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Research Article

THEORETICAL BASIS OF DEVELOPMENT OF HUMAN CAPACITIES OF STUDENTS IN PRE-SCHOOL AND SCHOOL EDUCATION

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ABSTRACT

Childhood is the period of completion of an important period of development for the child. During this period, the child develops physical, cognitive, speech, social-emotional, and self-care skills. During this period, the concept of value develops as a result of the child's interaction with the social environment.

KEYWORDS

And these concepts are socially reflected throughout life. Value appears to us as a human concept. Respect, love, help, and exchange-these are the basis of human values.

INTRODUCTION

Value is a sociological, psychological, economic, and philosophical concept. It is related to many different areas. Its connection with these areas reveals the "good" and "bad" qualities of regulating the behavior of the individual in society.

It makes it easier for the individual to make choices by allowing them to determine their behavior in events and situations.

General characteristics of values make the concept universal. Universal acceptance of values is important in different cultures, beliefs, and

societies. It also raises the question of how to teach people values.

Values are formed as a result of socio-emotional experiences. In other words, values are formed as a result of experiences, social relations, and environments that are important in the society in which a person lives. Teaching the concept of values to a person is accepted on the basis of experiences in the family, school, and society. The concept of value, which is mainly found in the family, comes to the fore in the teacher, peer relations, and educational programs with the beginning of school.

Especially today, the rapid development of technology, the abundance of positive and negative stimuli, the increase in problems in the social environment, and the increase in violence have revealed the need for countries to include the concept of value in their educational programs. Although there are many definitions of values education, it can most broadly be defined as the study of values education. Values education is aimed at strengthening the values that are present and accepted by a person in his family, being aware of the values accepted by the school education system, and developing the ability to make decisions in accordance with his life.

Finding a solution through the existing values is instilled in the minds of students in education. Values education is the creation of a conscious and planned learning environment for the individual to have self-awareness and decision-making ability in their thinking system. At the end of infancy, the child begins to understand the

world in which he lives, people, and many other things. With the onset of childhood, children begin to learn the rules, norms, and values of the world they live in, as well as the physical world.

The development of character is mainly completed in the pre-school period, which increases the importance of values education given during this period. The preschool period is the first period where the foundation of the concept of values is formed, and the values taught in the preschool period increase the child's self-confidence, develop the ability to make individual decisions, solve the problems they face, and make them happy individuals. Also, the characteristics that should be included in the value education program that children should acquire can be listed as follows: values should provide a universal perspective; values can be considered in different categories. Therefore, it is necessary to try to teach values through different teaching methods (story, drama, discussion, etc.); creativity and verbal expression play an important role in explaining values; values should be explained through interesting activities, songs, dances, and movements; while explaining universal values such as peace, love, and respect, it is necessary to carry out activities aimed at activating the child's thinking ability. Many countries implement a variety of values education programs by providing pre-school and school-age children with "values education" and helping them acquire the values they want to achieve. They found that children who received preschool and school education showed significant differences in the areas of social cooperation,

social interaction, and social independence compared to children who did not receive preschool and school education. Italian scientist and pedagogue Maria Montessori gave the following ideas about the formation of abilities in children:

These principles are expressed as follows: providing a free environment where the child can realize himself; allowing the child to express his interests and needs;

-and allowing the child to work with different materials. increase his interest; directing the child to create new products from the materials he plays with;

-and creating creativity. Supporting the child's educational processes; understanding that the child can learn on his own;

-the child's interest in various materials, as well as materials that interest him; ensuring the active participation of the child in the classroom environment; giving the child a chance and supporting him;

-allowing the child to be independent by realizing his personality. In addition, the child begins to use his previous knowledge.

Considering that Maria Montessori was influenced by Rousseau in creating her philosophy of education, it can be seen that the basic philosophy of the Montessori approach has similar beliefs. takes the idea that he can educate himself as the main philosophy of his educational approach. She accepts the idea that preschoolers

need to learn and internalize values and "understand what to do internally, not by telling the child what to do" (an external control mechanism).

Therefore, the Montessori education approach is one of the preferred approaches to teaching values to children. The unique practices and basic principles of the Montessori approach directly affect the education of values. As a result of the studied works, it can be said that the experiences that children have also help them acquire social and cultural values. However, in order to build a democratic society, the educational environment must enable children to integrate values such as interaction, cooperation, and respect for those who are different in their way of life. Activities called social studies are effective in conveying these values. These activities can be trips or visits to common values. Thus, children gather together and get to know each other. For example, when visiting as a guest, if a child sees a family from a different culture, he can learn to respect that family and that cultural differences are important for building a democratic society. Child-to-child educational approach The child-to-child approach model, which identifies societal problems and involves children in solving these problems, has emerged as a model for working with children's families, peers, and other people. These approaches are important in the field of education. Because if children have healthy thinking, they learn better and can convey what they have learned to others. As a result, they acquire values such as empathy, cooperation, solidarity, sharing, and self-management. Also, in

the cooperative education approach, the multicultural education model, peer education model, and cooperative education model play an important role in the formation of values. In a multicultural education model, children learn to respect others, embrace cultural diversity, demonstrate democratic attitudes, and maintain strong ties to the community. In cooperative learning models, they learn values such as sharing ideas and respect in cooperation with their peers. As mentioned above, in the models of this approach, children play an active role in solving social problems, and their life skills are formed.

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