

METHODEN UND FORMEN DER BILDUNG DES PATRIOTISMUS BEI VORSCHULKINDERN

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Zusammenfassung: In diesem Artikel werden die Merkmale der Arbeit zur patriotischen Erziehung mit Vorschulkindern erörtert, die auf die Bildung und Entwicklung einer Person abzielen, die die Qualitäten eines Bürgers besitzt – eines Patrioten des Vaterlandes und in der Lage ist, bürgerliche Pflichten erfolgreich zu erfüllen. Patriotische Erziehung ist eine der Hauptaufgaben der Vorschulerziehung – sie ist ein gezielter Prozess der Beeinflussung eines Menschen mit dem Ziel, Patriotismus zu formen, als eine Eigenschaft, die sich in der Liebe zum Vaterland und seinem Dienst am Vaterland manifestiert. Die Förderung patriotischer Gefühle im Vorschulalter ist ein komplexer und langwieriger Prozess. Die Arbeit sollte in jedem Alter systematisch und in verschiedene Richtungen geplant werden: Förderung der Liebe zu geliebten Menschen, einer kleinen Heimat, dem eigenen Land. Um Patriotismus bei Vorschulkindern zu fördern, müssen wir daher verschiedene Formen und Methoden zur Organisation von Kinderaktivitäten anwenden.

Schlüsselwörter: patriotische Erziehung, Formen und Methoden der patriotischen Erziehung, Erziehungsmethoden, Patriotismus, Gespräche, didaktische Spiele.

METHODS AND FORMS OF EDUCATION OF PATRIOTISM IN PRESCHOOL CHILDREN

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Abstract: This article discusses the features of work on patriotic education with preschool children, which are aimed at the formation and development of a person who has the qualities of a citizen - a patriot of the Motherland and is able to successfully fulfill civic duties. Patriotic education is one of the main tasks of preschool education - it is a purposeful process of influencing a person in order to form patriotism, as a quality manifested in love for one's Fatherland, serving it. Raising feelings of patriotism in preschool age is a complex and lengthy process. The work should be planned systematically at all ages and in different directions: fostering love for loved ones, a small homeland, one's own country. Thus, in order to educate patriotism among preschoolers, we need to use various forms and methods of organizing children's activities.

Keywords: patriotic education, forms and methods of patriotic education, methods of education, patriotism, conversations, didactic games.

At present, the idea of educating patriotism and citizenship, gaining more and more importance, has become a task of national importance. A special place in government documents of recent years is given to the education of patriotism among the younger generation.

Preschool age is a period of personality formation, it has its own potential for the formation of higher moral feelings, which include the feeling of patriotism.

The patriotic education of the younger generation is one of the urgent tasks of our time. Patriotic education of preschool children has its own characteristics:

- The feeling of love for the motherland in a child begins with love for the closest people - father, mother, grandmother, grandfather, with the child feeling their warmth, attention and care. And his home, yard, and kindergarten, where he gets the joy of communicating with peers, and native nature - all this is the Motherland. The upbringing of patriotism means the upbringing of love, affection for the small Motherland, for the place where the child was born.

- The education of patriotism is successfully taking place in the process of introducing children to the cultural heritage. For centuries, fertile pedagogical material has been accumulated in oral folk art, in folk arts and crafts and various folk crafts, in folklore and classical works, sculpture, architecture, which are so close and understandable to preschool children. Each nation has its own fairy tales, and all of them pass on from generation to generation the basic moral values: kindness, friendship, mutual assistance, hard work.

- The education of patriotism is carried out through the formation of a national spiritual character in the child. Knowledge and observance of the national traditions and customs of the Uzbek people provide communication, continuity of generations, make you feel and understand the national characteristics of your people, for the Uzbek people this is kindness, generosity, optimism. Respect for the labor skills and creative crafts of the ancestors, pride in the people whose labors and talents Uzbekistan is famous for is a necessary condition for the formation of a growing person's civic position, fostering a sense of belonging to the past, present and future of their people.

- A special role in the education of patriotism is assigned to nature, as it constantly surrounds the child, enters his life very early, is accessible and understandable to him. The little man feels strong and significant with representatives of wildlife, as he can do something for them: help, protect, preserve.

- In moral and patriotic education, the example of adults, especially close people, is of great importance. Based on specific facts from the life of older family members, it is necessary to instill in children such important concepts as "duty to the Motherland", "love for the Fatherland", "feat", etc. The motherland honors its heroes who gave their lives for the happiness of people. Their names are immortalized in the names of cities, streets, squares, monuments were erected in their honor.

There is a variety of methods and forms of education. The method of education is a way of realizing the goal of education. Scientists are primarily concerned with the classification of these concepts.

Traditionally, methods of education are considered as ways of influencing the essential spheres of a person in order to develop in them the qualities set by the goals of education. Such an approach to methods does not correspond to our understanding of the educational process, which is based on the subject-subject approach.

Under the method of education, we mean the ways of interconnected activities of educators and pupils, in the process of which changes occur in the level of development of the qualities of the child's personality.

Our study used these and general parenting methods, such as:

- Problematic, ensuring the activity of the child.
- Nurturing situations. They mean the formation of relationships that force the child to a certain act, action.
- Exercises. Their effectiveness lies in the systematic use of this method and the approval of ongoing deeds and actions.
- Teaching, persuasion, which are carried out in the form of a conversation, explanation.
- Methods for stimulating activity motivation - encouragement, gratitude, trust, praise, emotional impact. With their help, the child gains confidence in their own abilities and capabilities.
- Methods that form consciousness in a holistic pedagogical process - a conversation with elements of a discussion, during which the child learns to listen and hear another, argue his point of view, etc., an example of adults and children, a story, work with a book and other cultural sources .
- Methods for monitoring the effectiveness of the pedagogical process. There are two levels of feedback: external - the teacher receiving information about the products of the child's activity; internal - the child receiving information about the results of his own activities (reflection). In the second case, the child himself, having received information, comprehends and evaluates his progress. Thus, the cognitive process becomes not imposed from the outside, but turns into a process that is purposeful for the child himself. Control is associated with the evaluation of performance. In our model, it is expressed in evaluative positive judgments - in approval (Helped another - and you also felt good). Control methods are: observation of children's activities, conversation, productive creative activity, diagnostics. The main requirement for the use of all these methods in the educational process is goodwill, providing a positive emotional environment in the children's team.

We are of the opinion that the problem situation method has the greatest formative influence on children. The essence of this method is that it ensures the activity of the child in solving the problem that concerns him. And in order for a cognitive problem to become exciting for him, it is necessary to create a problem situation - a certain mental state (A.M. Matyushkin) or an intellectual difficulty (M.I. Makhmutov [9]), which occurs when it is impossible to explain the phenomenon, fact, process of interest or perform the necessary actions known way.

At the heart of the problem situation is surprise, puzzlement that a new fact contradicts existing knowledge and cannot be explained with their help. The problem situation ends, as a rule, with the formulation of the problem in a general form [12].

By B.C. Selivanov, "having created a problem situation, having formulated a problem and problematic issues, the teacher reveals the path of scientific research that led to its solution, or shows how it can be solved using modern methods" [11].

In the course of the study, we came to the following conclusion: with the help of a problem situation, teachers form the child's own activity, during which his development takes place. The specific methods in our study are the game; encouragement, trust, praise; conversation with elements of discussion. The game in the process of education of patriotism is considered by us as a method and as a means. The process of cognition and play are inextricably linked. At preschool age, the game is the kind of activity in which the personality is formed, its inner content is enriched. Ya.A. Comenius highly appreciated the role of play in learning: "My whole method is aimed at turning school bondage into a game and fun" [8, p.64].

The formation of the game as an activity assumes that the teacher influences the expansion of the subject matter of role-playing games, the deepening of their content, and contributes to the mastery of role-playing behavior by children.

Techniques for managing a game with the aim of forming it as an activity can be conditionally divided into traditional (developed by R.I. Zhukovskaya, D.V. Mendzheritskaya [6]) and new ones, studied in recent years (N.A. Korotkova, N.Ya. Mikhailenko [10]).

In the traditional management of role-playing games, the main attention of the teacher is focused on enriching the content of the games. To this end, he creates interest in children for new stories. Such interest does not arise from scratch, it "ripens" in the course of all educational work, if preschoolers receive vivid ideas about the life around them, which are woven into their past experience, excite the imagination, and evoke an emotional response. The younger the children, the more important for them are the impressions received from direct acquaintance with this or that phenomenon. So, to enrich the content of kids' games on transport topics (into a driver, into a driver), the teacher takes the children to a public transport stop, specifically asks the driver who brings food and the preschool institution to talk with the children, show the cab of his car, allow him to sit there, holding on behind the wheel. With children 4-6 years old, you can consider the relevant illustrative material, read books to them, and have a conversation.

Theatrical director's games are interesting for preschool children, which are a specific type of artistic activity. Children perceive the game as a performance that gives the child a lot of joy from experiencing its content and especially from their own acting.

The educational value of these games lies in the active desire of the child for the creative execution of the literary and his own plot. In theatrical, directing games, various types of children's creativity develop: art and speech, music and games, dance, stage, singing. Educators should strive to encourage children to realize

themselves not only as "artists" who play roles, but also as "artists" who design the performance, as "musicians" who provide sound accompaniment, as spectators, etc.

Methods of encouragement, gratitude, trust, praise give the child the opportunity to gain confidence in their own strengths and capabilities, which is very important when raising preschool children. A conversation with elements of a discussion means that children actively express their opinions, defend and prove their point of view in a collective discussion of a problem (this method is used daily in our study). The modern method of conducting conversations - discussing various problems was developed by N.E.Shchurkova [5].

When preparing for a conversation and conducting it, the following requirements should be considered:

- the content of the conversation should be interesting for children, close to their experience;
- children should have the opportunity not only to answer, but also to ask questions, express their opinion;
- one should not be too quick to reject and condemn the wrong opinions and judgments of children;
- after the conversation, it is useful to create conditions for the activities of children in accordance with the main conclusions of the children.

Along with the above methods, more particular methods and techniques are used: an example, a comparison technique, an introduction to the educational process of musical works and paintings, and others. The use of an example is the formation of a certain attitude to the phenomena of reality on the basis of some sample.

In education, examples of parents, close people, peers, heroes of fiction, etc. are often used. Ushinsky believed that "the best example is an example of the child's own progress along the path of self-improvement as a result of the labor expended. An example is an extremely effective method of educating preschool children" [11, p. 287].

In upbringing, the results depend to no lesser extent on how the upbringing process is organized, that is, on the form of educational work. In pedagogical science, there are many opinions about the forms of educational work.

In each of the areas of education of patriotism that we have identified, there are specific forms of organization of the educational process.

Forms of work on the education of spiritual and moral attitudes and a sense of belonging to the home:

- conducting joint leisure activities "Dad, Mom and Me";
- registration of a family photo album;
- children's drawings "My family"; "My kindergarten", "My city / village";
- joint labor activity of children and adults;
- meeting guests (family members and other adults) at the end of each vocabulary block and on public holidays;
- round tables "Let's get to know the baby together";
- celebration of birthdays.

Forms of work on the formation of a spiritual and moral attitude and a sense of belonging to the cultural heritage:

- organization of pre-holiday gatherings (children, parents, teachers, etc.)
- creation of a mini-museum in the kindergarten;
- excursions to the museum, library;
 - design of exhibitions of folk art with the involvement of craftsmen, parents, children;
 - holding Uzbek folk calendar holidays;
 - meetings with craftsmen;
 - compiling a genealogical tree;
 - filling the "grandmother's chest" with family heirlooms;
 - design of a family photo album "History of my family";
 - theatrical, directing, role-playing and other games for children in their free time;
 - targeted walks through the streets of the city.

Forms of work on the education of aesthetic perception of the nature of the native land and a good attitude towards it:

- joint activities of adults and children to help representatives of wildlife;
- targeted observations of natural objects;
- creation of educational situations;
- holding a final conversation;
- organizing and conducting excursions into nature (to the forest, to the park);
- involvement of the child in the process of adult perception of the beauty of the surrounding nature;
- appeal to poetic images;
- child's work in the "Garden - garden on the window";
- targeted observations of the state of wildlife objects; • joint agricultural work in nature with adults;
- practical interaction with wildlife in order to provide it with all possible assistance.

The proposed list of forms of educational work is advisory, exemplary in nature and is given as an illustration, which allows us to show in a holistic way the work with children and their parents.

Thus, the forms of patriotism education among preschoolers are very diverse, created by participants in the pedagogical process, including children, and are unique for each situation; organizationally ensure the implementation of the goals, content, principles and methods of formation of patriotism. When choosing forms, it is necessary to take into account the tasks of educating patriotism, on the basis of the tasks to determine the content of the work, the main activities in which it is advisable to include children.

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