sense of responsibility among preschoolers has been confirmed in a well-founded experiment-approbation. Technology is not useful only for developing educational content, but also for comprehensive parenting. The article highlights the methodology of using TRIZ technology in order to form a sense of responsibility among preschoolers using a number of teaching methods and technologies.

Keywords. Technology, activity, fairy tale, story, solution, kindness, education, game, situation, problem.

Maktabgacha Yoshdagi Bolalarda Mas'uliyat Hissini Shakllantirishning Samarali Texnologiyalari

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Annotatsiya. Maktabgacha yoshdagi bolalarda mas'uliyat hissini shakllantirishda pedagogik jarayonni innovatsion ta'lim texnologiyalari asosida tashkil etishga ehtiyoj mavjudligi asoslovchi tajriba-sinovda o'z tasdig'ini topdi. Texnologiyalar nafaqat ta'lim mazmunini rivojlantirish, balki bolalarni har tomonlama tarbiyalashda ham qo'l keladi



Maqolada maktabgacha yoshdagi bolalarda bir qancha ta'lim metodlari va texnologiyalari yordamida mas'uliyat hissini shakllantirish maqsadida TRIZ texnologiyasidan foydalanish metodikasi yoritib berilgan.

Kalit so'zlar. Texnologiya, faoliyat, ertak, hikoya, yechim, mehr, ta'lim, o'yin, vaziyat, muammo.

Аннотация. Необходимость организации педагогического процесса на основе инновационных образовательных технологий в формировании у дошкольников чувства ответственности нашла свое подтверждение в обоснованном эксперименте-апробации. Технологии пригодятся не только для разработки образовательного контента, но и для всестороннего воспитания детей.

В статье освещена методика использования технологии ТРИЗ с целью формирования у дошкольников чувства ответственности с помощью ряда методов и технологий обучения.

Ключевые слова. Технология, деятельность, сказка, история, решение, доброта, воспитание, игра, ситуация, проблема.

Introduction

In our country, great attention is paid to raising a harmonious generation, and the issue of preschool children and their upbringing has been elevated to the level of a priority direction of state policy. In particular, in our republic, special attention is paid to improving the methodological support of the preschool education system, expanding cooperation between preschool educational organizations and family institutions, and integrating the activities of subjects based on synergistic approaches. In particular, the Law of the Republic of Uzbekistan "On Preschool Education and Upbringing" stipulates that "children should be raised in the spirit of love for the Motherland, respect for labor, national, historical, cultural values of their people, as well as universal human values, and a careful attitude to the environment; the family must provide the necessary conditions for the comprehensive formation, education and upbringing of the child" [1]. This, in turn, requires the cooperation of educators and parents in the formation of a sense of responsibility in preschool children, clarification of methodological capabilities, and improvement of educational and methodological support based on modern approaches.



L.I. Bozhovich “in the theory of the formation of the personality of lola, emphasized that human qualities are the result of stable habits”[2]. According to K.K. Platonov, “responsibility is the ability of a person to understand the compliance of the results of his actions with the goals adopted in society or in the community. In addition, ability is understood as the successful mastery of a certain activity and the determination of his own direction”[3].

Let us consider the stages of the formation of a sense of responsibility in preschool children.

Stage 1. Demonstration and formation of motivation.

Using the example of fairy tale characters, children's ideas about kindness, humility, sensitivity, courage, the ability to be independent, and other qualities that make up the integrative nature of responsibility are reinforced by showing them in relation to negative traits: cruelty, evil, laziness, cowardice, and laziness.

With the help of a teacher, children learn to fairly assess the behavior of their peers and adults, analyze what is good and what is bad. In our study, role-playing game technology was applied on such topics as “Always be sympathetic”, “Distinguish good from bad”, “Do only good deeds”, “Do not hurt someone’s feelings”, “Be friends with everyone”, “Always be brave”.

With the help of the game, the following tasks were solved:

- to form human qualities and the ability to take responsibility in children.
- to be kind to others, show sympathy and help.
- to master verbal communication tools by children.
- to use a culture of communication in various socio-cultural situations.

In a preschool educational organization, a conversation is used to form a sense of responsibility for the spiritual and moral qualities of a child’s personality of senior preschool age. By talking to children, educators encourage them to think independently. They ask them a number of questions and discuss their answers. This allows educators to gain information about children's imagination, thinking, and personal experiences.

Stage 2. Formation of responsible behavior skills.

Children compose stories based on pictures depicting problem situations and life events related to responsibility. The task "Content-value stories" is used to identify the importance of spiritual and moral values for older preschool



children and draw their attention to them. Children are offered two groups of stories.

The first group of stories focuses on the emotions and feelings of another person. Children are required to complete the story by describing the experiences in the main description and predicting their subsequent actions. The second group of stories is composed by the older preschooler at his own choice. The heroes of the story are his peers, both close and indifferent children. The educator creates such stories using situations from the lives of older children, for example: the children took a box from the closet, Suyun was in a hurry, as a result, the box fell into the role and scattered on the role, while Umid, on the contrary, did it slowly and carefully. Suyun immediately exclaimed: "Umid is to blame for everything! If I had taken it from the closet or done it myself, I could have done it, so I don't collect anything." And Umid, without saying anything, began to collect the things that fell out... Finish the story. What would you have done? Is Suyun right? What should Umid do?... Children are invited to continue the story. Children's stories are analyzed according to the level of personal and emotional interest in changing a difficult situation, the nature of empathy, the formation of a motive in solving them or their orientation to spiritual and moral values, and the ability to show responsibility for their actions.

In any educational process carried out in preschool educational organizations, the methods used by the educator-pedagogue are selected based on the age characteristics of the children. The scope and mode of use of educational methods and technologies depend on the level of professional training and skills of the educator-pedagogue.

We apply TRIZ technology to form a sense of responsibility in preschool children.

The essence of TRIZ technology is that the child is provided with practical assistance in finding the best and correct solution to a problem or situation. Children learn to think, the educator guides, without forcing, to complete the task. The description of the use of TRIZ technology in the formation of a sense of responsibility can be expressed as follows:

- Identifying the existing problem (setting tasks, developing a system of tasks, solving life puzzles, completing tasks).
- Determining what physical and mental actions children will perform.
- Distinguishing conflicting situations (good-bad, right-wrong).



- Simulating, imitating various solutions, resolving contradictions (exercises, role-playing games with a plot, puzzles, riddles, etc.).
- Finding unexpected, creative and inventive solutions.
- Analyzing the problem (reflexive activity of the student), ways and solutions to improve it.

D. Abdurahimova, speaking about the upbringing of preschool children on the basis of folk oral art, came to the firm conclusion that the socio-cultural competence of preschool children - the rules and norms of morality in communication with adults and peers in life situations - is acquired by children through examples of folk oral art. Starting from preschool age The formation of high spiritual and moral qualities in children is a multi-stage and complex process, and it is emphasized that this process requires a technological approach”[4].

It is very important to teach preschool children to develop a sense of responsibility, independent thinking and free expression of their thoughts, and independent solution of problem situations in dialogical relationships.

As a result of using this technology, the desire to understand the world around them arises in children, to develop creative solutions to the problem. It creates the opportunity to form responsible behavior, such as the formation of speech, intelligence, memory, and creative imagination.

TRIZ technology has been proven to be an effective tool for the formation of systematic, analytical and creative thinking in children.

The advantages of using its elements are as follows:

- a universal tool used during plot-based role-playing activities.
- allows you to enhance the individuality of each child.
- helps the child feel the joy of success in achieving the goal.
- stimulates the optimization of original ideas, the exchange of ideas.
- stimulates creative active independent thinking and creativity.
- the imagination of children is formed in plot-based role-playing activities, practical and artistic activities.

helps to form a person who offers unconventional and non-standard solutions, finds a way out of a difficult situation, helps others see the other side of the existing problem.

Z.N. Borisova “conducted research on the possibilities of holding children accountable for their irresponsibility. To solve this problem, the author used the organization of children's labor activities in the form of performing tasks, and



the performance of the duties of the watchmen taught children to be responsible for the group and partners”[5].

Z.N. Borisova's “theory of responsibility education is based on the education of a person in a group team and through collective education. Z.N. Borisova demonstrates the importance and possibilities of educating responsibility in preschool children. From a strategic point of view, the author emphasized that the responsibility of a preschool child is the sense of subordination he experiences, duties to adults and children, his awareness of the need to participate in the team, and actions aimed at completing a common task”[5]. The main tasks in conducting educational activities to form ideas about responsibility in children are:

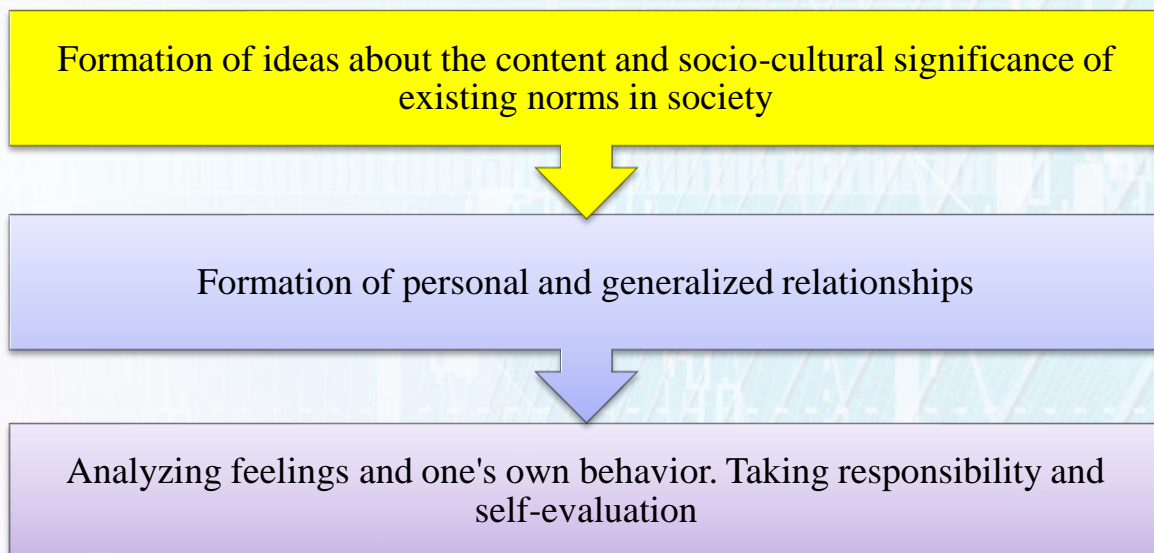


Figure 1. The main tasks of conducting activities to form ideas about responsibility in children

The lessons should cover topics that are relevant and understandable to children. Children will analyze the relationship between their family members and the sincere performance of duties by people of different professions, and understand and understand that this is "responsibility." Give examples of responsible and irresponsible behavior. Special attention is paid to analyzing the behavior of older preschoolers. We will give examples of lessons, stories, and fairy tales on the formation of a sense of responsibility.



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